



# CSU–Fort Collins Division of Student Affairs

**Dr. Blanche Hughes, Vice President for Student Affairs**



# Division of Student Affairs' work links directly to CSU System Strategic Priorities for 2023–2028

- Student Success – closing equity and opportunity gaps
- Land Grant Priorities – access, affordability, sustainability
- Innovation – to serve students
- Campus Collaboration – partnerships
- Healthy Campus – focusing on supporting our students and staff



# DSA at a Glance

845 Career Staff | 2,100 Student Staff | \$187 Million Budget

## Student Communities

- Housing & Dining
- Lory Student Center
- Fraternity & Sorority Life
- Adult Learner & Veteran Services
- Off Campus Life
- *Student Diversity Programs & Services*

## Health and Wellbeing

- Health Network
- Campus Recreation
- Student Case Management
- *Support & Safety Assessment*

## Student Services & Support

- Orientation, Transition, and Family Programs
- Career Services
- Student Resolution Center
- Student Legal Services
- *Student Access & Success*



# DSA Student Success

*Creating Equitable Educational Environments Resulting in Increased Graduation Rates and Eliminating Opportunity Gaps*

- **Sense of Belonging**  
*Promote a "whole person" approach*
- **Mental Health & Well-Being**  
*Value student and employee mental health and well being*
- **Personal & Professional Development and Career Readiness**  
*Enhance academic & co-curricular student experiences that contribute to student success*



# Basic Needs: A Comprehensive Approach

Food Security: Rams  
Against Hunger

Housing Security: Housing  
& Dining Services & Off-  
Campus Life

Transportation Security:  
RamRide x Lyft & Bus  
Passes

Financial Security: Student  
Employment &  
Scholarships

# Student Affairs

## Student Success Priorities



**Invest in our staff and infrastructure to support Student Success**



**Use assessment & research for evidence-focused vision, mission, programs and services**



**Expand partnerships**



**Fundraising and development**

# STUDENT AFFAIRS

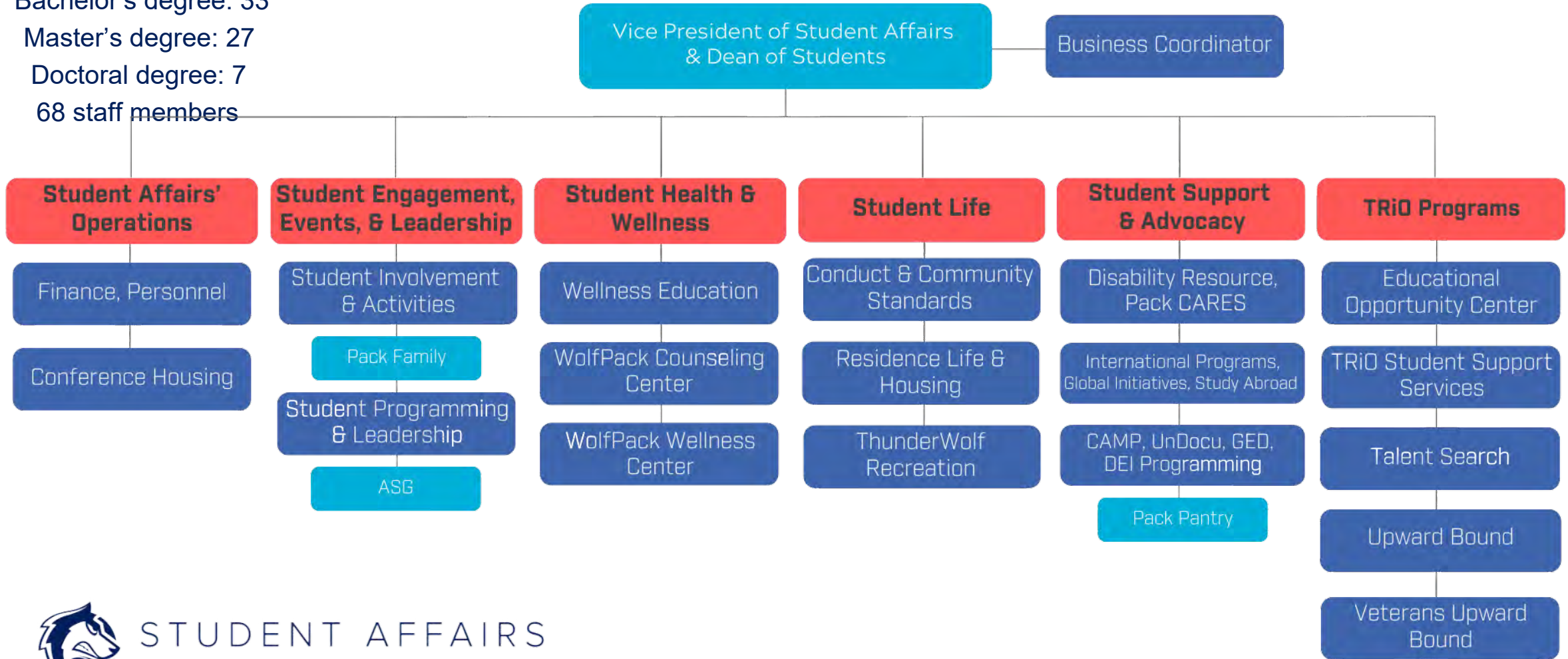
## REPORT

### Board of Governor's Report

**Dr. Marie Humphrey, Vice President of Student Affairs  
& Dean of Students**

# ORGANIZATIONAL CHART

Associate's degree: 1  
 Bachelor's degree: 33  
 Master's degree: 27  
 Doctoral degree: 7  
 68 staff members

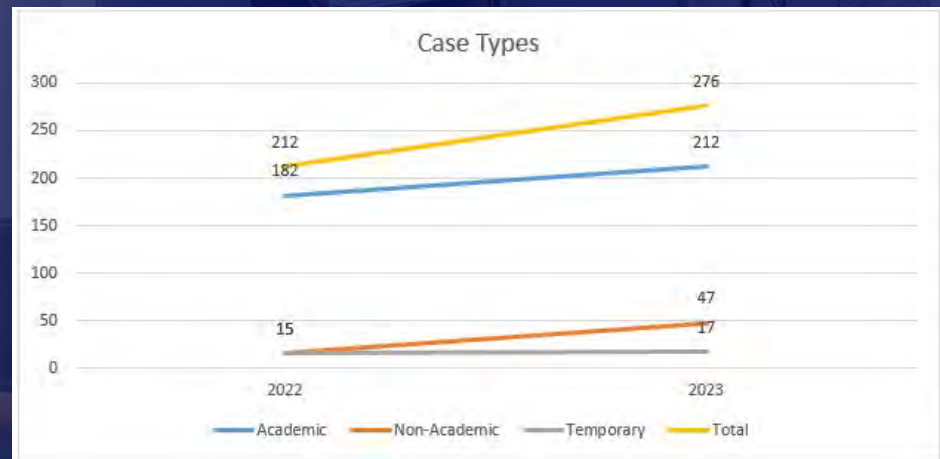
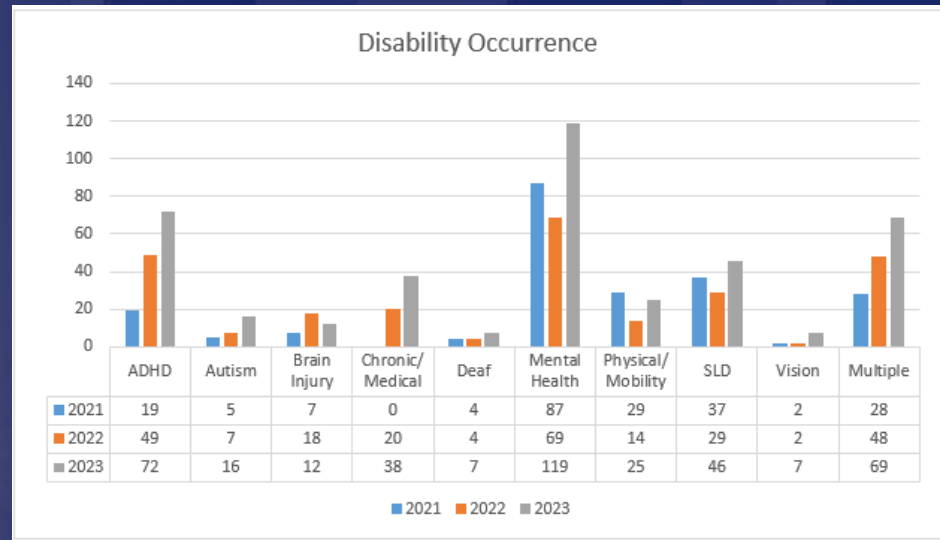


STUDENT AFFAIRS  
 COLORADO STATE UNIVERSITY PUEBLO



# Student Success by Enhancing Disability Support 297

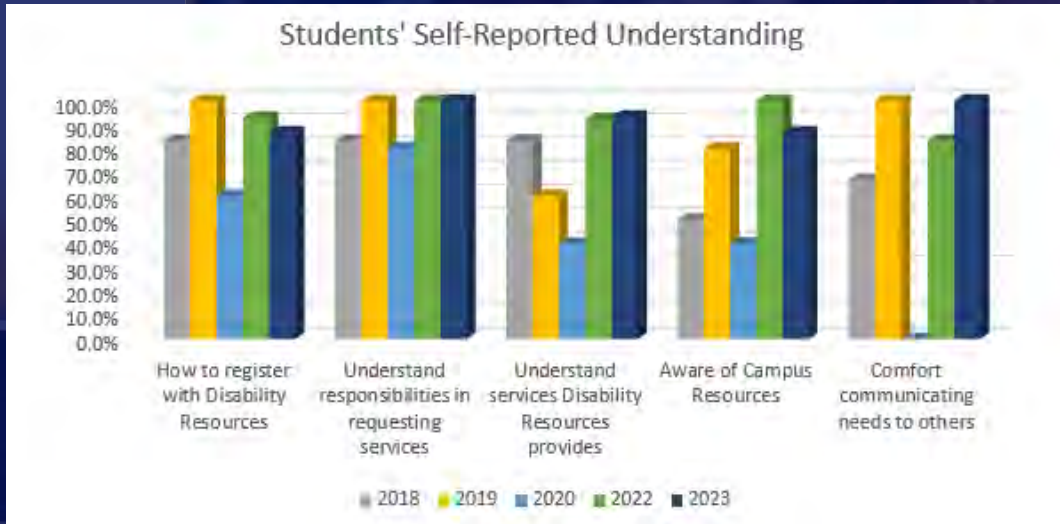
Promoting practices that support educational access and student success as outlined by “The DRSC staff was also extremely helpful when working with me to request accommodations. The school I was supposed to attend prior was very difficult when it came to this, so I’m undeniably grateful for my experience here so far!”  
the CSU System.



“The DRSC staff was also extremely helpful when working with me to request accommodations. The school I was supposed to attend prior was very difficult when it came to this, so I’m undeniably grateful for my experience here so far!”

“I refuse to be stubborn and embarrassed about my disability at the cost of my education. I want to succeed.”

“Not everyone cares to be accommodating when I share my struggles, but more often than not, people are willing to accommodate me when they were not before. I do this, partly for myself, but also because I want to raise awareness and properly educate people about what it means to live with disabilities for myself and others.”



# Student Affairs Initiatives



# Milestones

2021 Hunger Free and  
Healthy Minds Campus  
Designation

2022 HEP/GED Grant  
Recipient

2023 JED Foundation  
Campus

2023 Team of the Year  
Award-Pack CARES

Single Stop  
Campus ESP



Thank you!



**CSU GLOBAL**

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Student Affairs

Driving Mission-Achievement Through Holistic Student Support

**Dr. Audra Spicer, Provost**

# Student Success and Affairs at CSU Global

## Student Success

Each student is assigned a dedicated Success Counselor who is here to help the student navigate their experience from their first course through graduation.

- Degree planning
- Resources
- Troubleshooting and obstacles
- Support in navigating policies and processes

## Student Affairs

Primarily responsible for overseeing and processing student appeals as well as issues that center around academic dishonesty.

- Support students through appeals process
- Facilitate formal disciplinary panel hearings
- Addresses issues around plagiarism

## Library & Academic

Supports students within the classroom, providing access to synchronous and asynchronous services for research and tutoring.

- On-demand video tutorials
- Personalized 1-on-1 support
- Webinar series designed to promote use of services

# Student Support for the Classroom

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## Student Support Usage and Impact

- **Student Success and Student Affairs**
  - Faculty & Students Engaged through Dropout Detective
    - Feb. - Aug. 2023 665 alerts/568 unique students
    - Assisted 261 students through our appeals process (35% approval rate)
- **CSU Global Writing Center**
  - Nearly 3,000 synchronous & asynchronous sessions in FY23
  - Measurable impact on academic performance
- **Online Tutoring**
  - Nearly 4,000 tutoring hours completed in FY23
  - Over 84 subject areas
  - Measurable impact on academic performance

# Student Support Beyond the Classroom

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- **Student Assistance Program**
  - Mental health counseling
    - 40 unique students
  - Life events and self-help resources
  - Online resources (time management, stress, finances)
    - 849 website hits
- **Single Stop (Pilot - CO Based Students)**
  - 128 students start an assessment / 78 completed
  - Estimated benefit = \$1,123,953 in support
- **Finish What You Started Grant (COSI) from Federal Recovery Funds**
  - Began re-issuing funds in July 2023
  - July = 4 students
  - August = 14 students
  - September = 16 students



# Student Affairs and Administrative Support

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- **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.



# QUESTIONS?



**CSU SYSTEM**  
COLORADO STATE UNIVERSITY



BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA  
October 5, 2023

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

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

- I. New Degree Programs
  - None
  
- II. Faculty Manual Changes
  - None
  
- III. Miscellaneous
  - CSU Renaming School of Advanced Materials Discovery (SAMD), to the School of Materials Science and Engineering (SMSE)
  - CSU Academic Calendar – Fall 22 to Summer 2024
  - CSU Academic Calendar – Fall 24 to Summer 2026
  - CSU Academic Program Review Schedule 23-24
  - Approval of Degree Candidates – CSU, CSU Pueblo, CSU Global
  
- IV. Enrollment Reports
  - Colorado State University
    - Preliminary Enrollment Report
  - Colorado State University Pueblo
    - Preliminary Enrollment Report
  
- V. Student Success Reports
  - Colorado State University
    - Student Success Report
  - Colorado State University Pueblo
    - Student Success Report
  - Colorado State University Global
    - Student Success Report and Student Affairs Report
  
- VI. Student Affairs Reports
  - Colorado State University
    - Student Affairs Report
  - Colorado State University Pueblo
    - Student Affairs Report

The Board of Governors of the Colorado State University System  
Meeting Date: October 5-6, 2023  
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – Approval to rename the School of Advanced Materials Discovery (SAMD), a special academic unit under the Graduate School, to the School of Materials Science and Engineering (SMSE).

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the renaming of the School of Advanced Materials Discovery to the School of Materials Science and Engineering.

EXPLANATION:

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

Faculty in the School of Advanced Materials Discovery (SAMD), which houses the material science graduate degree programs (PhD, MS plan A, and plan B), request approval to change the unit name to the School of Materials Science and Engineering (SMSE). SMSE aligns more closely with the name of the degree programs that are offered and the program codes, is easier to understand, and will facilitate attracting students, faculty, and staff to the program. The SAMD Executive Committee, comprised of SAMD Core Faculty, unanimously voted to adopt the name change. Further, the SAMD Oversight Committee, comprised of the Deans of the Graduate School, the Walter Scott, Jr. College of Engineering, and the College of Natural Sciences, unanimously agreed that the name change would be an improvement and would benefit the program. The Provost's Leadership Council is also supportive of this change.

Board of Governors of the Colorado State University System  
Meeting Date: October 5-6, 2023  
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – Academic Calendar: Fall 2022 through Summer 2024

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the updated Academic Calendar for Fall Semester 2022 through Summer Semester 2024.

EXPLANATION:

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

The Academic Calendar for Fall 2022 through Summer 2024 required updates due to changes to Late Withdrawal dates, removal of student orientation dates, and revision of other dates. This updated version was approved by the Faculty Council at its regular meeting on September 5, 2023.

**ACADEMIC CALENDAR  
FALL 2022 THROUGH SUMMER 2024**

**Fall Semester 2022**

Aug. 22	Monday	Classes Begin
Aug. 26	Friday	End Restricted Drop
Aug. 28	Sunday	End Regular Add
Sept. 5	Monday	Holiday – University Offices Closed – No Classes
Sept. 7	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 17	Monday	End Course Withdrawal (“W”) Period
Nov. 19	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 24-25	Thursday-Friday	Holiday – University Offices Closed – No Classes
Nov. 28	Monday	Classes Resume
Dec. 9	Friday	Last Day of Classes; University Withdrawal Deadline
Dec. 12-16	Monday-Friday	Final Examinations
Dec. 16-18	Friday-Sunday	Commencement
Dec. 20	Tuesday	Grades Due
Dec. 22-23	Thursday-Friday	Holiday – University Offices Closed
Dec. 26	Monday	

(79 Days, Including Final Examinations)

**Spring Semester 2023**

Jan. 2	Monday	Holiday – University Offices Closed
Jan. 16	Monday	Holiday – University Offices Closed
Jan. 17	Tuesday	Classes Begin
Jan. 20	Friday	End Restricted Drop
Jan. 22	Sunday	End Regular Add
Feb. 1	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Saturday	Founder’s Day
Mar. 11	Saturday	Spring Break Begins – No Classes Next Week
Mar. 20	Monday	End Course Withdrawal (“W”) Period
Mar. 20	Monday	Classes Resume
May 5	Friday	Last Day of Classes; University Withdrawal Deadline
May 8-12	Monday-Friday	Final Examinations
May 12-14	Friday-Sunday	Commencement
May 16	Tuesday	Grades Due

(79 Days, Including Final Examinations)

**Summer Session 2023**

May 15	Monday	1 <sup>st</sup> 4-Week Term and 12-Week Term Begin
May 29	Monday	Holiday – University Offices Closed – No Classes
Jun. 9	Friday	1 <sup>st</sup> 4-Week Term Ends
Jun. 12	Monday	2 <sup>nd</sup> 4-Week Term and 8-Week Term Begin
Jun. 19	Monday	Holiday – University Offices Closed – No Classes
Jun. 21	Wednesday	Census
Jul. 4	Tuesday	Holiday – University Offices Closed – No Classes
Jul. 7	Friday	2 <sup>nd</sup> 4-Week Term Ends
Jul. 10	Monday	3 <sup>rd</sup> 4-Week Term Begins
Aug. 4	Friday	8-, 12- and 3 <sup>rd</sup> 4-Week Terms End
Aug. 8	Tuesday	Grades Due

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is 10 days into the session for a four-week course, 20 days into the session for an eight-week course, and 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s office.

**Fall Semester 2023**

Aug. 21	Monday	Classes Begin
Aug. 25	Friday	End Restricted Drop
Aug. 27	Sunday	End Regular Add
Sept. 4	Monday	Holiday – University Offices Closed – No Classes
Sept. 6	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Nov. 10	Friday	End Course Withdrawal (“W”) Period
Nov. 18	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 23-24	Thursday-Friday	Holiday – University Offices Closed
Nov. 27	Monday	Classes Resume
Dec. 8	Friday	Last Day of Classes; Semester Withdrawal Deadline
Dec. 11-15	Monday-Friday	Final Examinations
Dec. 15-17	Friday-Sunday	Commencement
Dec. 19	Tuesday	Grades Due
Dec. 25-27	Monday-Wednesday	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

**Spring Semester 2024**

Jan. 1	Monday	Holiday – University Offices Closed
Jan. 15	Monday	Holiday – University Offices Closed
Jan. 16	Tuesday	Classes Begin
Jan. 19	Friday	End Restricted Drop
Jan. 21	Sunday	End Regular Add
Jan. 31	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Sunday	Founder’s Day
Mar. 9	Saturday	Spring Break Begins – No Classes Next Week
Mar. 18	Monday	Classes Resume
Apr. 12	Friday	End Course Withdrawal (“W”) Period
May 3	Friday	Last Day of Classes; Semester Withdrawal Deadline
May 6-10	Monday-Friday	Final Examinations
May 10-12	Friday-Sunday	Commencement
May 14	Tuesday	Grades Due

(79 Days, Including Final Examinations)

**Summer Session 2024**

May 13	Monday	1 <sup>st</sup> 4-Week Term and 12-Week Term Begin
May 27	Monday	Holiday – University Offices Closed – No Classes
Jun. 7	Friday	1 <sup>st</sup> 4-Week Term Ends
Jun. 10	Monday	2 <sup>nd</sup> 4-Week Term and 8-Week Term Begin
Jun. 19	Wednesday	Holiday – University Offices Closed – No Classes
Jun. 19	Wednesday	Census
Jul. 4	Thursday	Holiday – University Offices Closed – No Classes
Jul. 5	Friday	2 <sup>nd</sup> 4-Week Term Ends
Jul. 8	Monday	3 <sup>rd</sup> 4-Week Term Begins
Aug. 2	Friday	8-, 12- and 3 <sup>rd</sup> 4-Week Terms End
Aug. 6	Tuesday	Grades Due

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Board of Governors of the Colorado State University System  
Meeting Date: October 5-6, 2023  
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – Academic Calendar: Fall 2024 through Summer 2026

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the updated Academic Calendar for Fall Semester 2024 through Summer Semester 2026.

EXPLANATION:

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

The Academic Calendar for Fall 2024 through Summer 2026 required updates due to changes to Late Withdrawal dates, removal of student orientation dates, and revision of other dates. This updated version was approved by the Faculty Council at its regular meeting on September 5, 2023.

**ACADEMIC CALENDAR  
FALL 2024 THROUGH SUMMER 2026**

**Fall Semester 2024**

Aug. 19	Monday	Classes Begin
Aug. 23	Friday	End Restricted Drop
Aug. 25	Sunday	End Regular Add
Sept. 2	Monday	Holiday – University Offices Closed – No Classes
Sept. 4	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Nov. 8	Friday	End Course Withdrawal (“W”) Period
Nov. 23	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 28-29	Thursday-Friday	Holiday – University Offices Closed – No Classes
Dec. 2	Monday	Classes Resume
Dec. 6	Friday	Last Day of Classes; Semester Withdrawal Deadline
Dec. 9-13	Monday-Friday	Final Examinations
Dec. 13-15	Friday-Sunday	Commencement
Dec. 17	Tuesday	Grades Due
Dec. 25-27	Wednesday-Friday	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

**Spring Semester 2025**

Jan. 1	Wednesday	Holiday – University Offices Closed
Jan. 20	Monday	Holiday – University Offices Closed
Jan. 21	Tuesday	Classes Begin
Jan. 24	Friday	End Restricted Drop
Jan. 26	Sunday	End Regular Add
Feb. 5	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Tuesday	Founder’s Day
Mar. 15	Saturday	Spring Break Begins – No Classes Next Week
Mar. 24	Monday	Classes Resume
Apr. 18	Friday	End Course Withdrawal (“W”) Period
May 9	Friday	Last Day of Classes; Semester Withdrawal Deadline
May 12-16	Monday-Friday	Final Examinations
May 16-18	Friday-Sunday	Commencement
May 20	Tuesday	Grades Due

(79 Days, Including Final Examinations)

**Summer Session 2025**

May 19	Monday	1 <sup>st</sup> 4-Week Term and 12-Week Term Begin
May 26	Monday	Holiday – University Offices Closed – No Classes
Jun. 13	Friday	1 <sup>st</sup> 4-Week Term Ends
Jun. 16	Monday	2 <sup>nd</sup> 4-Week Term and 8-Week Term Begin
Jun. 25	Wednesday	Census
Jun. 19	Thursday	Holiday – University Offices Closed – No Classes
Jul. 4	Friday	Holiday – University Offices Closed – No Classes
Jul. 11	Friday	2 <sup>nd</sup> 4-Week Term Ends
Jul. 14	Monday	3 <sup>rd</sup> 4-Week Term Begins
Aug. 8	Friday	8-, 12- and 3 <sup>rd</sup> 4-Week Terms End
Aug. 12	Tuesday	Grades Due

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is ten days into the session for a four-week course, 20 days into the session for an eight-week course, and 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s office.

**Fall Semester 2025**

Aug. 25	Monday	Classes Begin
Aug. 29	Friday	End Restricted Drop
Aug. 31	Sunday	End Regular Add
Sept. 1	Monday	Holiday – University Offices Closed – No Classes
Sept. 10	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Nov. 14	Friday	End Course Withdrawal (“W”) Period
Nov. 22	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 27-28	Thursday-Friday	Holiday – University Offices Closed
Dec. 1	Monday	Classes Resume
Dec. 12	Friday	Last Day of Classes; Semester Withdrawal Deadline
Dec. 15-19	Monday-Friday	Final Examinations
Dec. 19-21	Friday-Sunday	Commencement
Dec. 23	Tuesday	Grades Due
Dec. 24-26	Wednesday-Friday	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

**Spring Semester 2026**

Jan. 1	Thursday	Holiday – University Offices Closed
Jan. 19	Monday	Holiday – University Offices Closed
Jan. 20	Tuesday	Classes Begin
Jan. 23	Friday	End Restricted Drop
Jan. 25	Sunday	End Regular Add
Feb. 4	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Feb. 11	Wednesday	Founder’s Day
Mar. 14	Saturday	Spring Break Begins – No Classes Next Week
Mar. 23	Monday	Classes Resume
Apr. 17	Friday	End Course Withdrawal (“W”) Period
May 8	Friday	Last Day of Classes; Semester Withdrawal Deadline
May 11-15	Monday-Friday	Final Examinations
May 15-17	Friday-Sunday	Commencement
May 19	Tuesday	Grades Due

(79 Days, Including Final Examinations)

**Summer Session 2026**

May 18	Monday	1 <sup>st</sup> 4-Week Term and 12-Week Term Begin
May 25	Monday	Holiday – University Offices Closed – No Classes
Jun. 12	Friday	1 <sup>st</sup> 4-Week Term Ends
Jun. 15	Monday	2 <sup>nd</sup> 4-Week Term and 8-Week Term Begin
Jun. 17	Wednesday	Census
Jun. 19	Friday	Holiday – University Offices Closed – No Classes
Jun. 24	Wednesday	Census
Jul. 3	Friday	Holiday – University Offices Closed – No Classes
Jul. 10	Friday	2 <sup>nd</sup> 4-Week Term Ends
Jul. 13	Monday	3 <sup>rd</sup> 4-Week Term Begins
Aug. 7	Friday	8-, 12- and 3 <sup>rd</sup> 4-Week Terms End
Aug. 11	Tuesday	Grades Due

**SUMMER WITHDRAWAL PERIOD:** Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is 10 days into the session for a four-week course, 20 days into the session for an eight-week course, and 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s office.

MATTERS FOR ACTION:

CSU-Fort Collins – Approval of Academic Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2023-2024 program review schedule.

EXPLANATION:

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

In accordance with University policy, as approved by the Board of Governors, every department or instructional unit must undergo a periodic program review. The following academic program review schedule is submitted for approval:

College of Health and Human Sciences	College Wide Interdepartmental Programs (1501) Construction Management (1584) Design and Merchandising (1574) Food Science and Human Nutrition (1571) Health and Exercise Science (1582) Human Development and Family Studies (1570) Occupational Therapy (1573)
College of Business	College Wide Interdepartmental Programs (1201) Accounting (1271) Computer Information Systems (1277) Finance and Real Estate (1272) Management (1275) Marketing (1278)
College of Natural Sciences	College Wide Interdepartmental Programs (1801) Computer Science (1873) Mathematics (1874) Statistics (1877)
Warner College of Natural Resources	College Wide Interdepartmental Programs (1401) Forest and Rangeland Stewardship (1472)

Board of Governors of the Colorado State University System  
Meeting Date: October 5-6, 2023  
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – Approval of 2023-2024 Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2023-2024 Academic Year.

EXPLANATION:

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

The Faculty Council of Colorado State University-Fort Collins recommends the conferral of degrees on those candidates who satisfy the requirements during the 2023-2024 Academic Year. The Registrar's Office will process the applications for graduation; only those individuals who complete all requirements will receive degrees.

Board of Governors of the Colorado State University System  
Meeting Date: October 5-6, 2023  
Consent Item

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2023-2024 Academic Year.

EXPLANATION:

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

The Faculty Senate of Colorado State University Pueblo recommends the conferral of degrees on those candidates who satisfy all their requirements during the 2023-2024 Academic Year. The Registrar's Office at CSU Pueblo will process the applications for graduation; only those individuals who have completed all requirements in a satisfactory manner will receive their degree.

Board of Governors of the Colorado State University System  
Meeting Date: October 5-6, 2023  
Consent Item

MATTERS FOR ACTION:

CSU Global – Approval of 2023-2024 Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2023-2024 Academic Year.

EXPLANATION:

Presented by Audra Spicer, Provost

Colorado State University Global recommends the conferral of degrees on those candidates who satisfy the requirements during the 2023-2024 Academic Year. The Registrar's Office will process the applications for graduation; only those individuals who complete all requirements will receive degrees.



Board of Governors of the Colorado State University System  
Meeting: October 5-6, 2023  
Report Item

REPORT ITEM:

CSU-Fort Collins – Preliminary Fall 2023 Enrollment Report

EXPLANATION:

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

The following report describes the preliminary Fall 2023 enrollment data for Colorado State University-Fort Collins.

# CSU Fort Collins: Enrollment, Retention, and Graduation Rates September 2023

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## Executive Summary

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

- Total RI enrollment = 27,833 which is slightly less than FA22 (0.4%). (Table 2)
- Total Non-RI enrollment = 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%. This is one of the largest single year increases on record for CSU. Greatest increases were found for Racially Minoritized (+2.5 points up to 82.1%), Non-Resident (+1.7 points to 83.4%), and First Generation (+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 entering class 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	Preliminary for FA23; One year change not available	
Non-Pell Recipient	19,258	18,841	19,017	19,160	19,597		
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 non-missing 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

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 arrears 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.

MATTERS FOR ACTION:

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

EXPLANATION:

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

INTRODUCTION: The report summarizes enrollment, retention, and persistence data updated for the fall 2022 semester.

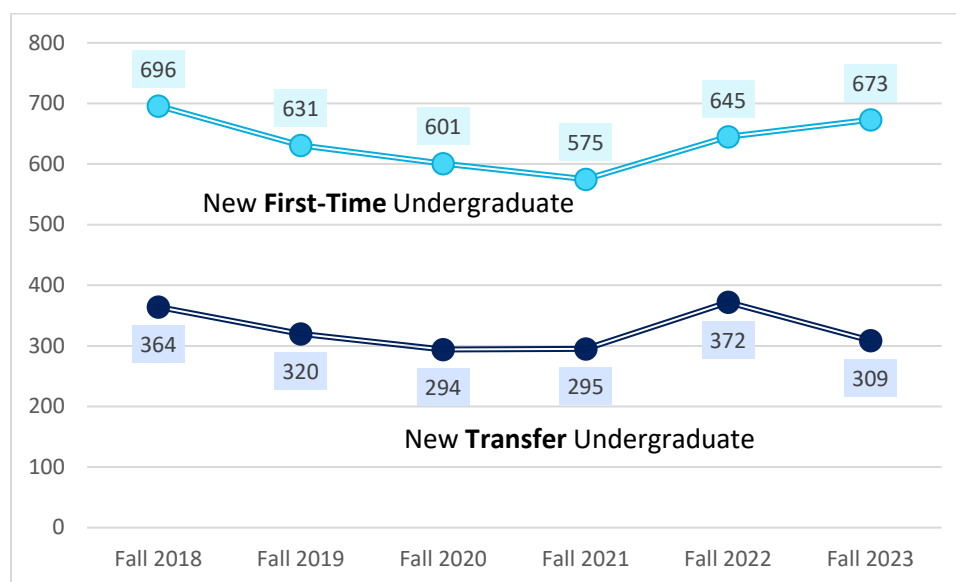
- Strong gains in new students (New Freshman, Hispanic/Latino(a), and New Graduate Students)
- Continued growth in Extended Studies online credit hours
- Majority of CSU Pueblo students identify as belonging to an underrepresented racial or ethnic group
- Not captured in the number of graduate students 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%)

### **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*



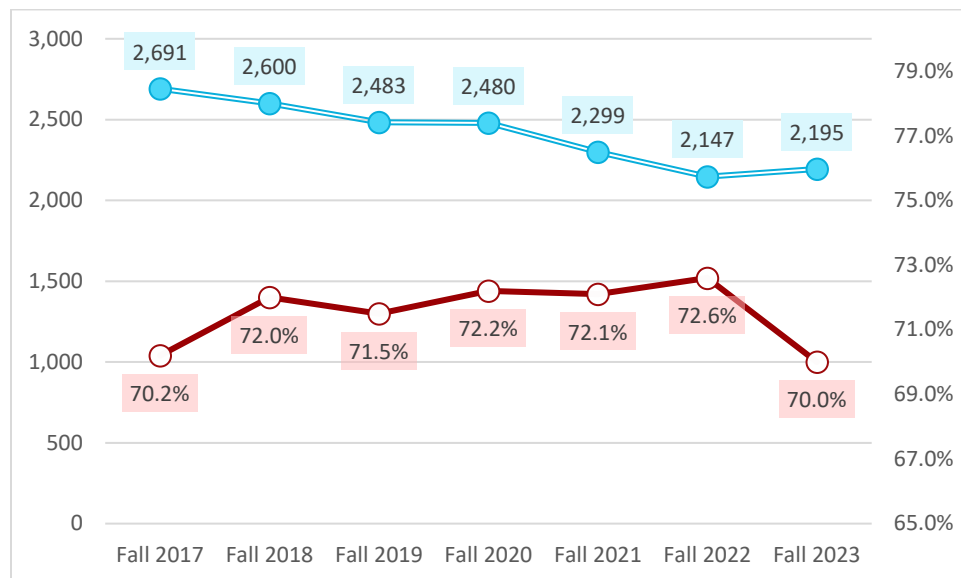
Total head count across for undergraduate and graduate students increased to 3,657, which is a 3.6% increase year over year. This is an important step towards moving our total enrollment to 4000 students.

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



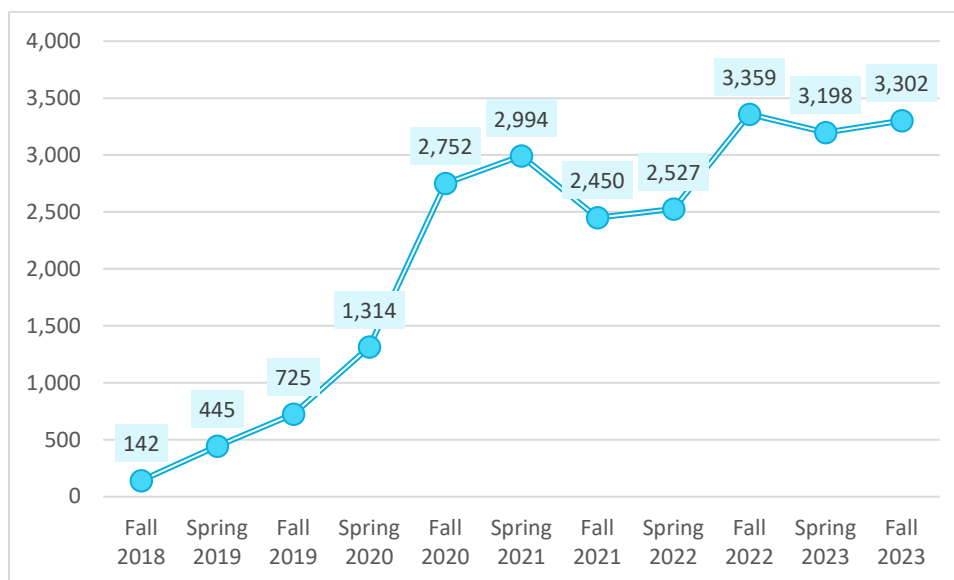
Financial holds were determined to be the primary reason that students were unable to re-enroll from Spring 2023, so every effort was made to prioritize financial support either through scholarships or loan counseling to assist in enrolling and retaining students. Leveraging excise-tax funds awarded 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.

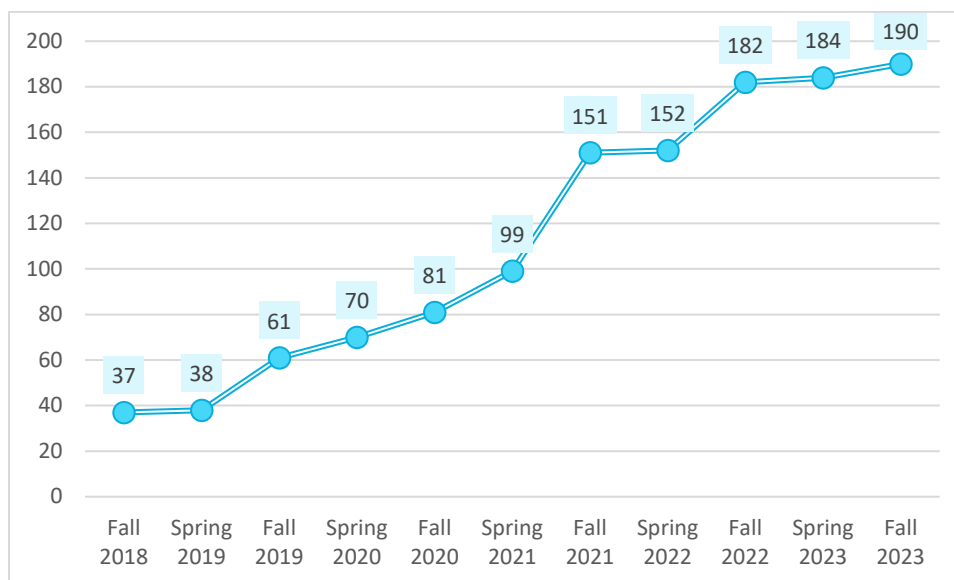
*Fig. 3 – CSU Pueblo Online Credits Attempted by On-Campus (RI) Students, Fall 2018-2023*



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
<b>Grand Total</b>	<b>265</b>	<b>200</b>	<b>465</b>

#### 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
<b>Grand Total</b>	<b>66</b>

### **Additional Enrollment Management and Extended Studies Updates Related to Enrollment**

- 119 students are active at the Stur姆 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.

*Footnote:*

*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  
Meeting: October 5-6, 2023  
Report Item

REPORT ITEM:

CSU-Fort Collins – Student Success Report

EXPLANATION:

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

The following report reflects the status of Board of Governors funded student success activities for Colorado State University-Fort Collins.

## Colorado State University October 2023 Board of Governors Update Student Success

This report reflects the status of Board of Governors funded student success activities at CSU-Fort Collins through August 16, 2023. It highlights work in key areas of focus; it is not a comprehensive listing of individual projects. A total of \$9M, distributed approximately equally across 3 years, was provided; \$3M was earmarked for Financial Aid.

**Primary Goals:**

1. Increase retention rates for first-year, first-time (FYFT) students.
2. Increase graduation rates for all students, while focusing on eliminating the gaps for first-generation, limited income, rural, and racially minoritized students.
3. Collect and better utilize data to inform decision making and measure the impact of pilot projects as well as on-going programs.

FINANCIAL AID	Highlights	Preliminary Outcomes	Total BoG Funds		
			FY22 Allocated	FY23 Allocated	FY24 Allocated
Expanded student financial support for limited income students with a focus on first-year, under-represented, and underserved students.	1. <b>High-Impact Student Employment Awards:</b> Expand intentional student employment positions by covering required 30% department match to serve more work-study eligible students and support departments to improve student learning in those positions.	1. <b>Work Study:</b> Approx. 200 high-impact work study positions were created across every college, the libraries, inclusive excellence, and international programs.	<b>\$70,000</b>	<b>\$330,000</b>	<b>\$350,000</b>
	2. <b>Summer Bridge Scholars:</b> Grow Bridge program to support 50 additional students to serve a total of 100 students per year. The long-term goal is to serve 400 students per year, which will allow us to serve nearly all of our lowest-income rural and urban students from partnership high schools.	2. <b>Summer Bridge Scholars:</b> First generation, limited income, and/or racially minoritized students were supported during summer; second fall persistence rate for these students is ~10% higher than those not in the program.	<b>\$160,000</b>	<b>\$120,000</b>	<b>\$120,000</b>
	3. <b>Need-Based Summer Financial Aid:</b> Increase summer enrollment after students’ first and second years by offering more grant aid to cover at least one course for limited and low/middle-income resident students.	3. <b>Summer Financial Aid:</b> Nearly 97% of FYFT students who received summer financial aid persisted to their second fall semester compared to overall rate of ~89%. With existing resources and this supplement, annual borrowing for limited income students decreased by \$2M.	<b>\$640,000</b>	<b>\$680,000</b>	<b>\$971,582</b>
<b>Total Allocated</b>			<b>\$870,000</b>	<b>\$1,130,000</b>	<b>\$1,441,582</b>

COLLEGE PROPOSALS	Highlights	Preliminary Outcomes	Total BoG Funds		
			FY22 Allocated	FY23 Allocated	FY24 Allocated
Initiatives led by individual colleges, the graduate school, and the libraries to support student success and first-year retention.	1. <b>College of Business (CoB) Summer Bridge Summit</b>	1. <b>CoB</b> hosted summer event for 60 first generation College of Business students	\$29,850	CoB paid	CoB paid
	2. <b>ENcourage Math Program for engineering students:</b> summer program for incoming engineering students focused on improving math skills with the goal to enable placement into calculus during their first year.	2. <b>ENcourage:</b> 79% of attendees (n=130) were considered ready for Calculus (Math 160) compared to 55% of Engineering students not enrolled in ENcourage.	\$55,000		\$55,000
	3. <b>College of Engineering SURE</b> (Scott Undergraduate Research Experience) mentoring program	3. <b>SURE</b> doubled number of paid student hourly positions for research in labs	\$28,000		\$28,000
	4. <b>College of Engineering and College of Natural Sciences</b>	4. Engineering and Math reform	\$42,000	\$90,000	\$90,000
	5. <b>Library - Open Educational Resources (OER)</b>	5. Complement CDHE/State Legislature grant funding and assist faculty teaching courses with high enrollment and high materials costs to use OER materials.	\$37,260		\$37,260
	6. <b>College of Agricultural Sciences</b>	6. Student Tutoring and faculty Professional Development	\$32,500	\$32,500	\$32,500
	7. <b>Graduate School</b>	7. Summer Bridge Program	\$50,000		
	8. <b>College of Health and Human Sciences</b>	8. Mentoring Program	\$46,750		\$46,750
	9. <b>College of Liberal Arts</b>	9. CCA Faculty professional development summit on student success (52 faculty participated impacting 4927 students)		\$29,293	\$45,500
			\$82,500	\$82,500	

	10. College of Natural Sciences	10. Booster Sections in Computer Science and Learning Assistants in Chem, Bio, and Physics			339
	11. College of Veterinary Medicine and Biomedical Sciences	11. Create new Undergraduate learning community to launch Fall 2023	\$3,750	\$3,750	\$54,125
	12. Warner College of Natural Resources	12. Mountain Campus and Warner Engage Peer Mentoring Program designed for students who are first generation, racially minoritized, or Pell recipients	\$8,000	\$120,275	\$120,275
		<b>Total Allocated</b>	<b>\$333,110</b>	<b>\$358,318</b>	<b>\$591,910</b>

<b>MATH</b>	<b>University-wide Math Reform: 3- and 4-credit options; in-person; emphasis on active learning, inclusion, and growth mindset. Ongoing analysis and program modifications are in progress.</b>	<b>Total Allocated</b>		\$415,917	\$415,917
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Database Development	Highlights	Preliminary Outcomes	Total BoG Funds		
			FY22 Allocated	FY23 Allocated	FY24 Allocated
Expand student success data tools and analytics. Enable visualization of where gaps and disparities exist, disaggregate by student demographics, major, minors, course, etc.	1. <b>Equity Gap Dashboard</b>	1. Integration of Cal Poly Dashboard	\$74,000	\$74,000	
	2. <b>IT Contract/Consulting</b>	2. Data warehouse, report development, strategic planning, database restructuring; discontinued agreement with Cal Poly dashboard and moved to PowerBI (FY24)	\$295,000	\$220,000	\$140,000 \$21,120
	3. <b>Application Licensing</b>	3. Campus software Licensing Alignment and Tableau Licensing Fee	\$86,288	\$40,500	\$40,500
		<b>Total Allocated</b>	<b>\$455,288</b>	<b>\$334,500</b>	<b>\$201,620</b>

Student Support	Highlights	Preliminary Outcomes	Total BoG Funds		
			FY22 Allocated	FY23 Allocated	FY24 Allocated
Activities in this area enriched first-year student research opportunities, expanded advising capacity, and promoted student community and wellbeing.	1. <b>MURALS</b>	1. Multicultural undergraduate research art and leadership symposium	\$67,000	\$204,000	\$204,000
	2. <b>United in STEMM</b>	2. Connects students of color in STEMM disciplines with colleges, industry partners, alumni, and professionals of color	\$11,500	\$112,600	\$107,700
	3. <b>U-Behavior</b>	3. Learning and teaching method that uses the Canvas quiz tool to promote optimal study behaviors and practices	\$55,000	\$65,000	\$130,000
	4. <b>Institute for Research in the Social Sciences</b>	4. Qualitative Research: Why do students leave CSU	\$33,700		
	5. <b>Academic Advising and Outreach Intern</b>	5. & 6. Advising and Academic Success Coordinator		\$152,124	\$152,124
	6. <b>Exploratory Studies</b>		\$52,500	\$60,041	\$64,000
<b>Total Allocated</b>			<b>\$219,700</b>	<b>\$593,765</b>	<b>\$657,824</b>

Curricular Support and Reform	Highlights	Preliminary Outcomes	FY22 Allocated	FY23 Allocated	FY24 Allocated
Foundational courses and student support programs identified for additional support and reform.	<ol style="list-style-type: none"> <li><b>Precalculus Pilot: Support for M117/118, M157/158 M101</b> Creates small-size, innovative, in-person precalculus courses with a curriculum that emphasizes active learning, inclusion, and growth mindset.</li> <li><b>Expanded Learning Assistants (LAs):</b> Building on the highly successful learning assistant program, this initiative expands LAs to large-enrollment high-DFW foundational courses in Chemistry, Biology, Physics and ART100.</li> <li><b>Expanded Math Tutoring in Residence Halls</b></li> </ol>	<ol style="list-style-type: none"> <li><b>Precalculus Pilot:</b> Currently serving 1100 students who are disproportionately more RM, FG, Pell, and SRS relative to the full CSU student population.</li> <li><b>Learning Assistant Coordinator:</b> Chemistry LAs in CHEM 111 &amp; 113 LAs in Chem, Bio, Physics, &amp; Art</li> <li><b>Math Tutoring:</b> Mathematics Dept offers evening tutoring sessions led by four Poudre School District math teachers.</li> </ol>	<p><b>\$80,000</b></p> <p><b>\$86,156</b></p> <p><b>\$40,000</b></p>	<p></p> <p><b>\$71,527</b> <b>\$277,652</b></p> <p></p>	<p></p> <p><b>\$87,168</b> <b>\$277,652</b> <b>\$158,775</b></p> <p></p>
<b>Total Allocated</b>			<b>\$206,156</b>	<b>\$349,179</b>	<b>\$523,595</b>
Student Experience and Culture	Highlights	Preliminary Outcomes	FY22 Allocated	FY23 Allocated	FY24 Allocated
Education, training, and coordination for a cohesive mental health strategy resulting in increased retention.	<ol style="list-style-type: none"> <li><b>Mental Health Signage Campaign</b></li> <li><b>Community Resilience Model (CRM) training</b></li> <li><b>Student Diversity Offices</b></li> <li><b>Equitable Tutoring Experiences</b></li> <li><b>First Year Seminars</b></li> </ol>	<ol style="list-style-type: none"> <li>Marketing effort that places mental health and well-being messages and resource information throughout campus</li> <li>Trains staff and faculty to become CRM teachers</li> <li>Peer Mentors and Academic Coaching</li> <li>Tutoring Student Success</li> <li>New Seminar for First year students focusing on belonging (IU172)</li> </ol>	<p><b>\$189</b></p> <p></p> <p></p> <p></p> <p></p>	<p></p> <p><b>\$30,910</b></p> <p><b>\$100,000</b></p> <p><b>\$71,487</b></p> <p></p>	<p></p> <p></p> <p><b>\$200,000</b></p> <p><b>\$125,281</b></p> <p><b>\$229,102</b></p> <p></p>
<b>Total Allocated</b>			<b>\$189</b>	<b>\$202,397</b>	<b>\$554,383</b>

## SUMMARY (FY22-FY24)

### ALLOCATIONS

<b>Financial Aid</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
Annual Funding	\$1,000,000	\$1,000,000	\$1,000,000
Prior Year Balance		\$130,000	
Total Allocations	(\$870,000)	(\$1,130,000)	(\$1,441,582)
<b>Financial Aid Remaining</b>	<b>\$130,000</b>	<b>\$0</b>	<b>(\$441,582)</b>

<b>All Other</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
Annual Funding	\$2,000,000	\$2,000,000	\$2,000,000
Prior Year Balance		\$785,557	\$531,481
<i>College Proposals</i>	<i>(\$333,110)</i>	<i>(\$358,318)</i>	<i>(\$591,910)</i>
<i>Math</i>		<i>(\$415,917)</i>	<i>(\$415,917)</i>
<i>Database Development</i>	<i>(\$455,288)</i>	<i>(\$334,500)</i>	<i>(\$201,620)</i>
<i>Student Support</i>	<i>(\$219,700)</i>	<i>(\$593,765)</i>	<i>(\$657,824)</i>
<i>Curricular Support and Reform</i>	<i>(\$206,156)</i>	<i>(\$349,179)</i>	<i>(\$523,595)</i>
<i>Student Experience and Culture</i>	<i>(\$189)</i>	<i>(\$202,397)</i>	<i>(\$554,383)</i>
Total Allocations	(\$1,214,443)	(\$2,254,076)	(\$2,945,249)
<b>Funds Remaining</b>	<b>\$ 785,557</b>	<b>\$531,481</b>	<b>(\$413,768)</b>

### ACTUAL EXPENDITURES

<b>Financial Aid</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
Annual Funding	\$1,000,000	\$1,000,000	\$1,000,000
Prior Year Balance		\$520,979	\$441,582
Total Expenditures	(\$479,021)	(\$1,079,396)	(\$1,441,582)
<b>Financial Aid Remaining</b>	<b>\$520,979</b>	<b>\$441,582</b>	<b>\$0</b>

<b>All Other</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>
Annual Funding	\$2,000,000	\$2,000,000	\$2,000,000
Prior Year Balance		\$1,509,818	\$1,438,075
Total Expenditures	(\$490,182)	(\$2,071,744)	(\$2,945,249)
<b>Funds Remaining</b>	<b>\$1,509,818</b>	<b>\$1,438,075</b>	<b>\$492,826</b>

<b>Total Funding (Annual + Prior Year)</b>	<b>\$3,000,000</b>	<b>\$5,030,797</b>	\$4,879,657
<b>Total Expenditures</b>	<b>\$969,203</b>	<b>\$3,151,140</b>	\$4,386,831
<b>Total Funds Remaining</b>	<b>\$2,030,797</b>	<b>\$1,879,657</b>	<b>\$492,826</b>

The expenditures tables assume all dollars allocated in FY24 will be spent, which will leave a balance of \$492,826. Additional proposals will be funded in FY24, but we presume there will still be a positive balance remaining. If so, we will submit a request to the Board of Governors to carryover any remaining funds to FY25 to provide bridge funding for successful, high impact programs as we seek funding to sustain and scale the most successful programs.

Board of Governors of the Colorado State University System  
 October 2023  
 Report Item

#### MATTERS FOR ACTION:

CSU Pueblo Student Success and Equity Initiatives Report. Report Item. No action necessary.

#### EXPLANATION:

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

INTRODUCTION: The report summarizes major actions taken during the 2022-2023 academic year focused on improved student success and closing equity gaps, and the disaggregated enrollment, persistence, retention and graduation data.

#### **Student Success & Equity Initiative Highlights**

- Tutoring Services – Expanded to new centers to ensure systemic content coverage
- Tutoring Access – Visibility and scheduling transitioned to Starfish
- Discovery Scholars (77) presented work at Spring 2023 research symposium
- Discovery Scholars recruited 72 students and 22 faculty for AY24
- Center for Teaching, Learning & Leadership – provided faculty development
- Increased freshman persistence and retention

#### **Tutoring and Supplemental Instruction**

CSU Pueblo utilizes a distributed content-based tutoring system. This model is a key differentiator, as it creates smaller-scale and specialized tutoring centers that ensure systemic content coverage. Tutoring centers doubly serve as community hubs for students, creating crucial and unique “social academic spaces” to deploy additional supports (examples: faculty office hours, social events, review sessions, professional development opportunities, referral services, reporting).

#### **Outcomes of Expanded Tutoring, TA, SI Support**

- Increase in campus usage (21% of students utilized tutoring in AY 21-22, and jumped to 37% of students utilizing tutoring in AY 22-23)
- Strongest evidence of closing equity gaps from BOG Equity Initiatives (first gen, low income, and underrepresented students utilized tutoring at or above comparison groups)
- Positive student feedback and faculty/coach feedback



- Funding supports portions of efforts in several centers including: College of Humanities, Arts and Social Sciences Learning Center & Writing Center, Language Center, School of Health Science and Human Movement (HSHM) Learning Center, Nursing Tutoring, School of Education & Praxis Exam Tutoring, Hasan School of Business (HSB) Learning Center, Tutoring Assistant/Supplemental Instruction Program, and Student Athlete Tutoring.

### **Starfish Kiosk Functionality for Expanded Tutoring**

Starfish currently serves as the software communication hub for student academic success for advising and course performance. As such, faculty, advisors, and students actively utilize the Starfish platform. Fortunately, Starfish can also track and communicate tutoring scheduling via the kiosk functionality. We transitioned tutoring to utilize Starfish in place of previous WC Online to help minimize “platform fatigue” for students, faculty, and staff, while also providing a more streamlined approach to student success. If a faculty or staff member recommends a student take advantage of tutoring services, they will be able to see in Starfish if the student has indeed utilized tutoring. This information will also be vital for advisors and success coaches when meeting with their students.

The tutoring leadership facilitated campuswide tutor training in January 2023 for all tutors, supplemental instructors (SI) and teaching assistants (TAs). Collaboration with tutor coordinators and the Starfish coordinator led to building accessible tutorials for utilizing Starfish as a tutor, tutor trainings, and student success resources.

### **Key Benefits to Transitioning Tutoring to Starfish**

- Starfish has both walk-in and appointment capabilities for tracking tutoring.
- A kiosk system for walk-ins and ID card swipe functionality allowing for quick sign in for drop-in tutoring models.
- Student login to a tutoring kiosk (typing in NetID and Last Name) presents a login page with choice of their current courses to associate their visit with a specific course.
- Appointments made via Starfish will trigger automatic emails to students that can be customized for each tutoring center with specific instructions.
- Tutors can be set up with note privileges, allowing them to leave notes on the appointments in Starfish for the instructor or advisor to view, if necessary.
- Data on tutoring is collected within Starfish and can be used to generate reports and Tableau Dashboards and will better integrate with campus data.

### **Discovery Scholars Program**

Discovery Scholars program launched in the Fall 2021 semester. The program funds and supports first year students to work with engaged faculty members in scholarly opportunities (research and creative activities) within their discipline. For their participation, students are provided a small monthly stipend, with their deliverable of a research poster presented at the Spring Student Research Symposium in April 2024. Faculty mentors are also supported with a stipend for their effort, with funding also available for research support and supplies.

Over the three years of this program we have worked with a total of 198 students to date, with more than 80 students each year.

43.5% first-year students (freshman or transfers)

62.4% students of color

60.0% first-generation students

Discovery Scholars in AY23 engaged 98 students from three colleges. Discovery Scholars engaged 22 faculty members as research mentors with 7 faculty from Science, Technology, Engineering and Mathematics (STEM), 3 faculty from College of Health, Education and Nursing (CHEN), and 7 faculty from College of Humanities, Arts and Social Sciences (CHASS). All students successfully presented their research and creative work at the Spring Symposium on Friday, April 8<sup>th</sup>, 2023.

For the AY24 year, we currently have 81 students participating and have engaged 22 faculty members as research mentors (11 faculty from STEM, 3 faculty from CHEN and 8 faculty from CHASS).

While the focus of the Discovery Scholars program is new students to the University, students at other levels were accepted into the program as well. Of the participating students in 1<sup>st</sup> and 2<sup>nd</sup> years, 75% of these students persisted and/or graduated at CSU Pueblo. Many students have been accepted to join other research programs on campus, and many other students will continue as leaders in Year 3 implementation of Discovery Scholars. As for the research, CHEN will have two articles published by Spring 2024, and new research begins in AY24. As for STEM and CHASS, the research is ongoing and will be finished within the next two years.

## **Center for Teaching and Learning Activities**

### **Success Acceleration Classes**

This is a second chance course restart for students who are flagged as “at risk of failing” by instructors based on performance in the first four weeks of the term. The second chance classes were held in three academic years 2020-2201, 2021-2022, and 2022-2023. Despite an intensive effort with faculty development for course design, intervention strategies, and assessment methods, the courses were not able to provide parallel instruction to the full-term course. Course participation by faculty and students dropped off significantly in the 2022-2023 academic year as well. For these reasons, we believe that the ROI on the program cost is not sufficient to continue the program going forward.

**Students Served:** 111

**Courses Taught:** 13

### **Professional Learning Support**

The Center for Teaching, Learning and Leadership (CTLL) Director provided 161 instances of 1:1 support to faculty at their request (Figure 2). The majority of these focused on assisting with immediate issues instructors encountered in Blackboard. Additional work to support Blackboard included the Nursing program’s portfolio redesign, creating

assignments and assessments, and cleaning up courses that have been copied multiple times to eliminate duplicate content that causes issues with the grade center. The blackboard work has been essential in assisting CSU Pueblo with their alignment to the CSU System platform.

Assessment	14
Course Design	12
Course Dev	2
EdTech	73
Instruction	5
Pro Learning	41
Student Success	14
<b>Grand Total</b>	<b>161</b>

Figure 1. AY 2022-2023 CTLL Faculty 1:1 Coaching and Troubleshooting Topics

### Faculty Fellows

The CTLL Faculty Fellows were led by Dr. Karen Yescavage. The cadre of 10 Fellows designed and facilitated 10 workshops to increase their colleagues' skill, knowledge, and awareness of methods to increase serve our diverse population of students through and a lens of increasing equitable classroom/campus experiences. A total of one hundred twenty-two campus constituents attended the hybrid format sessions. Workshop resources and recordings are shared publicly on the CTLL website (<https://bit.ly/CTLLProLearn>).

### General Education Assessment

The CTLL partnered with the Provost's office to provide support for the General Education Assessment Cycle. They provided training materials, assisted with assessment collection and facilitated the scoring session and post-session debrief.

### Professional Learning Activities - Levels and Types of Participation

Denise Henry facilitated two microcredential courses to build knowledge around methods to increase student success. The courses were completed by faculty, staff, and leadership and offered an extended learning component consisting of collaborations meetings and a deliverable that described a plan that the participant will implement to further student success and a sense of belonging. A full description of the events and faculty deliverables are shared publicly on the CTLL website (<https://bit.ly/CTLLProLearn>) and participation is shown in figure 2 below.

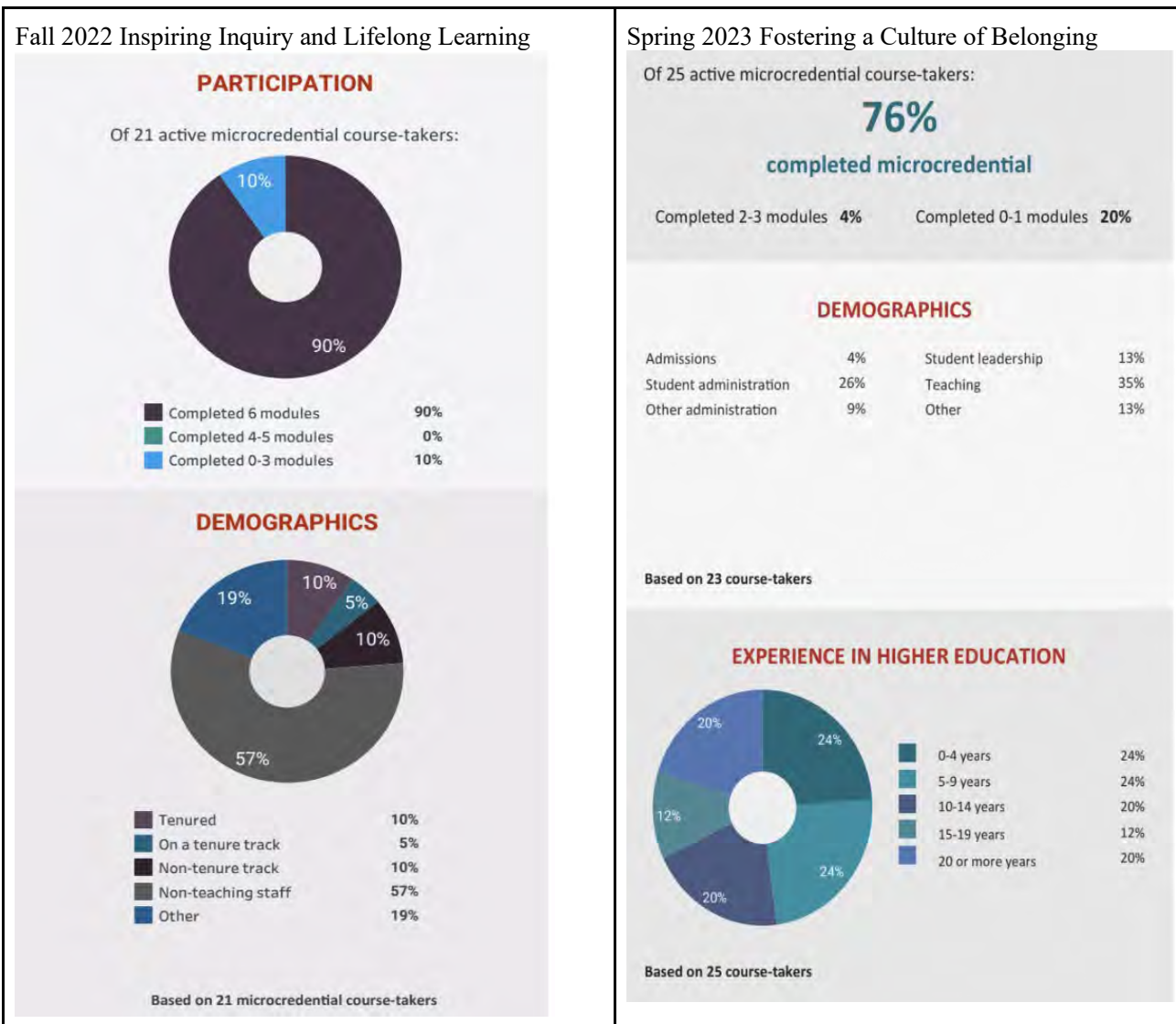


Figure 2. ACUE Course Participant Metrics, Fall 2022 and Spring 2023

**Table 1. Equity Initiative Budget Details**

<b>Administrative Information</b>	<b>AY21-22</b>	<b>AY 2022/23</b>	<b>AY2023-2024 (projected)</b>
Personnel/Fringe	\$147,215.99	\$154,971.00	\$166,000.00
Printing/copying/etc.	\$465.94	\$1,207.00	\$5,000.00
<b>Total</b>	<b>\$147,681.93</b>	<b>\$156,178.00</b>	<b>\$171,000.00</b>
<b>Discovery Scholars</b>			
Faculty Mentors	\$58,609.15	\$90,164.00	\$81,000.00
Student Researchers	\$115,831.66	\$122,124.00	\$160,000.00
Supplies	\$7,116.22	\$2,273.00	\$10,000.00
<b>Total</b>	<b>\$181,557.03</b>	<b>\$214,561.00</b>	<b>\$251,000.00</b>
<b>Center for Teaching Learning &amp; Leadership</b>			
Faculty fellows	\$41,271.67	\$78,350.00	\$50,000.00
Acue training/Course Development	\$5,380.50	\$11,500.00	\$25,000.00
Supplies	-	\$500.00	\$5,000.00
Dee Fink & Assoc. Development	\$35,366.00	-	-
Success Acceleration Course	\$31,499.30	-	-
<b>Total</b>	<b>\$113,517.47</b>	<b>\$90,350.00</b>	<b>\$80,000.00</b>
<b>Expanded Tutoring &amp; Supplemental Instruction</b>			
Tutors at various rates	\$25,212.50	\$92,200.00	\$120,000.00
Faculty/Staff Leads	-	-	\$10,500.00
<b>Total</b>	<b>\$25,212.50</b>	<b>\$92,200.00</b>	<b>\$130,500.00</b>
<b>AY Total</b>	<b>\$467,968.93</b>	<b>\$553,289.00</b>	<b>\$632,500.00</b>

## Enrollment, Persistence & Retention Data: Census Fall 2023

Fall census enrollment data (table 2), demonstrates that after three years of declining enrollment, we are seeing a reasonable increase in 2023, especially among sophomores. We anticipate overall increases will grow as smaller upper division class cohorts graduate. The number of doctoral students doubled this year, and total graduate students has increased by 12%. Hispanic enrollment increased by nearly 10%.

**Table 2 - Fall Semester Census Enrollment, Fall 2019 through Fall 2023**

	FA19	FA20	FA21	FA22	FA23*	One-Year Change	
<b>Student Credit Hours (RI Only)</b>	45,536.50	41,472.00	36,062.50	35,612.50	35,817.00	204.50	0.57%
<b>Student Credit Hours (ES Online)</b>	1,883.00	4,512.00	4,855.00	6,038.00	6,594.00	556.00	9.21%
<b>Headcount (RI &amp; ES Online)</b>	3,847	3,718	3,534	3,529	3,657	128	3.63%
<b>Undergraduate</b>	3,547	3,373	3,124	3,104	3,180	76	2.45%
<b>Freshman</b>	807	789	777	932	937	5	0.54%
<b>Sophomore</b>	633	604	534	501	579	78	15.57%
<b>Junior</b>	803	716	651	624	603	-21	-3.37%
<b>Senior &amp; Post Bach.</b>	1,133	1,108	1,003	885	855	-30	-3.39%
<b>Non-degree seeking</b>	171	156	159	162	206	44	27.16%
<b>Graduate</b>	300	345	410	425	477	52	12.24%
<b>Masters &amp; Non-degree</b>	270	312	371	393	416	23	5.85%
<b>Doctorate</b>	30	33	39	32	61	29	90.63%
<b>New Undergraduate</b>	631	601	575	645	673	28	4.34%
<b>Transfer Undergraduate</b>	320	294	295	372	309	-63	-16.94%
<b>Female</b>	2,102	2,060	1,938	1,938	2,050	112	5.78%
<b>Male</b>	1,745	1,658	1,589	1,582	1,607	25	1.58%
<b>Resident</b>	3,266	3,100	2910	2910	3065	155	5.33%
<b>Nonresident, Non-WUE</b>	320	379	396	418	393	-25	-5.98%
<b>Nonresident, WUE</b>	260	239	228	201	199	-2	-1.00%
<b>First Generation (UG Only)</b>	1,536	1,472	1,393	1,372	1,365	-7	-0.51%
<b>Not First Gen. (UG Only)</b>	2,011	1,901	1,731	1,732	1,815	83	4.79%
<b>Pell Eligible (UG Only)</b>	1,991	1,949	1018	922	904	-18	-1.95%
<b>Not Pell Elig. (UG Only)</b>	1,586	1,424	1421	1407	1420	13	0.92%
<b>Minority</b>	1,817	1,786	1,711	1,816	1,981	165	9.09%
<b>Asian</b>	50	67	72	74	71	-3	-4.05%
<b>Black</b>	220	229	214	212	219	7	3.30%
<b>Hawaiian/Pacific Islander</b>	14	16	22	13	12	-1	-7.69%
<b>Hispanic/Latino</b>	1,309	1,259	1,163	1,157	1,271	114	9.85%
<b>Native American</b>	16	13	21	26	23	-3	-11.54%
<b>Multi-Racial</b>	208	202	219	334	385	51	15.27%
<b>Nonminority</b>	2,030	1,932	1,823	1,713	1,676	-37	-2.16%

<b>White</b>	1,794	1,750	1,669	1,569	1,521	-48	-3.06%
<b>International</b>	104	88	77	74	81	7	9.46%
<b>Unknown</b>	132	94	77	70	74	4	5.71%
<b>Rural</b>	388	380	328	355	347	-8	-2.25%
<b>Nonrural</b>	3,055	2,905	3,124	3,087	3,226	139	4.50%
<b>CHASS</b>	1,099	1,032	906	844	862	18	2.13%
<b>CHEN</b>	1,066	1,100	1,118	1,068	1,078	10	0.94%
<b>HSB</b>	718	661	626	672	731	59	8.78%
<b>STEM</b>	694	684	672	692	692	0	0.00%
<b>Student Credit Hours (Other)**</b>	14,330	9,772	11,176	13,433	++	++	++
<b>Other Enrollment (Not RI or ES Online)**</b>	3,225	2,206	2,475	3,053	++	++	++
<b>Senior-to-Sophomore**</b>	521	618	632	1,380	++	++	++
<b>Teacher Education Program**</b>	2,452	1,455	1,741	1,400	++	++	++
<b>Ext. Studies Degree-Seeking**</b>	81	68	63	69	++	++	++

\* Fall 2023 data are as of census freeze, 2023/09/09

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

++ Enrollments in "other" credit hours are exclusively cash-funded and are entered at the end of term, so are unavailable at census

**Table 3 - Retention & Persistence by Fall for First-Time, Full-Time Fall Cohort, Fall 2008 through Fall 2022**

<b>Cohort</b>	<b>Cohort Size</b>	<b>Spring 1</b>	<b>Fall 2</b>	<b>Spring 2</b>	<b>Fall 3</b>	<b>Spring 3</b>	<b>Fall 4</b>	<b>Spring 4</b>	<b>Fall 5</b>	<b>Spring 5</b>	<b>Fall 6</b>	<b>Spring 6</b>
<b>Fall 2008</b>	1,007	84.20%	65.24%	57.00%	48.08%	44.24%	40.07%	38.04%	21.78%	17.72%	8.47%	5.98%
<b>Fall 2009</b>	1,016	84.85%	62.84%	55.10%	45.65%	43.07%	39.96%	36.84%	19.44%	14.72%	6.23%	3.76%
<b>Fall 2010</b>	979	84.56%	63.33%	52.78%	43.89%	39.78%	37.00%	34.33%	19.00%	13.78%	5.67%	4.11%
<b>Fall 2011</b>	1,025	83.46%	60.00%	53.84%	47.78%	46.27%	41.73%	40.11%	21.41%	15.57%	7.14%	4.76%
<b>Fall 2012</b>	867	82.83%	61.43%	53.69%	43.17%	39.30%	36.03%	34.10%	17.90%	13.78%	5.08%	3.87%
<b>Fall 2013</b>	764	83.51%	58.12%	51.96%	43.59%	43.46%	37.70%	34.95%	18.85%	14.53%	6.02%	4.84%
<b>Fall 2014</b>	877	85.78%	66.13%	58.96%	50.80%	48.45%	43.63%	41.16%	24.10%	16.44%	6.67%	5.81%
<b>Fall 2015</b>	765	88.07%	69.11%	64.37%	55.17%	50.86%	46.70%	43.25%	23.99%	17.67%	9.34%	7.61%
<b>Fall 2016</b>	816	85.16%	64.37%	55.47%	48.18%	45.88%	41.57%	39.00%	20.78%	16.19%	7.69%	6.00%
<b>Fall 2017</b>	706	87.07%	70.72%	61.99%	53.43%	50.00%	44.08%	38.32%	21.96%	14.00%	5.80%	5.51%
<b>Fall 2018</b>	667	88.11%	65.61%	58.48%	51.82%	48.34%	43.11%	35.33%	20.21%	17.07%	8.68%	
<b>Fall 2019</b>	608	87.88%	70.89%	64.01%	55.52%	43.91%	38.16%	38.92%	22.99%			
<b>Fall 2020</b>	538	81.78%	64.80%	46.97%	39.27%	42.44%	35.88%					
<b>Fall 2021</b>	509	74.46%	61.30%	56.91%	50.00%							
<b>Fall 2022</b>	583	85.93%	65.01%									

Persistence and retention (table 3) shows improvement in most cohorts as compared to recent years. Student overall persistence to first spring semester and retention to second fall semester data (fig.3) shows a marked improvement with the fall 2022 cohort. It is anticipated that ongoing efforts for student success will continue this positive trend. We plan to investigate what percent of students transfer out and where they are going once that National Student Clearinghouse data is available.

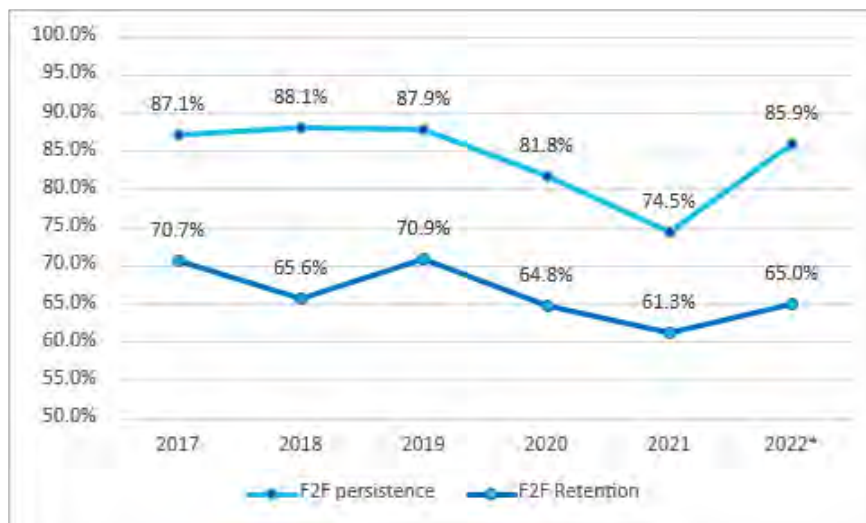


Figure 3. Overall First-Time, Full-Time Cohort Persistence & Retention, 2017-2022

A significant improvement was seen in retention of fall 2022 male students as compared to recent cohorts as seen in figure 4. The slight decline in female retention is of concern.

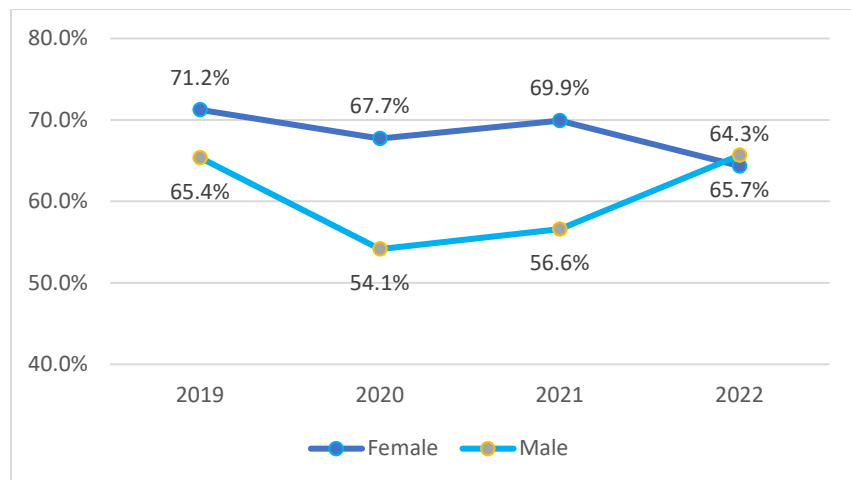


Figure 4. First-Time, Full-Time Cohort Persistence & Retention by Gender, 2019-2022



Table 4. Retention and Graduation (4-yr, 5-yr and 6-yr) for most recent First-Time freshman cohorts.

FT Cohort	Retention		4-yr Graduation		5-yr graduation		6-yr graduation	
	FA21	FA22	FA18	FA19	FA17	FA18	FA16	FA17
Overall	61.3%	65.0%	22.7%	22.3%	34.0%	31.0%	35.0%	38.0%
Female	69.9%	64.3%	27.9%	28.8%	41.2%	37.8%	40.6%	45.2%
Male	56.6%	65.7%	18.0%	16.2%	26.8%	24.6%	31.4%	30.8%
Resident	66.1%	64.3%	23.2%	21.9%	37.5%	31.9%	36.5%	40.7%
Non-Resident	52.1%	68.1%	21.7%	23.7%	21.6%	28.6%	34.0%	28.1%
Pell	61.3%	60.2%	18.4%	17.5%	27.0%	27.2%	30.5%	30.1%
Non-Pell	64.8%	69.7%	26.5%	26.8%	41.1%	34.3%	41.9%	45.9%
Racially minoritized	61.5%	63.6%	17.5%	18.8%	30.9%	27.4%	33.0%	34.8%
Non-racially minoritized	65.0%	66.8%	28.7%	26.1%	37.7%	35.0%	39.8%	41.6%
Hispanic	64.0%	63.6%	18.5%	20.5%	33.1%	28.7%	37.1%	36.8%
Non-Hispanic	61.6%	66.8%	25.6%	23.4%	34.6%	32.5%	33.9%	38.8%
First gen	63.0%	61.7%	17.2%	19.9%	29.4%	30.3%	31.5%	33.2%
Non-first gen	63.2%	67.2%	25.8%	24.6%	36.8%	31.4%	37.0%	40.9%
Rural	50.0%	55.5%	22.7%	17.0%	28.6%	25.8%	29.7%	31.7%
non rural	63.4%	65.2%	22.8%	22.8%	34.6%	31.6%	36.6%	38.7%

Fall 2022 cohort retention to second fall increased overall and for racially minoritized students.

Recent 6-year graduation rate is up overall by 3% to 38% for fall 2017 cohort, and increased 1% or more in female, racially minoritized, first-generation and rural students, while relatively stable for male, Hispanic and Pell-eligible students.

Board of Governors of the Colorado State University System

October 5-6, 2023

Report Item

REPORT:

CSU Global October 2023 Student Success and Affairs Report

EXPLANATION:

Presented by Dr. Audra Spicer, Provost and Mr. Jerid Counterman, Acting Sr. Director of Student Success

The following report summarizes FY24 Fall Terms A & B student success data for the CSU Global campus.

**Overview**

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

**Student Engagement** for FY24 Fall A, B, and C Terms (D Term will start on October 9, 2023) is close to or exceeding expectations:

Term	Credit Hour Goal	Final	CH Melt (%)	% to Goal	Exp. % Participation	Actual % Participation
23FA	12834	12675	6.9%	98.8%	44.9%	49.0%
23FB	13118	12752	8.9%	97.2%	54.4%	63.8%
23FC	15510	15988		103.1%	53.7%	61.2%

## Board of Governors of the Colorado State University System

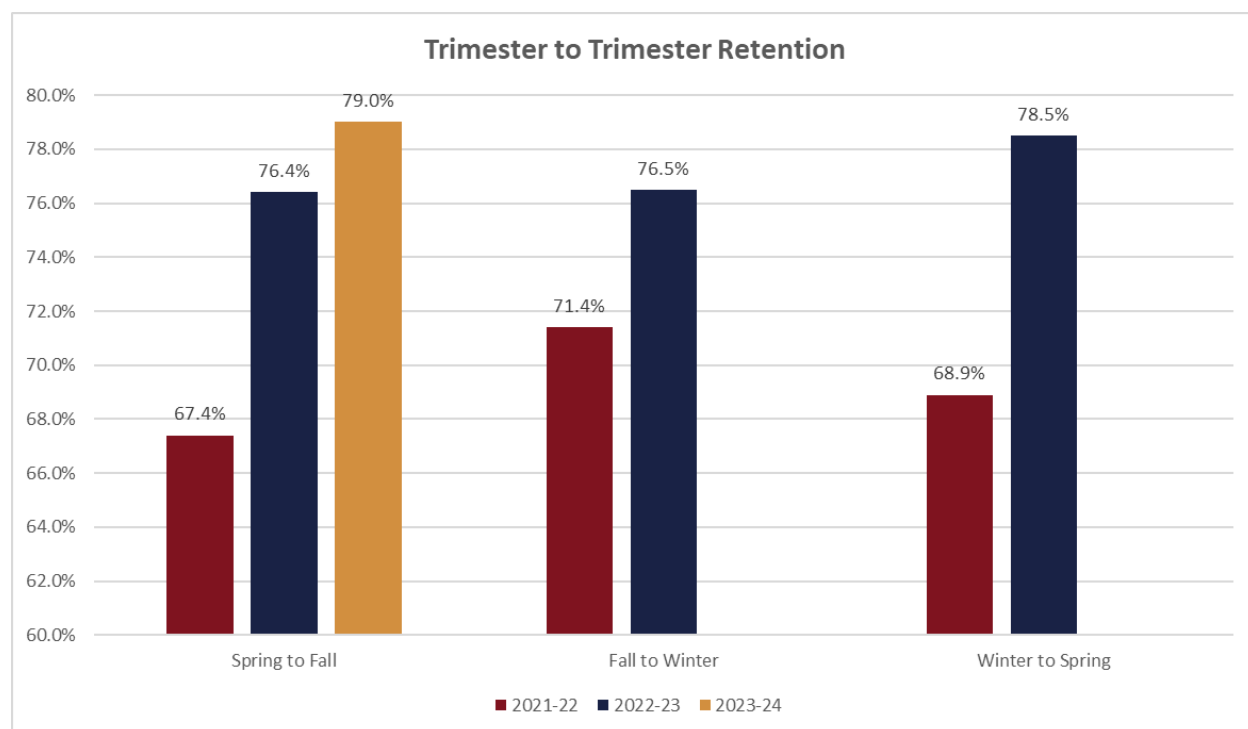
October 5-6, 2023

## Report Item

**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.

In the Active Student Demographic data, below you will see that the university faculty and staff efforts continue to increase student retention:



## Board of Governors of the Colorado State University System

October 5-6, 2023

## Report Item

**CSU Global Program Completion Rates for Certificate and Degrees.** CSU Global continues to narrow the gaps between Underserved Minority Populations and Non-underserved Minority Populations in Program Completion and Active Student statuses. Additionally, it's policies and processes, and 12-terms per year scheduling, allow students to make changes in their program selections as needed and requested.

Year Enrolled Fiscal Year	URM	Graduate		Active		Switch Program Active		Upgrade Active	
		Head Counts	Within Group% along CurrentStatus	Head Counts	% along C	Head Counts	Within Group% along CurrentStatus	Head Counts	Within Group% along CurrentStatus
2018	URM	713	40.5%	59	3.4%	3	0.2%		
	Non-URM	2,425	48.1%	202	4.0%	20	0.4%	8	0.2%
	Unknown	254	44.3%	24	4.2%	2	0.3%	1	0.2%
2019	URM	712	40.8%	132	7.6%	13	0.7%	2	0.1%
	Non-URM	2,200	47.1%	295	6.3%	23	0.5%	15	0.3%
	Unknown	493	40.8%	88	7.3%	7	0.6%		
2020	URM	594	36.9%	198	12.3%	12	0.7%	1	0.1%
	Non-URM	1,682	43.8%	468	12.2%	11	0.3%	9	0.2%
	Unknown	748	38.8%	246	12.7%	8	0.4%	2	0.1%
2021	URM	446	29.5%	320	21.2%	6	0.4%	4	0.3%
	Non-URM	1,349	34.2%	1,019	25.8%	20	0.5%	4	0.1%
	Unknown	275	36.7%	178	23.7%	5	0.7%		
2022	URM	158	11.2%	720	51.1%	4	0.3%	1	0.1%
	Non-URM	428	13.5%	1,814	57.2%	13	0.4%	4	0.1%
	Unknown	79	14.2%	294	53.0%	2	0.4%	4	0.7%
2023	URM	20	1.4%	1,286	90.3%	3	0.2%		
	Non-URM	23	0.8%	2,655	94.0%	2	0.1%		
	Unknown	6	1.6%	362	93.5%				

**Colorado State University – Fort Collins**  
**Division of Student Affairs**  
**BOG Report**  
**10/5/23**

### **OVERVIEW OF DSA**

The Division of Student Affairs fosters an inclusive campus community that supports students and staff holistically in the development of their unique potential. We collaborate across the University to inspire and empower students to be active learners inside and outside the classroom, successful graduates, and engaged global citizens. We support student success through an array of services and resources including housing, dining, student orientation, recreation, student government, student organizations, and legal, career, transition, health, well-being, and crisis services.

### **Our Values**

- Supporting all students holistically: The root of our work is the **students**.
- Forging paths to meaning making and fostering curiosity: **Learning** is at the heart of the university experience.
- Reflecting on and refining what we do: Our dynamic campus community demands a **student-centered practice**.
- All our work is connected: **Collaboration** is a foundational approach to our work.
- Striving to create more just communities: **Inclusion** strengthens our campus learning, living, and working environments by honoring diverse stories and experiences that promote a sense of belonging.

### **Staffing Numbers & Classifications**

The Division of Student Affairs currently employs **845 career staff** of whom 468 are State Classified employees and 377 are Administrative Professionals. We also employ approximately **2,100 student employees** across the Division of Student Affairs. The largest employers of students are Housing & Dining Services, the Lory Student Center, and Campus Recreation, although every unit hires and supports students to fulfill the office's programs, services, and mission.

Organization chart: <https://studentaffairs.colostate.edu/orgchart/>

### **Campus Life**

- [Adult Learner & Veteran Services](#)
- [Fostering Success Program](#)
- [Fraternity and Sorority Life](#)
- [Off-Campus Life](#)
- [Orientation and Transition Programs](#)
- [Parent and Family Programs](#)
- [Student Case Management](#)
- [Student Legal Services](#)
- [Student Resolution Center](#)
- [Support & Safety Assessment](#) (dual report with University Operations)

### **Campus Recreation**

## Career Center

### Health Network

- [Medical Services](#)
- [Mental Health and Well-Being](#)
- [Health Education and Prevention](#)

### Housing & Dining Services

- [Conference and Event Services](#)
- [Mountain Campus](#)
- [RamCard Office](#)
- [Residential Dining Services](#)
- [University Housing](#)

### Lory Student Center

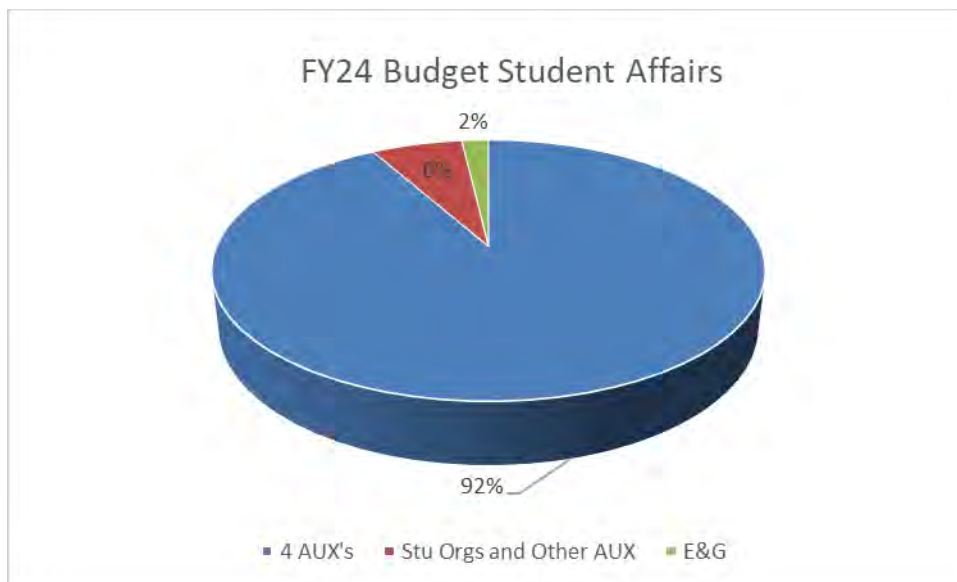
- [Associated Students of Colorado State University \(ASCSU\)](#)
- [Campus Activities](#)
- [CSU Bookstore](#)
- [LSC Dining Services](#)
- [Student Leadership, Involvement & Community Engagement](#)

### Office of the Vice President for Student Affairs

- Assessment
- Communications and Web Development
- Dean of Students
- Division Budgets and Operations
- Diversity, Equity & Inclusion (partnership with Office of Inclusive Excellence)
- Human Resources
- Student Success Initiatives (dual report with Provost's Office)
- Sustainability
- Talent Development and Organizational Development

### **DSA Budget**

**The FY24 DSA Budget is \$187M**, of which the four Student Affairs auxiliaries (Housing & Dining Services, Lory Student Center, Health Network, and Campus Recreation) represent approximately \$172M of the total budget. Non-auxiliary student fee areas in Student Affairs receive \$11M in student fees and self-generated revenues, and state appropriated support provides \$3.5M in funding.



### **Mandatory Student Fees**

18 areas across the university receive mandatory student fees, of which 11 are housed within Student Affairs: Adult Learner & Veteran Services, Campus Recreation, Career Center, Conflict Resolution Services, CSU Health Network, Lory Student Center, Off-Campus Life, Ram Events, RamRide, Student Leadership Involvement & Community Engagement, and Student Legal Services.

Student fee areas have made concerted efforts to provide efficient and effective services and programs while also attending to capital improvements with minimal fee increases. The average annual increase in student fees over the past five years (FY20-FY24) is 2.42%, with a 2.04% increase for FY24.

### **DSA CONTRIBUTIONS TO STUDENT SUCCESS**

*Related to CSU System Strategic Priority of Student Success*

BOG definition of Student Success: "Creating Equitable Educational Environments Resulting in Increased Graduation Rates and Eliminating Opportunity Gaps." The Division of Student Affairs supports students outside the classroom so they can succeed academically. Our staffing, programs, and services are focused on:

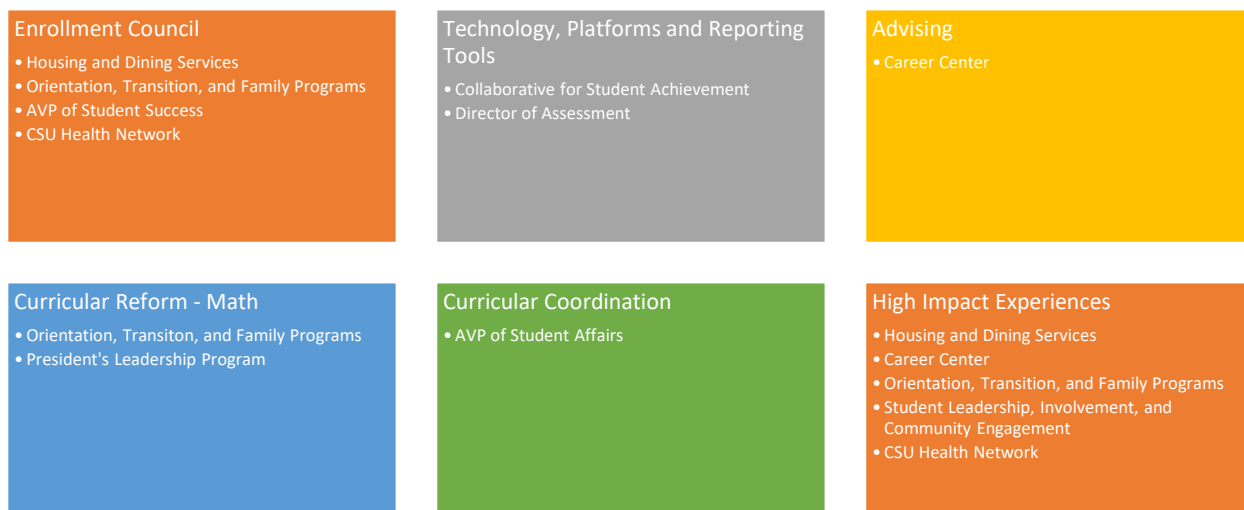
- **Sense of Belonging**
- **Mental Health and Well-Being**
- **Personal and Professional Development and Career Readiness**

As we attend to these areas, paying particular attention to students with marginalized identities, we play a major role in retaining and graduating students while eliminating opportunity gaps. To operationalize goals and strategies across the Division, Vice President Hughes created a division-wide work group charged with creating equitable educational environments through:

- Compiling the existing landscape for Division of Student Affairs Student Success work.

- Creating a culture of assessment and evidence of contributions to learning outside of the classroom, addressing belongingness, and contributing to persistence, graduation rates, closing opportunity gaps, and securing celebratory first destination outcomes.
- Focusing on systems, processes, and cultures impacting undergraduates with a priority for historically/currently underserved populations including commuter 1st year students, adult learners and student parents, resident and non-resident students, undocumented students, transfer students, limited income, first generation, LGBTQIA, and students with marginalized identities.
- Making Student Success a priority for all units within the Division of Student Affairs.
- Developing accountability measures for Division of Student Affairs units to reallocate time, energy, and financial resources toward Student Success.

The Division of Student Affairs is represented in each of the University Student Success Implementation Teams as follows:



### New Student Seminars

IU 172: New Student Seminar was first developed as a pilot in fall 2015. The New Student Seminar is a one credit, eight-week course (first eight weeks of the semester) focused on supporting new students as they transition to the university. Each section of IU 172 has one instructor, an undergraduate peer facilitator, and between 19-25 students. All IU 172 courses include reflection on personal values, identities, strengths, and interests/skills as they relate to students' academic and personal goals for the CSU experience. Additionally, IU 172 seminars infuse university-wide messaging and initiatives including the Diversity, Inclusion, and Belonging Module (DIB), well-being messaging from the CSU Health Network, and more. Instructors for IU 172 courses are from Exploratory Studies Advising, Student Success, University Housing, Career Center, Orientation and Transition Programs, and other Division of Student Affairs staff. Other instructors include staff related to the course population being served (for example the New Student Seminar for international students is taught by a staff member from the Office of International Programs). Beginning in the fall 2020, sections of the New Student Seminar: Exploring Majors Tracks and First-Year Student Success courses began to be paired with Composition courses so



Exploratory Studies students could take multiple courses with one another. The number of IU172 sections and enrollment has increased every year with no base funding. This past year, enrollment grew by 120 percent.

Once accounting for student-level demographics and high school and transfer GPA, we observed some statistically significant differences in outcomes among students traditionally underrepresented in higher education: students recommended for support (SRS), racially minoritized (RM), first generation (FG), and Pell eligible students. Higher persistence to 2nd fall was found among FG and Pell IU 172 fall seminar students (by 8 -11 percentage points) relative to their respective reference groups. Higher end of term cumulative GPAs among SRS, RM, and FG fall seminar students was up (by 0.10 – 0.15 points) relative to their respective reference groups. End of term probation rates among RM fall seminar students were lower by 5 percentage points.

### **Basic Needs**

Providing the support students need – including for their basic needs—is the best way to ensure they remain in school, make progress toward a degree, and graduate. Nationally, three in five college students do not have enough to eat or a stable place to live, and millions of students experience basic needs insecurity, including a lack of access to adequate housing, food, health care, childcare, internet connectivity, transportation, and mental health services.

Basic needs security means that there is an ecosystem in place to ensure students' basic needs are met. The Division of Student Affairs has created a comprehensive approach toward supporting students' basic needs. We foster intentional partnerships and outreach to on-campus programs and offices where students regularly seek support, train faculty and staff to identify, respond, and refer students to appropriate points of contact, and address and combat institutional and systemic barriers through services and resources. In 2023, through a partnership with the Hope Center for College, Community, and Justice at Temple University, a survey was sent to 3,000 CSU-Fort Collins students to learn more about their experiences and perspectives related to basic needs. Students shared:

- 65% experienced at least one of the following: food insecurity, housing insecurity, or homelessness.
- 45% experienced limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner in the prior 30 days.
- 53% experienced one or more challenges that prevented them from having a safe, affordable, and consistent place to live in the previous year.

We also know housing and food insecurity is significantly higher for marginalized populations.

### Mental Health and Well-Being

- CSU Health Network (CSUHN) develops programs and services for the general student body as well as mental health and well-being interventions to support equity specific to racial, gender, and sexual identities.
- Approximately 65% of the student body accesses Health Network programs and services.
- 20% of students rely on the Student Health Insurance Plan and Health Network providers for their primary medical insurance and medical care.
- 91% of respondents to this year's patient satisfaction surveys were satisfied with CSUHN and would return for future services.

### Housing Security

Housing & Dining Services, Off-Campus Life, Student Case Management, and Office of Financial Aid collaborate to provide the following resources to combat housing insecurity:

- Housing & Dining Services provides **housing application fee waivers** for Pell eligible students.
- On campus **housing is available during breaks** to support students' housing security when school is not in session.
- Housing & Dining Services creates a **range of housing options to provide students with variable rates** to meet students' budgets.
- Student Case Management partners with Energy Outreach Colorado for **Bill Payment Assistance** with past due heating and or lighting bills.
- Student Case Management partners with Housing Catalyst to provide **Housing Choice Vouchers** to help cover the cost of rent for qualified students and families paying a housing subsidy to the landlord directly, thus reducing the amount of rent owed by the student. Voucher program participants usually pay about 30% of their monthly income toward rent.
- Student Case Management advocates for students to receive **Emergency Rent Assistance** to avoid eviction.
- Off-Campus Life partners with Lutheran Campus Ministry and Prospect Plaza Apartments (owned by the Colorado State University Foundation) to provide **affordable housing for CSU students**. During the 2023-2024 school year, 21 students experiencing housing insecurity were provided subsidized rent for their Prospect Plaza apartment. The discounted rent is achieved through a discounted master lease and Lutheran Campus Ministry fundraising. Additionally, the program provides mentors from the Fort Collins community, establishes peer support groups, and helps connect students to other assistance through a social work intern. Students pay just \$375 per month for rent.
- Off-Campus Life and Student Case Management provides numerous **referrals** to Neighbor to Neighbor, CARE housing, Family Housing Network, City of Fort Collins Social Sustainability Services, and other City resources.

### Food Security

The Division of Student Affairs sponsors Rams Against Hunger, a menu of services that support students and employees experiencing food insecurity. Services include an on-campus food pantry, a meal-swipe program, pocket pantries, and in-person assistance with navigating federal aid eligibility. By reducing the stigma around food insecurity and meeting student and employee needs in a way that affirms dignity, Rams Against Hunger lives out the creed that Rams Take Care of Rams. Last year, over 16,000 individuals took advantage of some sort of food insecurity support at CSU with an overrepresentation of first generation, racially minoritized, and international students.

- **Food Pantry** (collaboration with the Food Bank of Larimer County and Student Leadership Involvement, and Community Engagement) - true grocery shopping experience for students and employees, with a well-equipped walk-in freezer, spacious aisles, a wide selection of frozen foods, fresh produce, milk, eggs, and dry and shelf-stable products. Diapers and personal hygiene items are also available for pick up. The pantry has between 12,000-14,000 visits each year from students and employees.
- **Pocket Pantries** – eight locations across campus that offer a limited selection of grab-and-go food and personal hygiene items.
- **Meal Swipe Program** (collaboration with Residential Dining Services) - provides 30-50 meal swipes for eligible students to be used at any CSU dining center; 3,585 students participated in the Meal Swipe program in 2022-23.

- **Student Day of Giving** (collaboration with Residential Dining Services) - engages students who currently have meal passes to donate up to two of their unused guest passes to support the Meal Swipe Program.
- **SNAP Benefits & Federal Benefits Assistance on Campus** – Student Case Managers and staff at the Food Pantry help eligible students and employees enroll in the federal Supplemental Nutrition Assistance Program (formerly known as food stamps).
- **Ram Food Recovery Program** – when a catered event in Housing & Dining Services has any food leftover at the end of the event, catering staff send a text alert to subscribers with date, time, and location of food pick-up. Participants generally have a 30- minute window for food pick up. Last year, 667 members of the campus community subscribed to the text alert.
- **The Growing Food Security Project** (collaboration with Agricultural Science students) - volunteers grow thousands of pounds of fresh produce on a 1-acre plot at CSU’s ARDEC (Agricultural Research, Development and Education) facility for the on-campus Food Pantry.
- **Basic Needs Working Group** (collaboration with CU Boulder and CDHE) - a statewide, Basic Needs working group in collaboration with Hannah Wilks, Director of Basic Needs at CU Boulder, and staff from the CDHE Equity team.

### Transportation Security

Similar to housing insecurity, transportation insecurity presents many challenges including needing to regularly reschedule appointments (or arriving late) due to problems with transportation, being limited in activity due to transportation (e.g., needing to be home before buses stop running) or being unable to afford to fix an unreliable vehicle.

- **City Bus Pass** - included in student fees so students can access public transportation at no additional cost.
- **Spoke** – in collaboration with Central Receiving, Housing & Dining Services hosts Spoke, a student-run bike repair shop, at Laurel Village where students can learn how to do basic repairs for no cost and can take part in free classes on how to bike and board safely.
- **ZipCars and Spin e-Scooters and e-Bikes** – students receive discounted rentals across the university and City, including at several residence halls and university apartments.
- **RamRide** - originally CSU’s safe ride program built to prevent drunk driving, remains true to that mission and has expanded to support transportation insecurity. RamRide now has several subprograms:
  - RamRide x Lyft - nationwide free Lyft rides available for students during high-drinking holidays such as New Year’s Eve, Cinco de Mayo, and St. Patrick’s Day.
  - RamRide Food Ops - delivers a free box of food from the Food Pantry for students and staff who are experiencing food insecurity and are unable to visit the Rams Against Hunger Food Pantry in person (due to a medical condition, disability, transportation insecurity, etc.). During the 2022-2023 school year, RamRide delivered 243 boxes of food, totaling 7,290 pounds of food.
  - RamRide Secure - provides Lyft ride credits to students, which they can then use at their discretion and gives students autonomy and choice over how and when they access the support. In addition, codes are distributed to campus partners such as the Student Diversity Programs and Services offices and Student Case Management to support students who are experiencing some form of transportation insecurity. This program saw a 125% increase in student use between FY22 and FY23. New this year, RamRide Secure now includes a partnership with the Spoke to cover the cost of a bike rental (\$110 per semester) for students. Additionally, bulk codes of \$150 are provided to

students to rent Spin e-Bikes and e-Scooters. This program is paid for through student fees to the Off-Campus Life office.

### Financial Security

- **Student employment** is a vital part of CSU with 8,964 student employee assignments representing 46% of all employee assignments in the 2022-2023 academic year. In addition to the benefit for the university, students who work on campus have higher academic success rates, deeper connections to the campus community, and higher persistence toward graduation. Our philosophy is to develop student employees, provide training and resources to equip and empower student employees and their supervisors, and to leverage transferable career skills to prepare students for their next professional step. An intentional student employment program represents an incredible opportunity to drive student success and career outcomes.
- The Division of Student Affairs currently manages **60 scholarship funds** at the CSU Foundation, 37 of which are endowed, that support the tuition and fees of students who are involved in Student Affairs programs. These scholarships range from a minimum of \$1,000 up to \$9,500 per year, depending on the funding availability. Examples of scholarships making an impact for students are the Liniger Honor, Service and Commitment scholarship for student veterans, the 4<sup>th</sup> Stone Scholarship for students in the Fostering Success Program, and even some for State Classified personnel working towards a degree. This broad range of support shows the commitment to student success outside of the classroom. While these scholarships are beneficial to the students receiving them, the majority of donated funds come to Student Affairs programs which impact hundreds of students at the same time.
- The Career Center launched the **SPARK** program focused on first-year, first-time students to help eliminate equity gaps for first-generation, limited income, rural and/or racially minoritized students. SPARK includes two tracks, one focused on helping first year students find an on-campus job and then develop career competencies and make meaning of the skills they are learning in their on-campus role. Students who are a part of this program are paid to attend workshops and networking events to develop their career readiness. The second aspect is aimed at helping students with opportunity gaps find an on-campus summer internship. The internships are project-based and interdisciplinary. Campus employers also receive additional guidance regarding best practices for supervising students, focusing on students' strengths and assets rather than through a deficit lens.
- Numerous offices throughout the Division of Student Affairs offer **Emergency Crisis Grants** for students experiencing temporary unmet financial demands related to housing, food, and transportation insecurity. In addition, we partner closely with the Office of Financial Aid to leverage institutional funds and support when needed.

### **STUDENT AFFAIRS FUTURE PRIORITIES**

#### **Invest in our Staff and Infrastructure to Support Student Success**

*Related to CSU System Strategic Priority of Healthy Campuses*

Understanding that our employees in the Division of Student Affairs are our biggest asset, drawing from employee feedback and institutional and national assessment data and practices, the Staffing Strategies Committee works to better understand how workplace flexibility and professional development can improve the administrative professional and state classified employee experience.

#### **DSA Compensation Efforts**

*Related to CSU System Strategic Priority of Healthy Campuses*

In the area of employee compensation, raising Administrative Professional (AP) salaries to \$50K was a top priority in FY23 and we were able to achieve this as well as the State Classified salary increases by utilizing internal funds. Given the majority of AP employees in Student Affairs are in either auxiliary or student fee funded areas, great effort was made to ensure these increases could be funded through minimal increases in student fees and rates assessed to students. Efforts to address both marketplace comparisons and salary compression needs is a top priority for this year.

**Capital Improvements**

Facility improvements continue to be a priority for the auxiliaries. For FY23, Housing & Dining Services invested \$13.5M in needed building improvements across the housing system. In addition, \$15M was invested in the renovation of Westfall Hall to address serious deferred maintenance and to improve the student experience. Housing & Dining Services is in the process of developing an updated strategic master plan to focus on the student experience, address capital renewal needs, and to ensure there are enough beds on campus to address future enrollment growth.

In September, the Lory Student Center completed phase three of its 20-year facility master plan with \$34.5M for north-end improvements, including new space for Adult Learner and Veteran Services, a refresh of the CSU Bookstore, and an overall refresh of the north-end exterior entry and meeting and conference rooms and ballrooms.

**Use Assessment & Research for Evidence-Focused Vision, Mission, Programs & Services**

*Related to CSU System Strategic Priority of Innovation*

The Office of Assessment leads the Division in building and sustaining a culture of evidence with an eye toward equity through:

- Strategic planning to prioritize and align the work of our diverse units with university and system-level priorities and tell our story through subsequent annual reports and program reviews.
- Supporting accreditation efforts through consistent use of learning, program, and diversity outcomes, in conjunction with the Vice Provost for Planning and Effectiveness.
- Consulting on survey development, rubrics, focus groups, and other strategies to obtain data as well as equitable data use to inform future programs, service, and learning outcomes.
- Training on assessment practices, myriad platforms, and effective data use to tell the story of student affairs.

Five Year Program Reviews

The Division of Student Affairs has been engaged in program reviews for as long as there has been a division-wide assessment function. Every department completes an annual report/reflection that is then used to complete a program review every five years. Outcomes of the program review process include identifying gaps in programs and services and financial or physical space needs, a more thorough understanding of which students are and are not being served by the unit, and a fifty-thousand-foot view of unit assessment practices to determine whether units are meeting their goals and determined outcomes and how they might adjust their practices to better meet student needs.

Student Assessment

Student Affairs regularly participates in the [UCLA Higher Education Research Institute's CIRP Freshman Survey](#) to learn about incoming students' background characteristics, high school experiences, attitudes,

behaviors and expectations from college. The survey is nationally normed, having surveyed over 15 million students at over 1,900 institutions. The Division of Student Affairs contracted with HERI to conduct the survey again in Fall 2022 (Freshman Survey [Profile](#) and [PowerPoint](#) linked here for reference).

#### Anticipating the Needs of Tomorrow's Students

Staff members of the Division of Student Affairs, in conjunction with faculty, undergraduate and graduate students, and the Office of Institutional Research, developed a companion IRB-approved qualitative research project to complement the quantitative data from the CIRP survey (above) to intentionally capture CSU undergraduate student perspectives about academics, mental health and wellbeing, safety, sense of belonging, and engagement in more depth. Upon collection and analysis of the data, the research group will use the findings to inform programs and services, present findings to constituents and at conferences to inform current student needs, and add to the literature by publishing the findings.

### **FUNDRAISING & DEVELOPMENT**

#### *Related to CSU System Strategic Priority of Land Grant Priorities*

The Vice President for Student Affairs historically managed fundraising for programs in the division. Starting in 2010, a dedicated team was put into place for major gift fundraising for priorities determined by the Vice President for Student Affairs. For the last 13 years, in partnership with the Enrollment, Academic, and Student Affairs Advancement team, the following funds have been successful with alumni, friends, parents, and more to support the various programs and scholarships within Student Affairs:

- Since 2014, over \$11M has been donated by the Liniger family to support student veterans
- Since 2010, over \$6.3M has been raised to support the Fostering Success Program focused on former foster youth and independent students
- Since 2014, over \$2.66M has benefited Rams Against Hunger
- Since 2008, over \$2.28M has been raised for the Parents Fund
- Since 2008, almost \$1.1M has been raised for Sport Clubs

These few funds are examples of the many ways our donors support the success of students outside the classroom and do not include all the giving or impact within the Division of Student Affairs.

### **STRATEGIC PARTNERSHIPS**

#### *Related to CSU System Strategic Priority of Campus Collaboration*

The Division of Student Affairs compiled an impressive list of University, System, City, county, state, national, international, and professional association partnerships and collaborations, including over 400 separate entities. Too many to name, a few significant examples of partnerships that assist us in our Student Success Initiatives include the following:

#### Academic Departments and Colleges at CSU

The significant collaboration with nearly every academic department and every college demonstrates the Division of Student Affairs' commitment to the academic mission of the University. Specific examples include:

- The Lory Student Center partners with the Department of Food Science and Human Nutrition on Aspen Grille, a restaurant conceived, designed, and run by students. The Aspen Grille offers real world experience to students in the Hospitality and Event Management Program.
- The Career Center partners with every college to support Career Counseling Managers or Career Education Coordinators embedded in the colleges. These shared staff positions provide expertise in the careers and professions associated with the specific majors in each college.
- The CSU Health Network has been a graduate student training site since the early 1970's. Post-Doctoral Psychology Fellowships, Doctoral Psychology and Psychiatry Internships, Post-Master's Fellowships in Psychology and Social Work, Masters Internships in Social Work and Psychology, and Advanced Practicum placements are available for approximately 30 graduate students from diverse disciplines each year.
- Student Case Management, Support and Safety Assessment, and Adult Learner and Veteran Services each host Social Work internships, providing real world experiential learning and practice.
- Faculty from the College of Health and Human Sciences, the College of Liberal Arts, the College of Natural Sciences, the College of Engineering, and the Warner College of Natural Resources partner with departments within the Division of Student Affairs on numerous research projects to create and advance knowledge.
- Approximately 100 Division of Student Affairs staff members teach credit and non-credit courses across the University. The President's Leadership Program, Office of Fraternity & Sorority Life, Eco Leaders, and Orientation and Transition Programs offer undergraduate credit bearing courses. The Student Affairs in Higher Education (SAHE) master's degree program is a partnership between the School of Education and the Division of Student Affairs in which the majority of the faculty are full-time Student Affairs professionals.

#### CSU Mountain Campus

While Housing & Dining Services is responsible for the operation and maintenance of the CSU Mountain Campus, multiple strategic partnerships are critical to support student success on this campus. These partnerships extend throughout the University and Larimer County including, but not limited to, the Warner College of Natural Resources, the College of Liberal Arts, Safety & Risk Services, Larimer County Emergency Management, Colorado State Forest Service, CSU Health Network, and Poudre School District.

#### City of Fort Collins (Community Liaison)

The City of Fort Collins and Colorado State University are partners in the effort to build community and create a positive environment where non-student residents and students share neighborhoods. Since 2001, the University and City jointly fund and co-supervise a Community Liaison to take the lead on implementing programs to enhance relations between students and their neighbors. These programs include student volunteer opportunities within the Fort Collins community and education programs designed to help students succeed in neighborhoods. The position is housed with CSU's Off-Campus Life and the City's Neighborhood Services and plays a significant role in helping to manage other town-gown relationships including CSU's Student Resolution Center and Fort Collins Police Services among others.

#### Food Bank of Larimer County

CSU's Basic Needs programming leverages multiple partners, on- and off-campus but none more important or impactful than our partnership with the Food Bank for Larimer County. As a designated "Partner Agency", Rams Against Hunger sources over 95% of the food we stock at our permanent, on-

campus Pantry and eight Pocket Panties from the Food Bank. During the 2022-2023 academic year, we sourced 201,620 pounds of food from our partners at the Food Bank.

#### Semester at Sea

In 2016, Colorado State University became the academic partner for Semester at Sea (SAS). Semester at Sea is a study-abroad program and leader in multi-country comparative education. Through this partnership the Division of Student Affairs has been instrumental in the transition of SAS assisting with implementing their student conduct policies, conflict resolution services, substance abuse prevention, learning communities, Title IX procedures, and overall risk management. Division of Student Affairs staff serve in the Dean of Student Life or Assistant Dean of Student Life role on each voyage to provide a consistent student life experience on land and at sea.

#### UC Health, CSU Police Department, and CSU Health Network CoResponder Program

The University's CoResponder program is reflective of a nationwide effort to engage mental health providers in co-responding with police and de-escalating use of physical force and arrests in favor of more effective mental health interventions. CSUHN, CSUPD, and UC Health partner in staffing the CoResponders program and are collaborating to expand this very successful program.

#### **CONCLUSION**

This report captures just a few programs, services, and initiatives within Student Affairs that support student success. We are always seeking new partnerships and innovative approaches to increase retention, graduation, and career readiness. Thank you for the opportunity to present both the presentation and this report.





# 2022-2023

Division of Student Affairs



**CSU PUEBLO**

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# MISSION & VISION

## Mission Statement:

The Division of Student Affairs supports the University's mission by providing inclusive co-curricular learning experiences, support, and services for our diverse student population by holistically developing students to have a purpose and positive impact in their communities.

## Our Goals are to:

1. Support students' holistic learning and development.
2. Promote students' sense of belonging.
3. Use assessment to inform practice and make improvements.
4. Develop student and professional staff professional competencies to respond to the changing needs of our diverse student population.

## Our Learning Outcomes:

1. Students participating in Student Affairs activities, programs, facilities, and services will attain leadership skills that support their academic and personal development.
2. Students participating in Student Affairs activities, programs, facilities, and services will attain and apply the knowledge that will support their persistence through graduation.
3. Students participating in Student Affairs activities, programs, facilities, and services will develop resilience and healthy life skills.
4. Students participating in Student Affairs activities, programs, facilities, and services will recognize and appreciate differences within their own communities and of communities unlike their own.

## Our Values:

Deliver student - centered services	Improve continuously through assessment	Focus on holistic student development
Encourage student well-being	Provide access to higher education	Support student success
Foster internal and external relationships	Leverage all resources	Deliver superior experiential education
Value teachable moments	Empower students, staff, and faculty to grow	

# MESSAGE FROM OUR LEADER

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The Division of Student Affairs will consistently support the University's efforts to enhance its reputation as a premier comprehensive regional university.

We aspire to become the service leaders on campus in pursuit of ongoing retention, the support of the whole student, and student affairs successes. We will continue to build the staff structures, systems, and development opportunities necessary to achieve the division's goals.

Our staff will never lose sight of our commitment to students and the larger community, conveying in all activities both an understanding of the impact our division's work has on the larger Pack family and an unwavering commitment to diversity, access, and the preparation of our students for life after graduation.

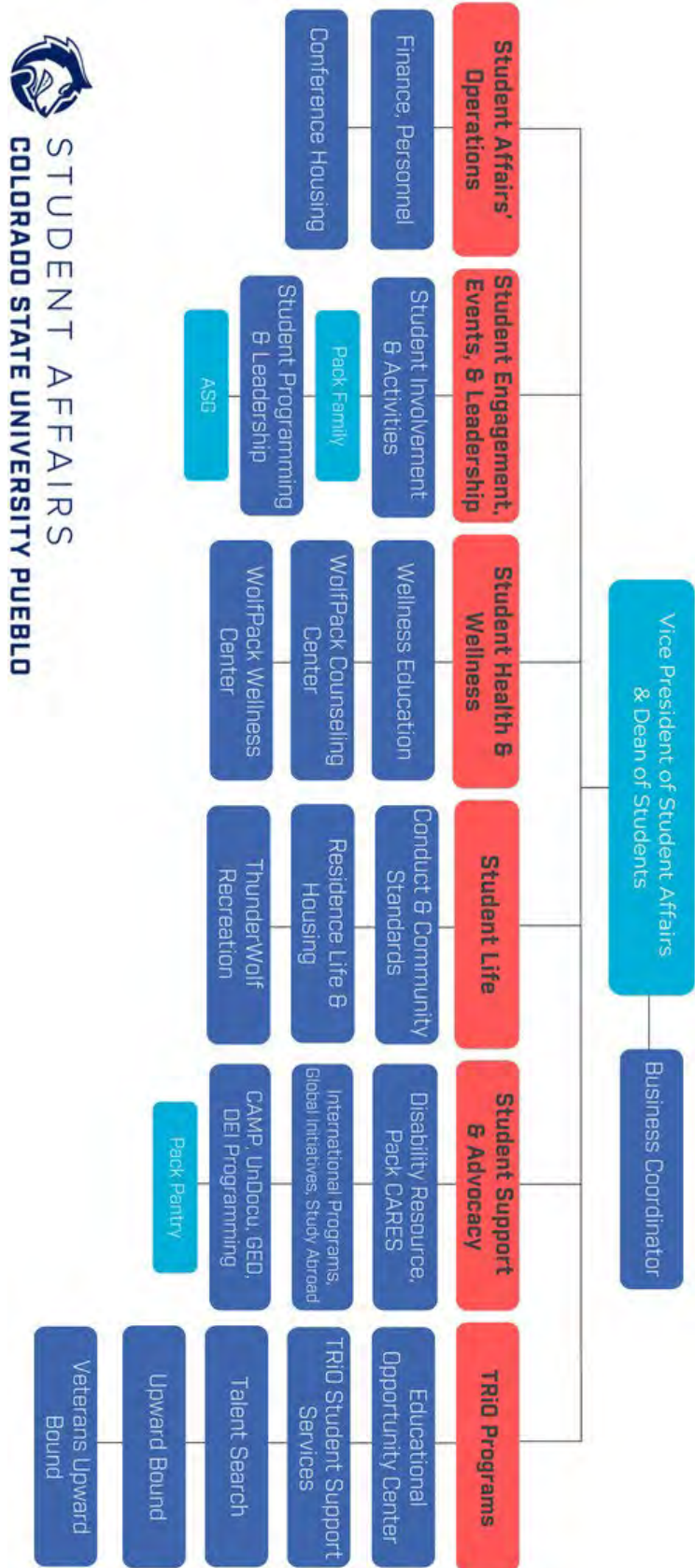


CSU Pueblo takes our commitment to every ThunderWolf seriously. Joining the Pack means students are connected to us all, and the University community will advocate for their success in a kind and professional manner that supports personal growth and responsibility.

Specifically, members of the Division of Student Affairs commit to a level of service that is:

Professional  
Accountable  
Caring  
Knowledgeable

# STUDENT AFFAIRS STRUCTURE



## Student Affairs' Milestones

- 2021 Hunger Free and Healthy Minds Campus Designation
- 2021: Feature as Rec of the Month in Campus Rec Magazine
- 3 SNAP Benefit Certified Staff in 2021
- Mental Health First-Aid Campus
- 2022 HEP/GED Grant Recipient
- 2023 JED Foundation Campus
- 2023 Team of the Year Award - Pack CARES
- 2023 Single Stop Implemented
- 13 GED Graduates in 2023
- 2023 6 Staff Certifications in Language Justice and Community Interpreter Training
- Fitness Court grant recipient in Spring 2023, with installation and launch set for mid-October 2023
- 2023 Rec Center was the Cover story for the September/October issue of Campus Rec Magazine

## Student Affairs Future Initiatives

- GRIT Program
- Mirror Mondays
- Training Mental Health Across Campus (QPR)
- Intercultural LLC
- Intercultural Center
- First Gen Hub
- Spiritual Life Assessment
- Student Affairs' Engagement and Basic Needs Assessment
- Employee Sustainability
- Student Affairs Fundraising
- Mental Health & Suicide Strategic Plan

# 2022-2023 Pillar Highlights

Student Affairs holistically supports CSU P students across our pillars with programs and services.

## Student Life

ThunderWolf Recreation saw big changes in FY23 to staffing rosters, three new FTE coordinators were hired as well as one Temp Admin Pro to support OP. All professional staff (and two student leads) are certified to train in CPR/First Aid, so Fall '23 will see the relaunch of the certification training series.

There has been a 31% increase in visits for FY 23 compared to FY 22. Rec is nearly back to pre-COVID usage patterns but still has about 10K visitations to make up. While IM and Club participation is still lower than pre-COVID performance there is an overall increase for both, compared to FY22.

ThunderWolf Recreation has been selected as the cover feature for the September/October edition of Campus Rec Magazine. Rec also received a \$50K grant to install a Fitness Court, which should be in place and open by late 2023.

Student Conduct saw a 35% increase in charges and findings in comparison to the last 21-22 academic year. The case turnaround time was 18.64 days. 15 professional staff were trained in appeals for 10 hours each in combination with Title IX. 3 Residence Life and Housing Assistant Directors were trained for 3 hours each, however, continue to receive ongoing training by the Director of Residence Life and Housing.

530 hours of community service were assigned, and 285 hours were completed. In addition, \$3,975 in sanctions were billed and \$1,825 was paid to the educational fund payment account. 1 suspension occurred that was a result of stalking behavior.

Residence Life and Housing (RLH) saw an occupancy rate of 90% for Fall 2022 and an 80% occupancy in Spring 2023. 315 students returned from Fall 2022 for Fall 2023. Residence Life and Housing hosted over 100 different programs across the academic year with an average of 30 residents per program.

## Support & Advocacy

Of students referred to Pack CARES in Fall 2022, 73% were retained into Spring 2023, and 50% of referrals were for first-generation students. In comparison: last year, 49% retained into Spring 2022, and 42% were first-generation. The Disability Resource Center completed a total of 361 services, 347.67 contact hours, and converted 392 textbooks and class materials from August 2022 to May 2023. For additional highlights on the Disability Resource Center, refer to pages 9-20.

Heritage Month programming saw 128 attendees over 7 events. The average of over 25 participants per event. In addition, the first Black History Month Art Contest allowed for distance education students to participate. There were approximately 130 attendees at the Extravaganza event. Global Cafes, a monthly social and informative event for international students, and a newsletter highlighting events for international students were implemented. The University renewed exchange agreements with partner universities in Italy, Prague, and Mexico.

### Fall 2022 International Student Orientation

- 24 degree-seeking international students and 5 exchange students.
  - Countries Represented: UK, Canada, Mexico, India, Belize, Poland, Switzerland, Germany, Iraq, Iceland, Barbados, Spain, Brazil, Macedonia, France, South Korea, and Italy.

### Spring 2023 International Student Orientation:

- 6 students served, Exchange Partner- 2, National Student Exchange-1, Transfer/New: 3
  - Countries represented: Czech Republic, Puerto Rico, Nepal, Kenya, Brazil

89% of College Assistance Migrant Program (CAMP) students returned to Colorado State University Pueblo. 32 Students <sup>393</sup> graduated from CSU Pueblo in the Spring of 2023. 100% of CAMP students belong to a student organization or play a sport on campus. CAMP students volunteered at the mobile food pantry for migrant farm workers throughout the academic year.

The High School Equivalency Program (HEP) is a new grant that was implemented in FY 23 to serve migrant farm workers in obtaining their GED. The program consisted of 4 instructors and 56 students, with 3 days of instruction and 1 online course. In June 2023, 12 students completed the program and participated in a graduation ceremony.

Support staff completed a statewide CASFA training. Undocu student continue to have 2 support staff to meet their needs in college, such as social, academic, and direct needs. Community outreach was completed at the local high schools through the Migrant Education Program. Approximately \$10,000 was raised on CSU Pueblo's Give Day to support Undocu students with financial support. Support staff completed 12 DACA renewals. 5 Undocu students participated in Commencement 2023.

## Student Health & Wellbeing

Between health, counseling, and wellbeing education has provided individual and group outreach to a total of 6,869 touch points among students and CSU community members.

As of July 1, 2022 - May 10, 2023, the Health center had 1098 visits, 322 immunizations were given, and 300 participants in their October Health and Wellness Fair. In collaboration with the Colorado Health Network, free STI testing and treatment were provided for 36 students.

As of July 1, 2022- May 10, 2023, the counseling center had 1942 visits. In addition, the counseling center conducted 234 auricular acupuncture visits, 295 ProtoCall services (after-hours calls), and 4 field preceptors for the MSW program and interns. The counseling center also trained over 80 participants in Mental Health First Aid training for RA's, interns, new staff, and Health Science classes.

Wellbeing Initiatives had a total of 2,348 participants across 16 events, programs, and tabling including but not limited to the Student Involvement Festival, Party Smart - -Bartender Challenge, Sober Homecoming Tailgate, RLH Halloween Party, and Take Back the Night. A total of 15 trainings in Mental Health First Aid, QPR, AOD & Me, Narcan, and Certified Peer Educators were completed with a total number of 119 participants. Wellbeing Initiatives received 2 grants from CADE and JED Foundation- Colorado Health Foundation totaling \$67,000. In all the total number of campus outreach done by Wellbeing Initiatives was 2,546.

### Mental Health System Support Update:

In January 2020, CSU Pueblo received funding support from the system for the counseling center. Some implemented Counseling Center Initiatives include but are not limited to:

- Implemented Protocall, an after-hour crisis line for the University
- Hired a full-time psychiatric nurse practitioner
- Hired 2 counselors,
- Increased one counselor from part-time to full-time
- Supported additional training for staff
- All counselors were trained in Mental Health First Aid
- Supported Enrollment Management Initiative to support pathways by purchasing Suitable to support mental health opt-in
- Addressed the increased need for medication consultations and support Pack CARES for behavioral intervention strategies
- Offered free counseling to faculty and staff during and after the pandemic



# Student Engagement & Leadership

376

For Fall 2022, SEAL hosted 14 events where there were 3,151 in-person participants. Of these attendees, 1500 attended SEAL's yearly Packfest event. Some other events include but are not limited to New Student Orientation, Convocation, Glow Mini Golf, Packfest, Homecoming and Family Weekend, and Trunk or Treat.

In Spring 2023, SEAL hosted 28 events where there were 2,004 in-person participants. Some of these events include but are not limited to Welcome Week, Game Night, Super Bowl Party, Leadership Institute, Bingo, and Summer Send-Off.

SEAL created a monthly programming calendar for students called "The Howl" for Student Affairs. This is made available to all students to increase attendance for all Student Affairs programs and events.

The implementation of the Leadership Institute aimed at Student Organizations was successful in engaging students. This will kick off the PACK LEADership Series. 8 student organizations have been established as new or returning.

The partnership with Care and Share SNAP Benefits allowed students to have access to food benefits.

## TRIO Programs

Upward Bound hosted 20 workshops on academics, financial literacy, career exploration, and mental health. 15 students participated in the Spring Break Trip to Washington DC, Pittsburgh, and New York City where they visited colleges and universities, museums, and a Broadway show. 34 summer program participants engaged in Math, English, American Sign Language, Science coursework, team building, and Friday trips that included campus tours and cultural activities.

The Educational Opportunity Center served over 1,801 program participants while meeting all 4 grant objectives successfully. In addition, they provided academic counseling in FAFSA, Financial literacy, admissions, and scholarships.

Veterans Upward Bound was awarded a new grant for 5 years beginning September 2022. Through programming, Veterans Upward Bound raised \$12,000 in VUB scholarships. Program services were expanded to El Paso, Pueblo, and Fremont County. New outreach hours were established at Mt. Carmel Veteran Service Center, PPSC Rampart Range Campus, and Pueblo Veteran Center.

Educational Talent Search provided CSU Pueblo campus tours for 25 middle school and 48 high school students. They took 20 seniors to Washington DC and NYC for campus tours and cultural enrichment programming. In addition, Educational Talent Search hosted workshops around SAT, life skills, mentoring, service learning, health awareness, financial literacy, college 101, concurrent enrollment, and career development.

Student Support Services had 60 students attend the fall program orientation. They provided tutor training for student support services tutors. Staff provided weekly academic and financial literacy workshops throughout the semester. Through fundraising efforts, Student Support Services raised \$3,000 on CSU Pueblo Give Day. Trio Student Support Services hosted several programs and events such as National First-Generation Day, TRIOWeen, and National Trio Day. 43 students participated in the Student Support Services graduation celebration.

## Operational and Financial

Professional development occurred in 3 areas, networking, webinars, and in-person training. Networking occurred weekly and biweekly and had an average of 5-7 participants. 1 webinar occurred that was "on your own." 4 in-person trainings occurred throughout the year with an average of 35 participants at each training. The amount of Pro Card auto allocations decreased from 123 in Fall 22 to 16 in Spring 2023. A required training around Pro cards occurred in early March.

# Highlighted Student Success Report

Per the CSU System Strategic Priorities, Student Affairs' work will promote practices and partnerships that support educational access, attainment, and student success. At CSU Pueblo, an area that enhances the academic and co-curricular student experiences of students is the Department of Disability Resources and Support Services. This area provides resources and support for students to remain enrolled and work toward their degree and graduation. The following Disability Support and Resource Center's report highlights practices that support access.

## Disability Resource & Support Center Report

The mission of the Disability Resource & Support Center (DRSC) at Colorado State University-Pueblo is to ensure provision of reasonable academic accommodations and support, designed to enhance academic effectiveness and promote independence in students with documented disabilities.

### DRSC Client Demographics

<b>Case Types<sup>1</sup></b>	Academic	212	76.81%
	Non-Academic	47	17.03%
	Temporary	17	6.16%
<i>Total</i>		276	100.00%

<b>Age</b>	Range	15-76
	Mean	26
	Median	22
	Mode	18

		No.	% of Total
<b>Ethnicity<sup>2</sup></b>	Am. Indian	22	8.56%
	Asian	17	6.61%
	Black	35	13.62%
	Hispanic	64	24.90%
	Islander	1	0.39%
	White	211	82.10%
	Undisclosed	12	4.67%
<i>Total</i>		257	
	Multiple Identities	77	29.96%

<b>Gender</b>	Female	156	%
	Male	96	%
	Undisclosed	5	%
<i>Total</i>		257	100.00%

<b>Other Identity</b>	Athlete	36	14.01%
	Military	35	13.62%

<b>Class</b>	Freshman	95	36.96%
	Sophomore	31	12.06%
	Junior	42	16.34%
	Senior	62	24.12%
	Degree Plus	11	4.28%
	Masters	15	5.84%
	Doctorate	1	0.39%
	Non-Degree	0	0.00%
<i>Total</i>		257	100.00%

[1] Individual case types include unduplicated student count, but total cases involve duplicated student count.

[2] Total includes duplicate count of students that cannot be reduced due to limits of Maxient.

<b>Disability</b>	ADD/ADHD <sup>3</sup>	72	28.02%
	Autistic Spectrum <sup>4</sup>	16	6.23%
	Brain Injury	12	4.67%
	Chronic/Medical	38	14.79%
	Deaf/Hearing <sup>5</sup>	7	2.72%
	Mental Health <sup>6</sup>	119	46.30%
	Physical/Mobility <sup>7</sup>	25	9.73%
	Specific Learning Disability <sup>8</sup>	46	17.90%
	Vision <sup>9</sup>	7	2.72%
<i>Total</i>		257	100.00%
	Multiple Disabilities <sup>10</sup>	69	26.85%

## Academic Accommodations Granted to Students

<b>Assignments</b>	
Activity Adjustment	10
Assignment Extension (Out of Class)	67
Directions in Writing	2
<b>Attendance</b>	
Arrive Late/Leave Early	3
Flexibility	39
May Leave Class	16
Remote	4
<b>Classroom</b>	
Communication Assistance (ASL, video captioning, use microphone, etc.)	5
Preferential Seating	22
<b>Course Materials</b>	
Alt Format Course Materials	35
<b>Miscellaneous</b>	
Miscellaneous (wear sunglasses/hat; have food/beverage, etc.)	23
<b>Notetaking</b>	
Assistive Tech Notes	19
Audio record Class	62

[3] Characterized by prominent symptoms of inattention and/or hyperactivity-impulsivity.

[4] Diagnosis of Asperger's Syndrome/Autism Spectrum Disorder.

[5] Hearing Impairment that presents as a substantial limitation of a major life function.

[6] Includes, but is not limited to: depressive disorders, post-traumatic stress disorder, Bipolar disorders, personality disorders, and psychiatric systems interface disorders.

[7] Includes but is not limited to: Mobility Impairments, Multiple Sclerosis, Cerebral Palsy, Chemical Sensitivities, Spinal Cord Injuries, Cancer, Aids, Muscular Dystrophy, and Spina Bifida.

[8] Characterized by academic functioning that is substantially below that expected given the person's chronological age, measured intelligence, and age-appropriate education.

[9] Visual Impairment that presents as a substantial limitation of a major life function.

[10] Clients having more than one disability from different categories. This is not counted in the case total.

Instructor Slides	35
Notetaker	13
<b>Testing</b>	
Exam Assistance (Reader, Scribe, etc.)	15
Exam Assistive Tech	25
Exam Environment	88
Exam Time	145

### Non- Academic Accommodation Requests

<b>Residence Life</b>	
Accessible Feature	2
Animal	21
Exemption	3
Single Room	19
Single Room/Private Bathroom	2

### Disability and Top 5 Common Accommodations {11}

<b>ADHD</b>	Exam Time	80
	Exam Environment	48
	Assignment Extension (Out of Class)	38
	Audiorecord Class	36
	Instructor Slides	17
<b>Autism</b>	Exam Time	17
	Audio record Class	17
	Assignment Extension (Out of Class)	13
	Instructor Slides	10
	Exam Environment	8
<b>Brain Injury</b>	Exam Time	11
	Alt Format Course Materials	5
	Attendance Flexibility	4
	Instructor Slides	4
	Audiorecord Class	4
<b>Chronic/Medical</b>	Attendance Flexibility	28
	Assignment Extension (Out of Class)	26
	Miscellaneous	16
	Exam Environment	16
	Exam Time	12

[11] Accommodation Count may include duplicated students who attended Fall and Spring semesters.

<b>Hearing</b>	Exam Time	4
	Communication Assistance	4
	Exam Environment	3
	Preferential Seating	3
	Attendance Flexibility	2
<b>Mental Health</b>	Exam Time	88
	Exam Environment	76
	Assignment Extension (Out of Class)	46
	Audiorecord Class	31
	Attendance Flexibility	30
<b>Physical/Mobility</b>	Exam Time	11
	Exam Assistive Tech	9
	Miscellaneous	8
	Preferential Seating	5
	Audio record Class	5
<b>Specific Learning Disability</b>	Exam Time	65
	Audio record Class	37
	Alt Format Course Materials	29
	Exam Environment	27
	Exam Assistive Tech	19
<b>Vision</b>	Exam Time	6
	Alt Format Course Materials	5
	Instructor Slides	4
	Exam Assistive Tech	2
	Preferential Seating	2

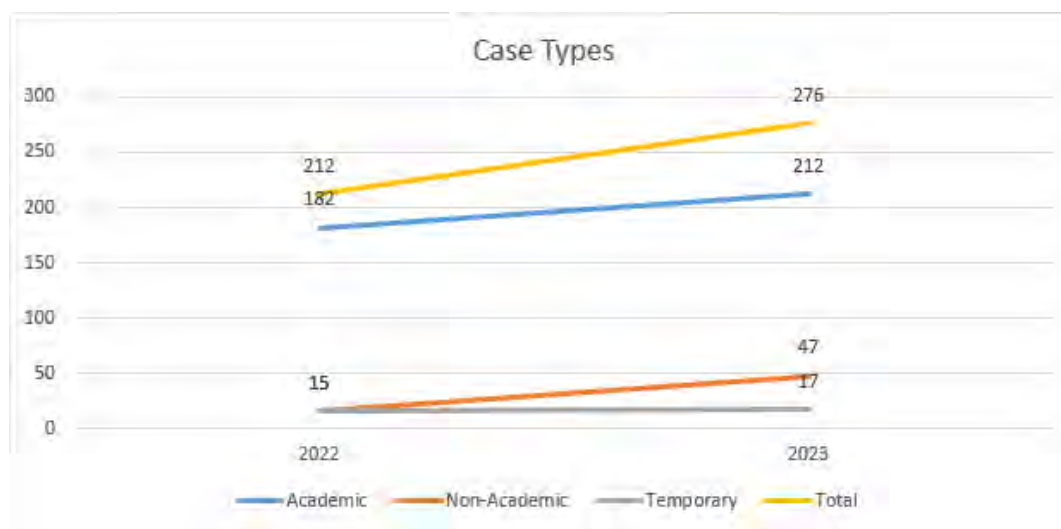
### DRSC Service Totals

Month	Academic Accommodations	Non-Academic Accommodations	Temporary Impairment	Total
August	103	9	0	112
September	45	4	3	52
October	17	2	2	21
November	3	3	0	6
December	5	1	1	7
January	97	0	0	97
February	27	2	5	34
March	11	1	2	14
April	9	0	3	12
May	6	0	0	6
<b>Overall Total</b>	<b>323</b>	<b>22</b>	<b>16</b>	<b>361</b>

## Contact Hours and Course Materials Covered

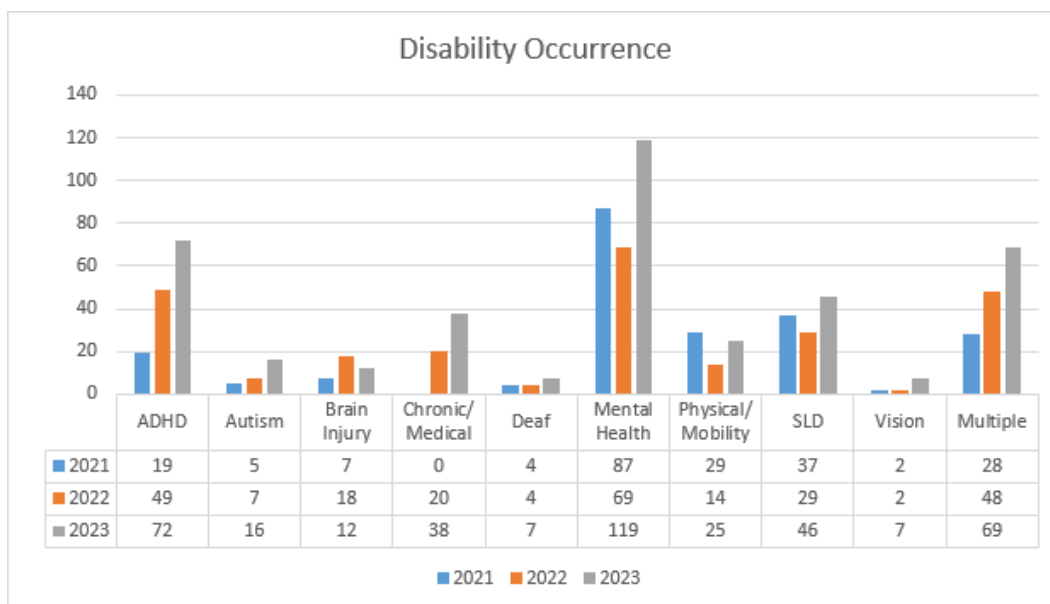
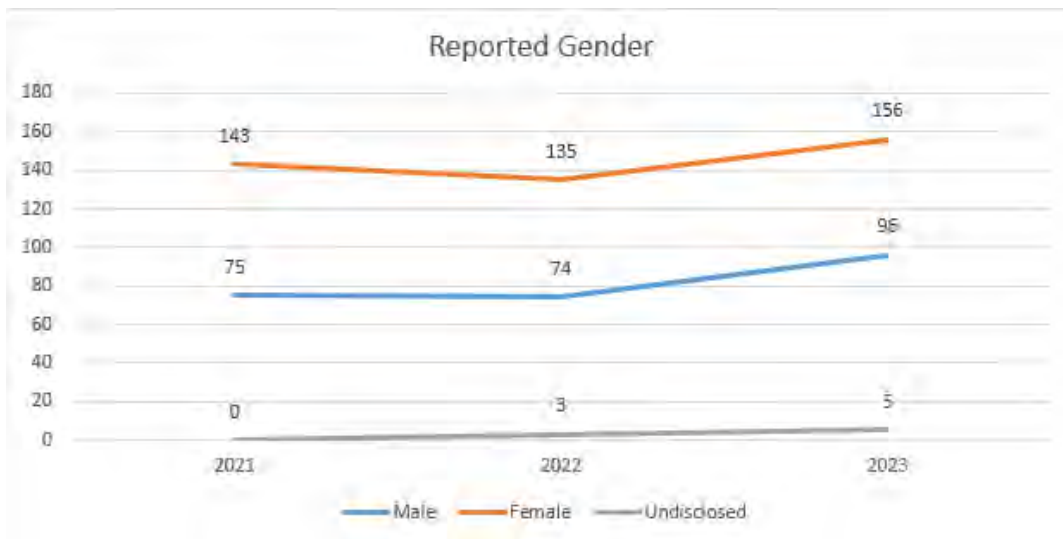
Month	Students	Staff & Faculty	Total	Textbooks/Class Materials Converted
August	48.50 hrs	6.25 hrs	54.75 hrs	0
September	34.33 hrs	11.25 hrs	45.58 hrs	152
October	23.83 hrs	4.75 hrs	28.58 hrs	82
November	8.00 hrs	23.25 hrs	31.25 hrs	72
December	11.00 hrs	14.75 hrs	25.75 hrs	40
January	26.50 hrs	22.50 hrs	49.00 hrs	0
February	17.92 hrs	14.00 hrs	31.92 hrs	18
March	19.17 hrs	15.50 hrs	34.67 hrs	25
April	11.67 hrs	14.25 hrs	25.92 hrs	1
May	15.25 hrs	5.00 hrs	14.00 hrs	2
<b>Overall Total</b>	<b>211.42 hrs</b>	<b>136.25 hrs</b>	<b>347.67 hrs</b>	<b>392</b>

## Trends in DRSC Services



[12] Contact hours of Director and Accessibility Coordinator.

[13] Case type numbers not available in AY21.



## Student Learning Outcomes

### I. Program Objectives

- a. Provide students who are new to the Disability Resource & Support Center (DRO) with a transparent and meaningful intake process (See SLO #1).
- b. Identify and ensure the provision of reasonable academic accommodations and support to students registered with the DRO. (See SLO #2 and #3).
- c. Provide students with information about the resources and tools to promote independence. (See SLO #1 and #4).

### II. Student Learning Outcomes (SLO)

1. Students new to the DRSC registration process will self-report a clear understanding of the rights and responsibilities associated with the registration and reasonable accommodation process (Objective A).

Measure: Post-intake survey

Performance target: Understanding of student rights and responsibilities will be at a 75% level (“strong agree,” “agree”).

Schedule for assessment: Fall and Spring semesters.

Results: Students rated their knowledge or understanding of the following:

- Registering for Services: 86.7% Very well, 13.3% Somewhat well
- Understanding Rights: 100% Very well
- Responsibility for Requesting: 100% Very well
- Understand DRSC Services: 93.3% Very well, 6.7% Somewhat well
- Aware of Campus Resources: 86.7% Very well, 13.3% Somewhat well

2. Registered students with the DRSC will demonstrate the importance of disability services/accommodations by utilizing accommodation services and/or by attending follow-up meetings with the Disability Resource & Resource Center (DRSC) Director (Objective B).

Measure: DRSC Continuing Students Survey

Performance target: Each semester, continuing DRSC students will demonstrate that they can independently utilize accommodations and/or services and request accommodations and/or services in a timely fashion (i.e. turning in the DRSC acknowledgment form, scheduling tests in DRSC, picking up alternate format books in DRSC, etc.) at a 70% level (“very comfortable,” “moderately comfortable”).

Schedule for assessment: Fall and Spring semesters.

Results: Understanding DRSC policies and procedures

- Requesting Accommodation Letters: 100% Very well
- Scheduling DRSC Appointments: 90.9% Very well, 9.1% Somewhat well
- Requesting Alt Format Materials: 75% Very well, 25% Not at all
- Requesting Assistive Tech: 75% Very well, 25% Not at all

3. Students will independently attempt to resolve disability accommodation issues and will request assistance from DRSC as needed (Objective B).

Measure: DRSC Continuing Students Survey

Performance target: Each semester, 70% of students will self-report discussing accommodations with instructors, resolving accommodation issues with instructors, or bringing accommodation issues to DRSC for assistance and resolution.

Schedule for assessment: Fall and Spring semesters.

Results: 63.6% discuss accommodations with instructors, 81.8% request DRSC assistance.

4. Students will demonstrate their ability to meet with faculty, staff, and other entities about their academic needs. Students will demonstrate their knowledge of other academic support services on campus (Objective C).



4. Students will demonstrate their ability to meet with faculty, staff, and other entities about their academic needs. Students will demonstrate their knowledge of other academic support services on campus (Objective C).

Measure: DRSC Continuing Students Survey

Performance target: Each semester, 50% of students will demonstrate self-advocacy skills to meet academic needs (i.e. meeting with faculty advisors, communicating their needs, knowledge, and utilization of campus resources as needed, etc.).

Schedule for assessment: Fall and Spring semesters.

Results: 100% of students feel comfortable communicating academic needs to others. Students reported the following use of campus resources.

### III. Methods for Assessing SLO's

- Post-Intake Survey – Students will complete an online survey before leaving the DRSC after their scheduled intake appointment with the Director (SLO #1 and Program Objective A).
- DRSC Continuing Students Survey – Students will complete an online survey, via Campus Labs, before leaving the DRSC after their scheduled semester appointment with the Director (SLO #2, #3, #4, and Program Objective B).

Timeline:

Post-Intake Survey and DRSC Continuing Students Survey will be administered during the Fall and Spring semesters. A report of findings will be generated after the Spring semester. Changes will be made to Post-Intake Survey and DRSC Continuing Students Survey as needed after each academic year. Report on all assessments will be generated following the Spring semester.

### IV. Assessment Results

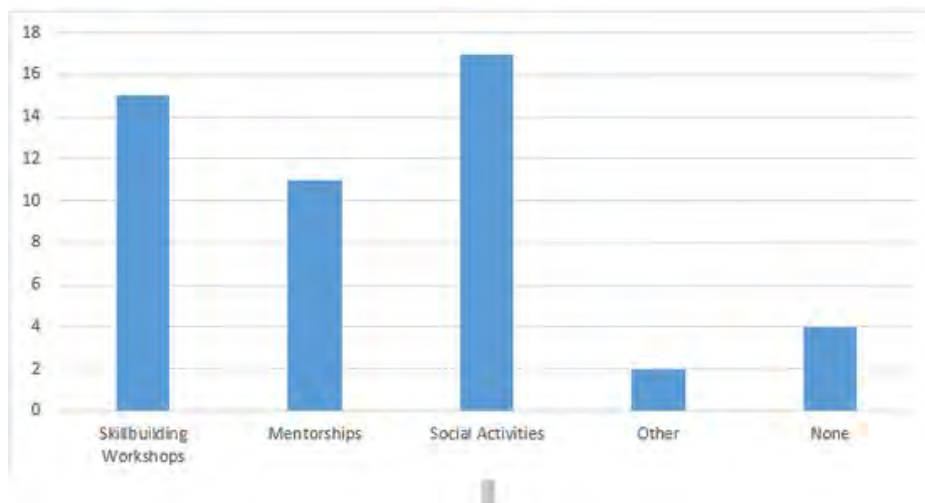
Results of assessments will allow the Disability Resource & Support Center to make possible changes in the intake process, address issues to better assist students in utilizing their accommodations, and address/discuss student's needs regarding self-advocacy skills. The Director will identify/report potential changes to Dean of Student Affairs and implement changes during the following academic year.

### V. Continuous Assessment

The Director is responsible for program improvement and ensuring that prior results drive future changes. As assessment results are gathered and evaluated at the end of each academic year, adjustments will be made as needed to ensure that the department and students are meeting goals for learning while gaining the skills to promote independence for success at CSU-Pueblo.

## Student Survey Feedback

If the DRSC sponsored events for students registered for services, what would you like to see us include?



- Other
  - “Just encourage students to go to regular events and stop feeling ashamed or entitled to anything less or more than any other ‘normal’ person. This I believe is most conducive to gaining confidence, and integrated with society.”
  - “Easier reporting for accessibility issues on campus.”

#### What makes you comfortable about communicating your academic needs to others?

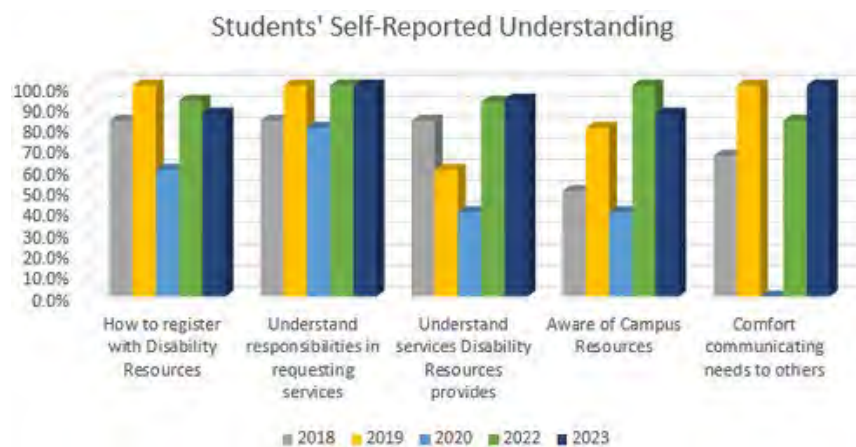
- “So far my experience with every staff member I’ve interacted with has been very pleasant. All of my professors are very kind and accommodating. I’ve also made decent connections with the advising staff as well. The DRSC staff was also extremely helpful when working with me to request accommodations. The school I was supposed to attend prior was very difficult when it came to this, so I’m undeniably grateful for my experience here so far!”
- “I don’t have a very hard time communicating this sort of thing anyway. But I would say the friendliness of the staff makes it easier for sure!”
- “Necessity.”
- “I’m comfortable coming to the DRSC staff and knowing they will help make sure professors and others are allowing for my accommodations to be met. I have also learned a lot from DSRC staff which makes me feel more confident in communicating my needs.”
- “I refuse to be stubborn and embarrassed about my disability at the cost of my education. I want to succeed.”
- “Having spent a large portion of my life being misunderstood because of being an undiagnosed Autistic/ADHDer, I feel that communicating clearly what my abilities and disabilities are to others has lessened the misunderstandings. Not everyone cares to be accommodating when I share my struggles, but more often than not, people are willing to accommodate me when they were not before. I do this, partly for myself, but also because I want to raise awareness and properly educate people about what it means to live with disabilities for myself and others.”

## Follow Up Data

### 1. Survey data for Academic Year 2016-2023

a. Data taken from annual reports

b. No survey data collected for AY 21 (Pandemic and only 1 Dis Res Staff until January 1, 2021)



# Section 8

*Real Estate and Facilities  
Committee*

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA  
October 5, 2023**

**Committee Chair:** Betsy Markey (Chair); Nate Easley (Vice Chair)

**Assigned Staff:** Jason Johnson, General Counsel, Ajay Menon, CSU Research Foundation

**EXECUTIVE SESSION**

1. CSU Pueblo Development Committee

**OPEN SESSION**

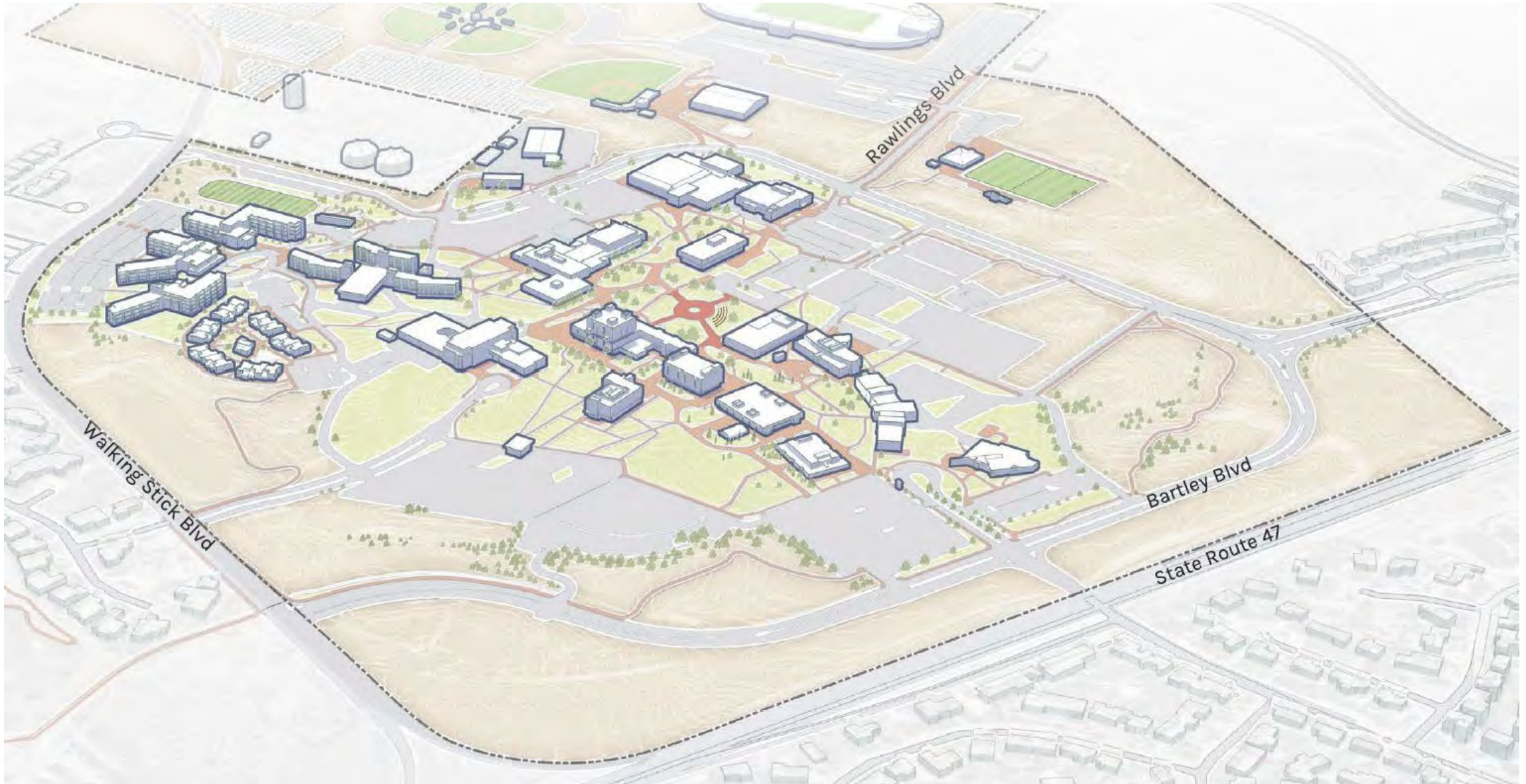
1. CSU Pueblo Long Term Lease Internet Exchange Point      Action Item (10 min)
2. CSU Allison Hall Renovation Program Plan                      Action Item (15 min)

# CSU PUEBLO DEVELOPMENT PROJECT

**BOG Presentation**

**October 5, 2023**





# CSU SYSTEM OVERVIEW

390

MISSION

Support, enhance, and protect the unique missions of the CSU System institutions and encourage collaboration that benefits all students and Colorado.

VISION

Create the financial sustainability to fulfill the CSU System mission while expanding statewide presence and creating opportunities for building a stronger future for Colorado

STRATEGIC PRIORITIES

Student Success & K-12 Relationships

Land Grant Priorities

*Access & Affordability, Agriculture, Rural Development, Environmental Sustainability*

Innovation

Campus Collaboration

Healthy Campuses

VALUES

An entrepreneurial attitude, while consistently demonstrating fiscal responsibility and resourcefulness

A passion for excellence and a commitment to continuous quality improvement

A willingness to collaborate and work with others in an environment of respect and trust

A commitment to open communication, ethical conduct, and full accountability

A loyalty to the mission, with a specific emphasis on meeting student needs

An appreciation for diversity, equity, and inclusiveness



# DEVELOPMENT COMMITTEE



Ralph Williams,  
Chairman of Pueblo  
Urban Renewal Authority



Ray Swerdfeger, KR  
Swerdfeger Construction



Darlene Horn, DkHorn  
Engineering and Design



Brandice Eslinger, All-  
Phase Environmental Inc.



Nick Pannunzio, Premier  
Homes Inc.





417000024

417000028

417100002

392

R BLVD

AUGUSTA LN

WALKING STICK BLVD

DORAL DR

KREMMLING DR

URAVAN DR

STATE HWY 47

DESERT FLOWER BLVD

STATE HWY 47

MATHROP

BARTLEY BLVD

GONZALES DR

RAWLINGS BLVD

ROMA WAY

THUNDERWOLF DR

TAIL LN

PUPU LN

WOLF DEN CIR

ALAMOSA DR

BIG PAW DR

NAPOLI W

POINT MEDE RD

QUEENBRIDGE DR

OAKBRIDGE DR

HASTINGS DR

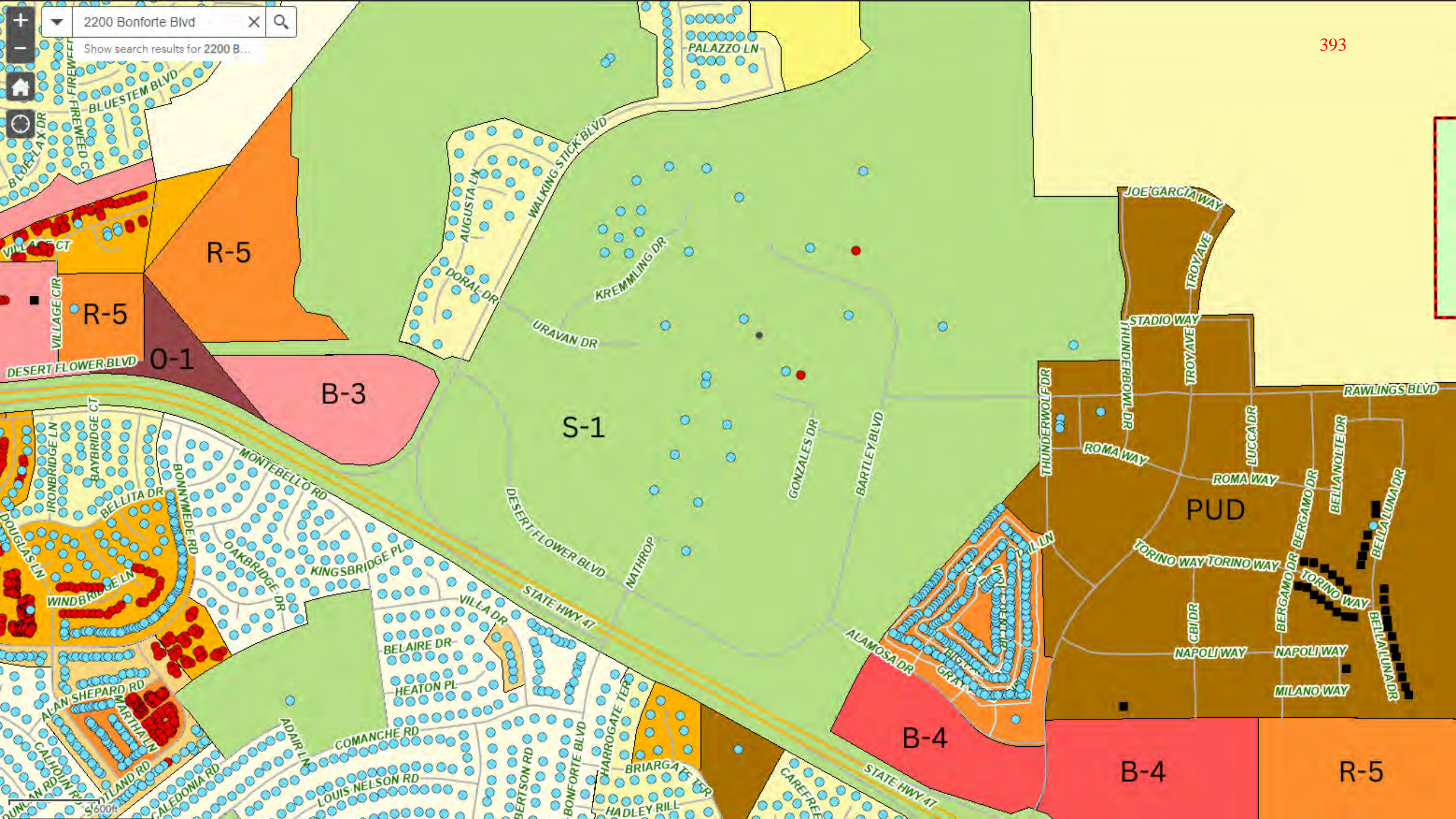
KINGSBRIDGE PL

VILLA DR

VILLA PL

MONTEBEL

BEL-AIRE DR





# NORTH PARCELS

- Plenty of new housing immediately to the west
- Proximity to Walking Stick Golf Course
- Parcels would need to be rezoned, currently S-1
- PUD located immediately to the north
- Topography relatively flat



408000023

408000023

417000028

417102001

417000028

4967 ft

4959 ft

Map section showing residential lots with street names and lot numbers:

- CHIANTI CT**: 1809, 1817, 1821, 1825, 1831, 1832, 1812, 1822, 1828, 1802, 1806
- TUSCAN CT**: 1805, 1813, 1819, 1825, 1831, 1833, 1834, 1806, 1820, 1826, 1832, 1814
- PALAZZO LN**: 1811, 1817, 1829, 1841, 1851, 1823, 1835, 4320, 1816, 1822, 1828, 1840, 1850, 4310, 4301, 4306, 17701057

Other lot numbers visible: 4428, 1803, 1831, 1832, 1828, 1806, 1805, 1813, 1819, 1833, 1834, 1806, 1820, 1826, 1832, 1814, 1811, 1817, 1829, 1841, 1851, 1823, 1835, 4320, 1816, 1822, 1828, 1840, 1850, 4310, 4301, 4306, 17701057.

College Trl

College Trl

300ft

PORTER FINANCIAL

408315011

408315011

PUD

396

COUNTY RD 3502

409000017

A-1

417200001

408000023

408000023

S-1

R-2U

417000028

417102001

R-2

416000014



# SOUTHWEST R-5 PARCEL

- Ideal for student housing build
- Apartment style units with retail on bottom
- Zoned R-5
- Currently highest housing density zoning district within Pueblo municipal code
- Would require connection of Desert Flower Blvd.





418100007

398

417100002

417200001

418100008

417000024

418100009

417000028

Walking Stick Golf Course

Colorado State University Pueblo

USC Trail Link

USC Trail Link

USC Trail Link

University Blvd

STATE HWY 47

STATE HWY 47

Walking Stick Blvd

DESERT FLOWER BLVD

WALKING STICK BLVD

UraVan Dr

URAVAN DR

DRAGON DR

DEROSE PL

AUGUSTA CT

AUGUSTA LN

WALKING STICK BLVD

Kremmling Dr

Fowler Dr

Montrase Dr

San Luis Dr

2  
4  
6  
8  
10  
12

275  
271  
267  
263  
146  
150  
268  
1  
5  
2  
4

ITA DR

417202024  
417202029  
417201038  
417202037

417202024

417202029

417201038

417202037

3923  
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1613-1619  
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3944

3811  
3803  
3745  
3737  
3729  
3723  
3719

1615  
1614  
1627

3812  
1601  
1627

4260

4040  
4030

4050  
4000  
4020

4060  
4010

4320

4350

2200

2290

2200

2200

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2200

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2200

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2200

2200

2200

GONZA



# HIGHWAY PARCELS

- Will serve as the gateway to the entire campus
- Proximity and accessibility to HWY 47
- Topography looks very challenging
- Need to determine what is developable
- Need to evaluate CDOT considerations





41700024

400

RAWLINS  
CSU Pueblo

Colorado State  
University  
Pueblo

Rawlins Blvd

Workingstone Blvd  
Desert Flower Blvd

41700028

USC Trail Link

Montrose Dr

41700028

San Luis Dr

GONZALES DR

Calhan Dr

4906 ft

WOODBRIDGE PL  
KINGSBRIDGE PL

STATE HWY 47  
STATE HWY 47

DESERT FLOWER BLVD  
Desert Flower Blvd

Montrose Dr

NATHROP

Bartley Blvd

417304029

VILLA DR

41735027

41700021

BARTLEY BLVD  
Bartley Blvd

ALAMOSA DR  
Alamosa

417300002

BELAIRE DR

417316027

MONTEBELLO RD

University Blvd

Bartley Blvd

WOLFE

300003

HEATON PL

COMANCHE RD

420101006

420101014

417002005

417002003

300ft  
Comanche Rd

COMANCHE RD

UNFORTE BLVD

HARROGATE TER

42061003

ALAMOSA DR  
Alamosa

BIG PK

Alamo

2024 2028

2103 2105 2107 2109 2113 2115 2117 2119  
2030 2102 2104 2106 2108 2110 2112

2120 2124 2126 2128 19210

1917 1919

44

1100 2062 2060 3024  
1106 2070 2068 3102 3100 3  
1112 2106 2108 3110 3108  
1116 1118 2112 2108 3114 3112 3  
1122 1124 2118 3118 3116 342  
1120 2118 3122 3116 341  
1125 3122 3126 3124 341  
1129 1131 3130 3128 3201 340  
1137 2151 3132 3134 3205 3203 340  
1143 1141 2155 2153 2201 3209 3207 33  
1151 2157 2203 2205 3215 3217 3  
1145 1157 2207 2209 3213 3221 330  
1153 1201 2207 2209 3213 3221 330  
1159 1207 1211 2215 2213 3227  
1209 1217 2219 2221 3225  
1215 1225 2227 2229  
1223 1231 2233 223  
1227 1303 1309 13  
1311 1317 1

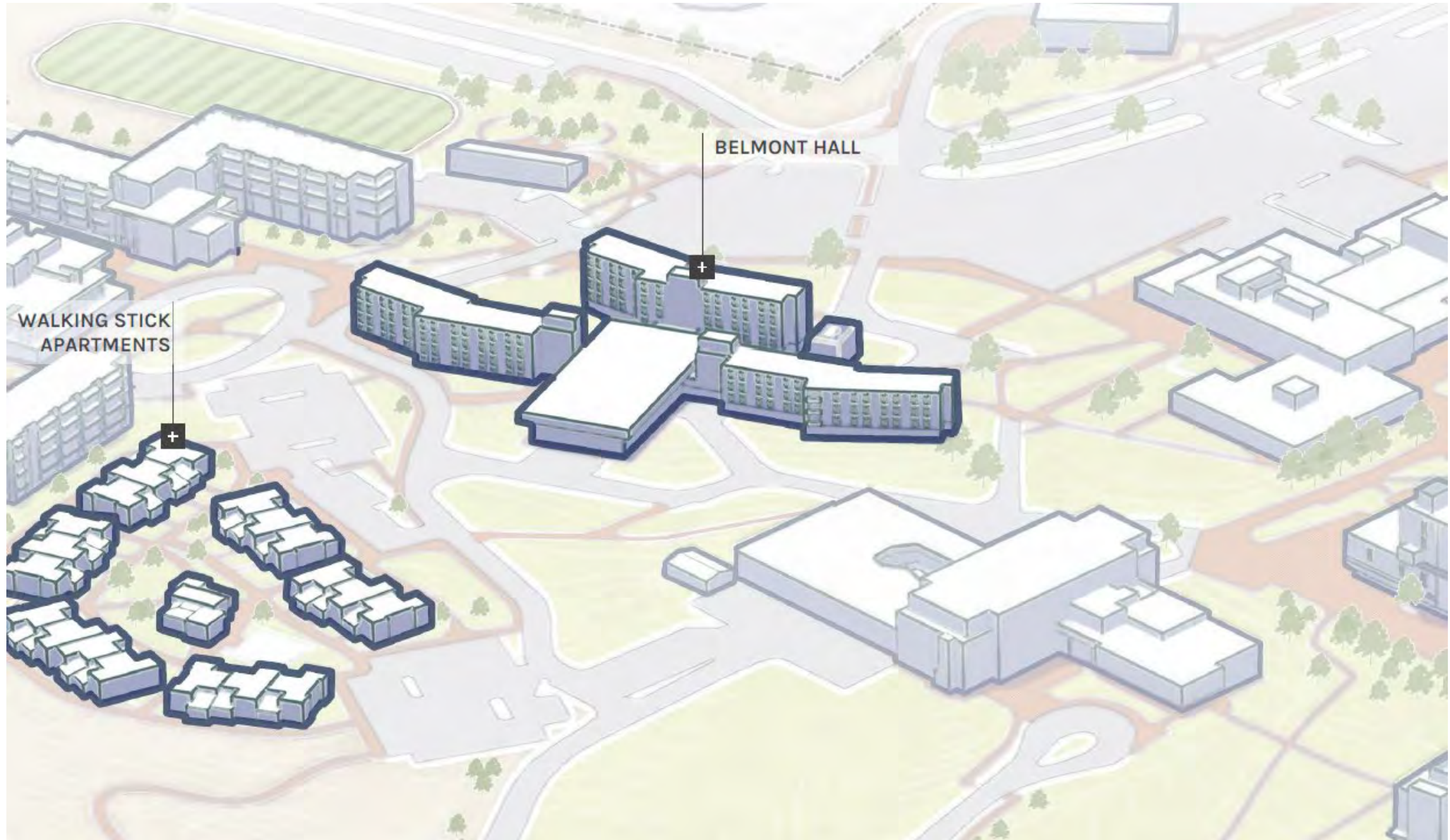
GF

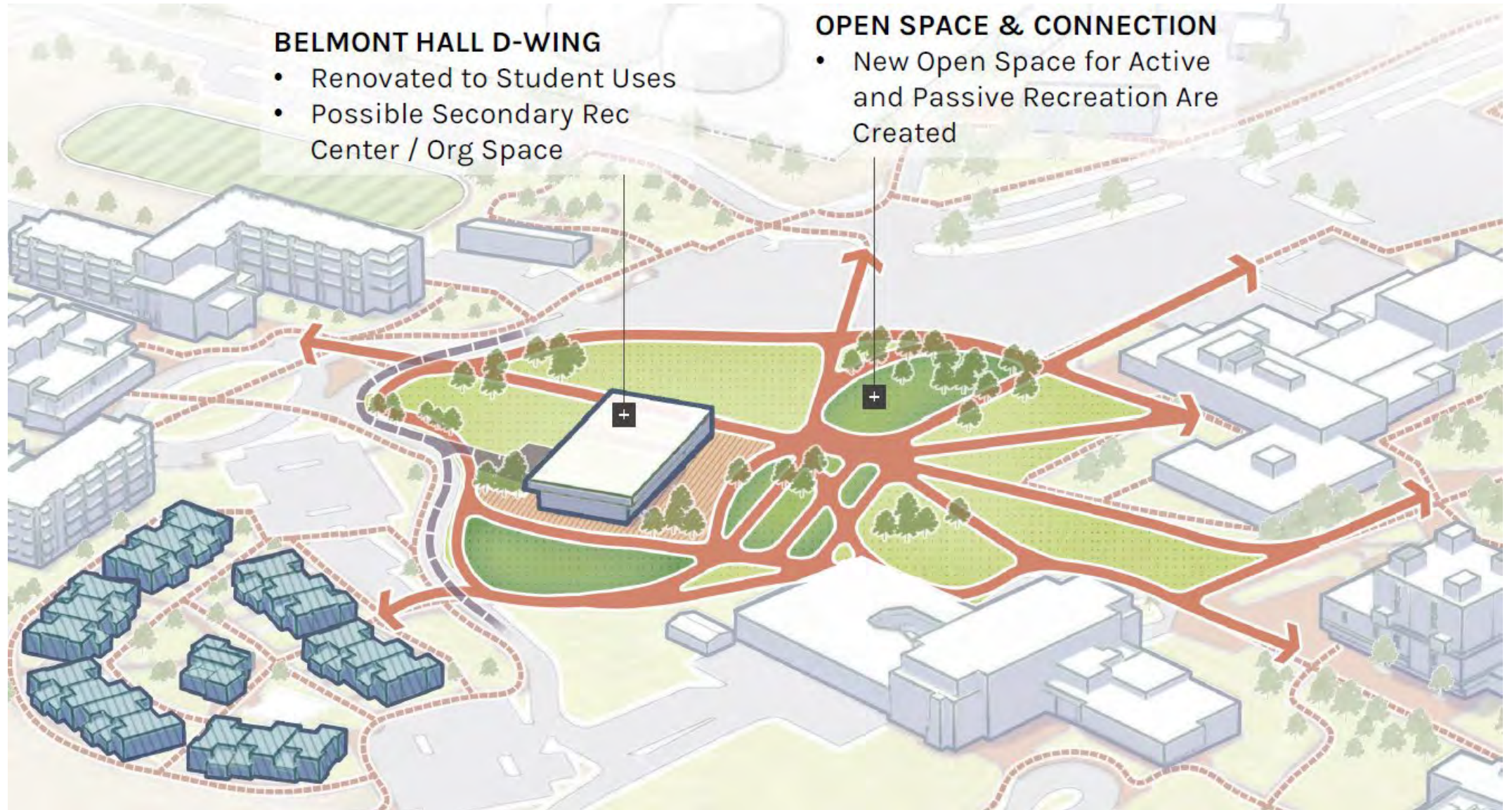


# BELMONT RESIDENCE HALL

- Slated to be demolished
- Need to rule out repurposing
- Must consider BRH's impact on the flow of campus
- Must be a part of new URA
- Price of abatement needs to be updated
- Existing/new building code considerations



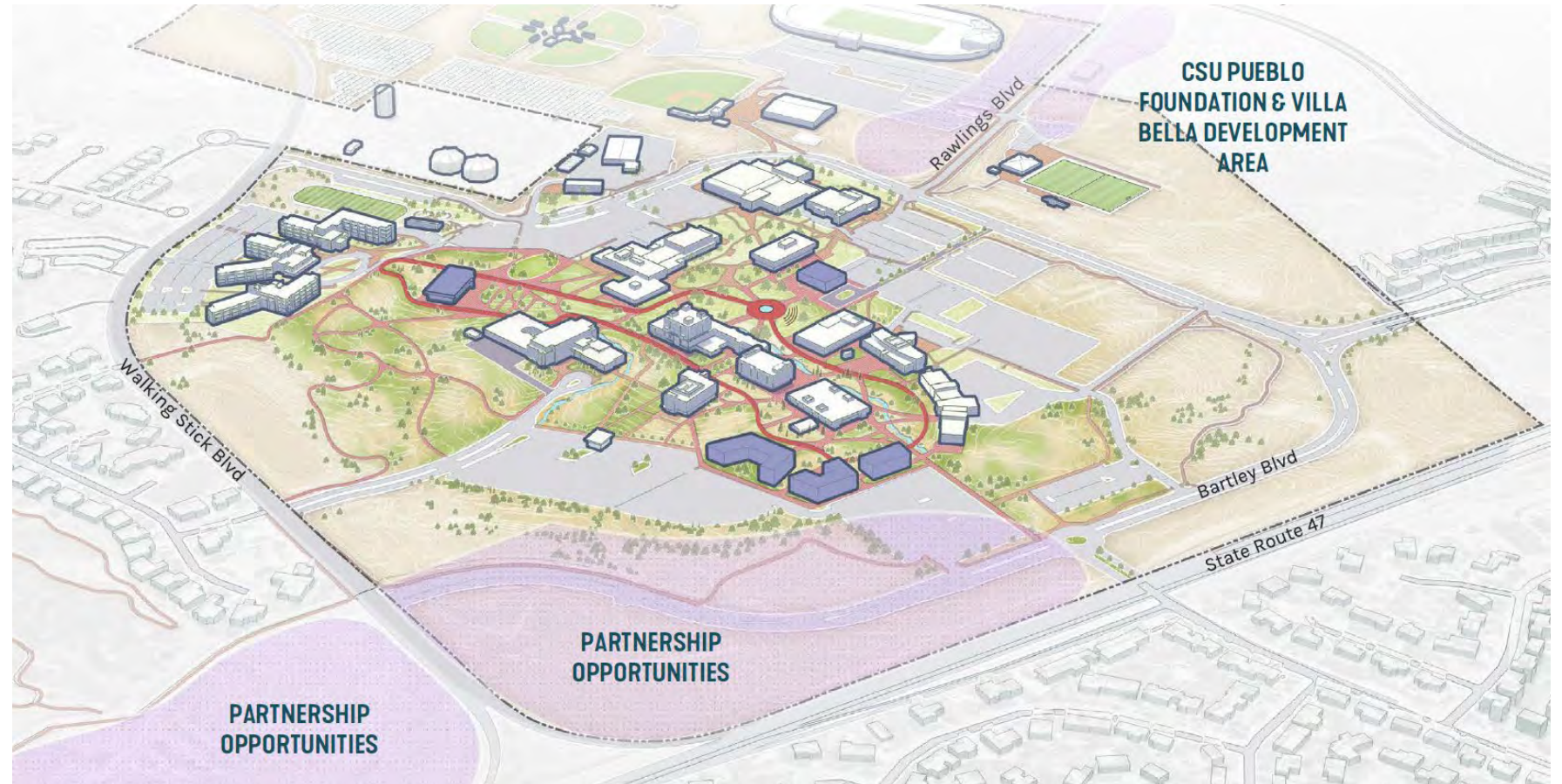






# TAKING FULL ADVANTAGE OF P3 OPPORTUNITIES

- Subdivision and sale
- Ground lease revenue
- **Property Tax Increment**
- Revenue share agreements
- Licensing agreements
- Property Improvement Fees

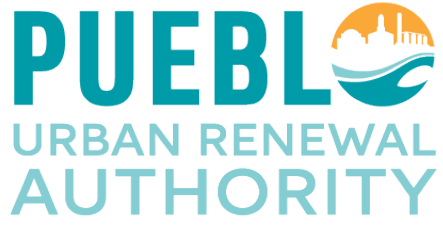


# POWERS OF AN AUTHORITY

## § 31-25-105, C.R.S.

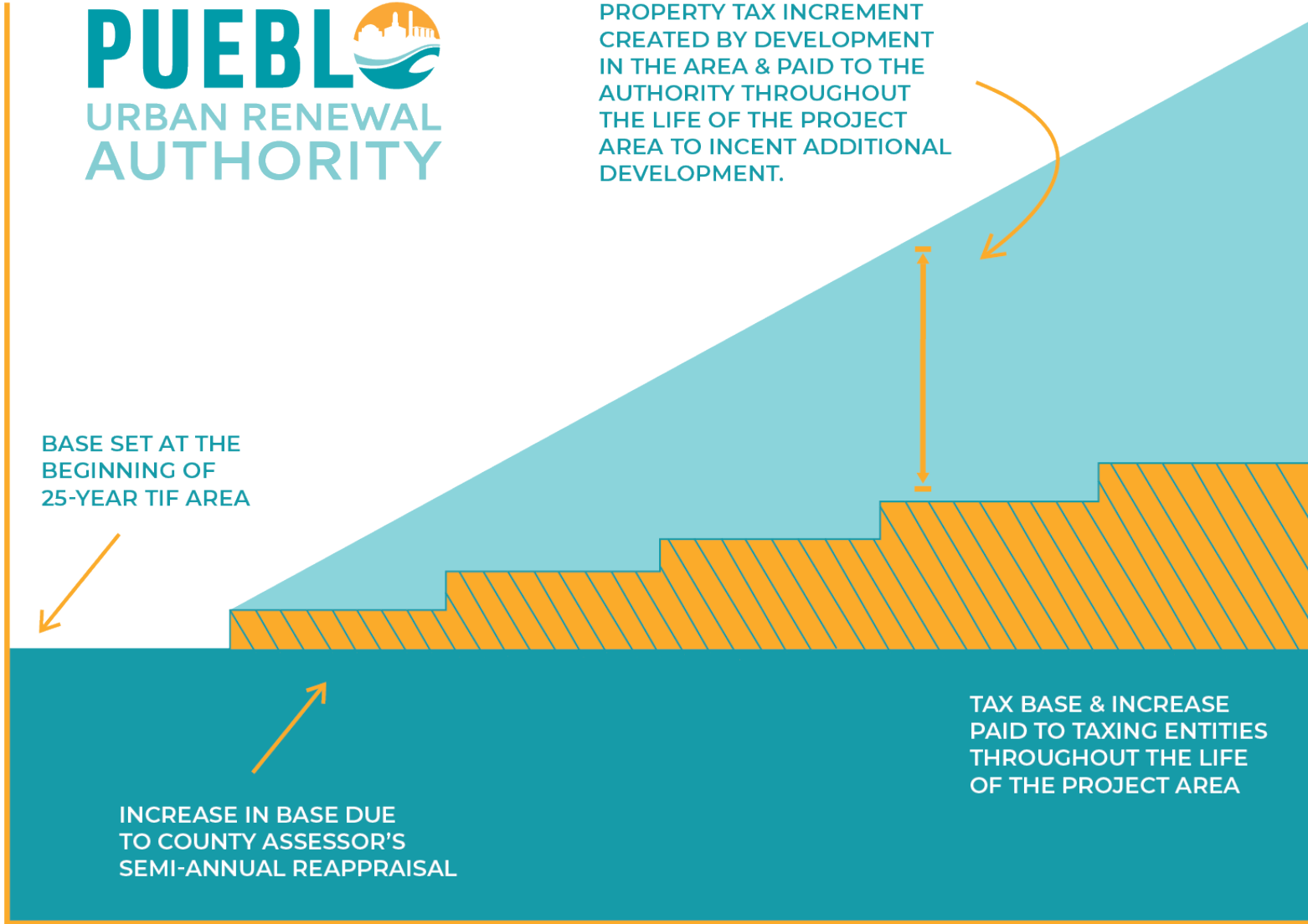
- To make rules and regulations to implement the urban renewal act via Board of Commissioners.
- To undertake urban renewal projects including contracting, financing and other instruments.
- To make improvement to public works and facilities or dedicate property for improvements.
- To arrange with the city or other public body plans, rezonings or other land use actions necessary to implement the act..
- To acquire property including the use of eminent domain.
- To borrow money, to apply for and accept grants and contributions from the federal government or other sources
- To prepare urban renewal plans for local government approval
- To develop, test and report methods and techniques and to carry out demonstrations and other activities for the prevention and the elimination of slum and blighted areas within the municipality,

ASSESSED PROPERTY VALUE



PROPERTY TAX INCREMENT CREATED BY DEVELOPMENT IN THE AREA & PAID TO THE AUTHORITY THROUGHOUT THE LIFE OF THE PROJECT AREA TO INCENT ADDITIONAL DEVELOPMENT.

BASE SET AT THE BEGINNING OF 25-YEAR TIF AREA



INCREASE IN BASE DUE TO COUNTY ASSESSOR'S SEMI-ANNUAL REAPPRAISAL

TAX BASE & INCREASE PAID TO TAXING ENTITIES THROUGHOUT THE LIFE OF THE PROJECT AREA

TOTAL PROPERTY TAX REVENUE CONTRIBUTED TO TAXING ENTITIES AT THE END OF THE PROJECT AREA LIFE

PROJECT AREA LIFE  
25 YEARS

YEAR 0

YEAR 25



Pueblo County  
37.0426%

D 60 General  
33.6854%

City of Pueblo  
19.1757%

Library  
7.2236%

LAVSCD  
1.8436%

SEWCD  
1.0291%



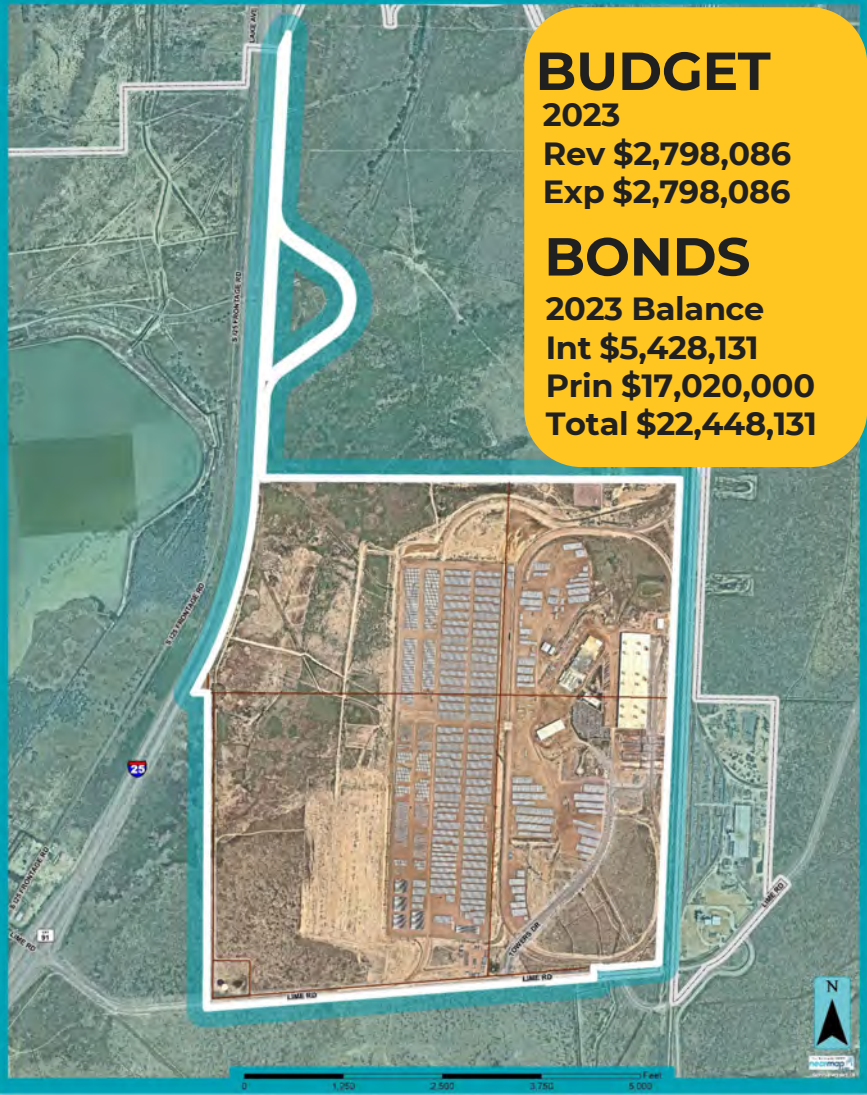
# ST CHARLES INDUSTRIAL PARK URBAN RENEWAL AREA

## BUDGET

2023  
Rev \$2,798,086  
Exp \$2,798,086

## BONDS

2023 Balance  
Int \$5,428,131  
Prin \$17,020,000  
Total \$22,448,131



**Legend**

- St Charles Urban Renewal Area - 888 Acres
- St Charles Parcels
- City Limits

2008-2033



# CREATION

Created to finance \$21 million in infrastructure to incentivize 600,000 s.f., 800 primary job, wind tower plant.

# STATUS

As of December 31, 2022, all infrastructure has been installed and debt service completed.

# PROGRESS

On April 25, 2022, Cooperation Agreement Amended with City to establish new framework to allow future incentives to wind tower plan and share back surplus TIF to taxing entities by separate cooperative agreements.

# \$17 million Bond Issue



\$7.2 million allocated to Medal of Honor Boulevard Extension



\$5.2 million allocated to Dutch Clark Stadium Renovation Project



\$4.3 million allocated to Pueblo West High School improvements



# INVESTOR STACK

- University partnership
- Below market ground leases
- Proximity to highway
- Campus traffic and audience
- Cross-marketing opportunity
- Continued residential growth
- Public sector financing
- URA support for infrastructure costs
- Located within an enterprise zone





# INVESTOR GROUP PITCH

- Investor group pitches to Pueblo, Colorado Springs, and Denver development groups
- Need to secure times and locations for pitch sessions
- Formal invitations sent to development groups and individuals
- To be done prior to formal listing





# NATIONAL OFFERING MEMORANDUM

- RFP for commercial brokerage services underway
- CSU Strata, real estate advisors
- Kutak Rock LLP, bond counsel
- North Slope Capitol Investors, financial advisor
- Reinhart Law, tax advisors
- CSU Pueblo Development Committee





The Board of Governors of the  
Colorado State University System  
Meeting Date: October 5-6, 2023  
Action Item

**MATTER FOR ACTION:**

The Board of Governors of the Colorado State University System (the “Board”) approval of a long-term land lease for the Internet Exchange Point project at the CSU Pueblo campus.

**RECOMMENDED ACTION:**

MOVED, that the Board hereby approves the lease of approximately two (2) acres of land for the Internet Exchange Point site on the southeast corner of the CSU Pueblo campus, as set forth in the attached exhibit, for a term up to forty (40) years at no cost, and further approves CSU Pueblo entering into any related agreement for CSU Pueblo’s use and involvement in the Internet Exchange Point project; and it is

FURTHER MOVED, that the President of CSU Pueblo is authorized to approve the terms and conditions of, as well as execute a lease agreement, and other related agreements, for this Internet Exchange Point project, in consultation with the Office of General Counsel.

**EXPLANATION PRESENTED BY:** Dr. Timothy Mottet, President of Colorado State University Pueblo, and Patrick Burns, CSU System Broadband Initiative.

CSU Pueblo has been selected as a partner in the Internet Exchange Point (IXP) project being developed and implemented by Connected Nation, a 501(c)(3) non-profit organization, that is working to expand broadband access across the country and close the “digital divide.” Connected Nation has thirteen (13) current projects nationwide and has a goal of establishing more than 125 carrier-neutral IXPs in unserved markets in 43 states and 4 territories. Connected Nation will be submitting a proposal as part of a U.S. Department of Commerce grant program, including this location at CSU-Pueblo, and the CSU System has expressed strong support for its “Enabling Middle-Mile Broadband Infrastructure Grant Program” application. Connected Nation is developing projects with the University of Kentucky, Oklahoma State University, Wichita State University, Mississippi State University, and the City of Albuquerque. This IXP would benefit CSU Pueblo and the entire region of southeast Colorado.

An Internet Exchange Point or IXP is a physical location through which internet-based services, such as Internet Service Providers, Content Delivery Networks, transport networks, wholesale internet providers, cloud applications, financial networks, mobile networks, and university

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 Colorado State University System  
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networks, meet to exchange data destined for their respective networks. The primary purpose of an IXP is to allow networks to interconnect directly, via the exchange, rather than going through one or more third-party networks. The advantages of this direct interconnection are latency reduction, cost reduction, and network resiliency. The IXP serves as a hub for networks to interconnect locally and provides a physical home for cloud applications and Content Delivery Networks (CDN) to serve local users. An IXP reduces cost by serving as a marketplace for transport and wholesale IP transit competition – up to a 90% reduction in wholesale costs. Keeping cloud and CDN traffic local keeps long-haul transport bandwidth free for other uses and monetization. An IXP provides network resiliency by creating new diverse network paths into and out of regions.

The Internet Exchange Point is the facility, and within the building is the Ethernet switch that facilitates sharing among networks. The IXP at the CSU Pueblo campus would likely be a 4-Module Colocation Facility with perimeter security, parking, rooftop solar power generation, and diesel backup power.

To facilitate this project, CSU Pueblo would agree to a no-cost forty (40) year ground lease for a two-acre parcel of land on the southeast corner of the campus, as shown in the attached exhibit. The installation, operation, and maintenance of the IXP would be at no cost to CSU Pueblo. Should the proposal be funded, Connected Nation would cooperate with CSU Pueblo so that the site, building, landscaping, and other facets of the facility are consistent with campus guidelines. In addition, CSU Pueblo will be provided with preferential and beneficial access and use of the IXP.

The CSU System and CSU Pueblo are committed to serving local areas and the southeast region of the state, which includes pursuing new and enhanced economic development opportunities for southeastern Colorado that would be facilitated and enabled by this IXP facility. CSU Pueblo is an ideal partner for an IXP serving the southeast quadrant of Colorado, being adjacent to numerous fiber optic facilities and redundant utilities. Further, we expect this partnership with Connected Nation will be instrumental in attracting participants in the IXP that would promote economic development by proactively improving the region's access to affordable, resilient, and responsive broadband services.

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 Approved

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 Denied

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 Board Secretary

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 Date



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Attached Map of Parcel of Land for IXP Facility



CSU Pueblo – Approval of Lease for Internet Exchange Point

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**MATTER FOR ACTION:**

Approval of the Colorado State University Program Plan for the Allison Hall Additions and Renovations.

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Allison Hall Additions and Renovations.

**EXPLANATION:**

Presented by Brendan Hanlon, Vice President for University Operations.

Prior to the pandemic, the University was in design on the Meridian Village project, proposed as new construction of approximately 1400 beds, along with new dining space. Post pandemic realities of escalating construction costs, escalating bond rates, competing priorities to address critical deferred maintenance in other Housing & Dining Service (HDS) buildings and difficulty in predicting future enrollment for a project of this size necessitated that this project be cancelled. Since then, HDS has focused on revitalizing existing housing stock to address on-campus housing needs.

This project will include an addition to and renovation of the existing 91,600 gsf of Allison Hall. This residence hall is located on the north side of main campus, directly adjacent to the College of Business. It houses approximately 400 students in double-occupancy, community-style rooms. It was built in 1958, and except for minor improvements and minor bathroom renovations completed several years ago, Allison Hall remains mostly original.

New space will add between 200 - 250 new beds, for a total of 600 – 650 beds to accommodate anticipated future enrollment growth. HDS intends to fully renovate the existing building to address all deferred maintenance and to bring Allison Hall in alignment with our standards for quality, inclusivity, and healthy, functional spaces that are critical to student success. As part of the renovation, HDS anticipates incorporating an exciting option to partner with the College of Business to create space for an entrepreneurship and innovation academic program and associated living/learning community.

The estimated budget for the base scope of work is \$82.1M, with funding from bonds supported by HDS resources. Additional funding will be provided by donors and the colleges for the Center for Entrepreneurship. Once approvals are in place the project is estimated to take 42 months to complete. A more detailed project description can be found in the attached Summary of the Program Plan, and the full document is posted at <https://www.fm.colostate.edu/>.

**Board of Governors of the  
Colorado State University System  
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**SUMMARY OF PROGRAM PLAN FOR THE ALLISON HALL ADDITIONS AND RENOVATIONS**

This project will include an addition to and renovation of the existing 91,600 gsf Allison Hall. New space will add 200 - 250 new beds to accommodate anticipated future enrollment growth. HDS intends to fully renovate the existing building to address all deferred maintenance, including all new mechanical, plumbing, electrical, utilities, and IT systems and to bring Allison Hall in alignment with our standards for quality, inclusivity, and healthy spaces that are critical to student success. Additional program requirements include a small dining facility/retail food service space, renovations to accommodate all-gender bathrooms in the resident wings, reception space, building services support spaces, and office and living space for HDS staff, renovation of the existing building center section for the Center for Entrepreneurship, and other multi-purpose/flexible space to meet the programmatic needs of HDS and the Entrepreneurship Living Learning community.

Allison Hall was built in 1958 and has not received major renovations/upgrades since that time. It currently houses approximately 400 residents and needs a full renovation to include modernized resident rooms and bathrooms, upgraded student and staff support space, upgraded building envelope and new mechanical systems including air conditioning, plumbing, electrical, utilities, and IT systems. Deferred maintenance was estimated at \$22M from a facilities condition assessment completed in 2018. A structural assessment completed in 2023 determined that two floors could be added to the wings of the building and one floor could be added to the center section with minor modifications to the existing structural components of the building.

As an outcome of the project, Allison Hall will be a more efficient and sustainable facility with manageable maintenance and operational costs for HDS. This program plan includes conceptual studies of several potential options and alternates for further development with the project team. The project design and final scope inclusions will be determined during the program plan verification and design phases of the project with the project team.

CSU anticipates a Design Build with GMP project delivery with an estimated total development cost budget of \$82.1M for the base scope of work. Once approvals are in place the entire project is expected to take 42 months to complete. While Allison Hall is off-line Summer 2025 through Summer 2027, Housing & Dining Services will be able to accommodate all first-year students through full occupation of current spaces in other buildings, managing the number of transfer students living on campus, managing the number of returning students living on campus, and adding additional beds in current facilities, if needed.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date

# Section 9

## *Evaluation Committee*

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# Section 10

## *Annual Government Affairs Report*

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# Section 11

## *Colorado State University Reports*

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



# ASCSU Board of Governors Report October 2023

DESALVO-SILVERHART  
ADMINISTRATION



## Ongoing U+2 Work

For the last two decades the restrictive housing occupancy ordinance known as U+2 (which prevents more than three unrelated people from living in a house together) has increased financial burden on students,



displaced students from their homes, and has significantly limited housing options in Fort Collins. Up until recently, elected leadership in the city refused to take these issues seriously. Instead of being a combative force, my administration has taken a collaborative approach to solve these issues. Over the course of the last year between my previous position in ASCSU and my current one, I have built relationships with members of the city council, most notably: Mayor Jeni Arndt. These important relationships have elevated the concerns of students, and Council has made the decision to move forward with an ordinance that will in some capacity increase housing occupancy. It is anticipated that U+2 will cease to exist by June of 2024.



**Bowditch & Cassell**  
PUBLIC AFFAIRS

### Hiring of a Lobbyist

Historically, ASCSU has retained a lobbyist. Under

the Dixon Administration, the contract with the previous firm was terminated based upon dissatisfaction with their services. My predecessor, Rob Long, tasked his Director of Governmental Affairs with finding a firm to represent the interests of ASCSU, and Bowditch and Cassell Public Affairs was identified.



## Bringing Back CSU Traditions

The things that make the CSU experience memorable are the events that are held annually. Bringing back traditions to campus was a large part of my platform to get elected, so when the budgeting process commenced at the beginning of the summer a significant amount was allocated to Traditions and Programs. Despite this, there was a large and unanticipated event that ASCSU was responsible for hosting: Grill the Buffs. After budget reallocation and some “belt tightening” to an already constrained budget, we were able to bring back Grill the Buffs for the first time in four years! Over 2,000 bison burgers were distributed to students, and we ran out of food with an hour and a half of the event to go. This event would not have been possible without creative thinking from my team, and it serves as a great outline for the next administration to host Grill the Buffs when CU comes to play the Rocky Mountain Showdown in Canvas Stadium!





### **Bike to School Day**

After a meeting with the Alternative Transportation Fee Advisory Board (ATFAB) this summer, a concern about a decrease in bike ridership since COVID was brought to my attention. Because of this, my team brainstormed possible ways to increase and incentivize bike ridership on campus. On September 20<sup>th</sup>, ASCSU

hosted the first ever Bike to School Day! This event connected students with resources to alternative transportation on and off campus, and we plan on hosting a Bike to School event in the Spring Semester as well.

**Elevating Student Voices** For the last handful of years, the Larimer County Commissioners have expressed interest in getting more diverse voices on their boards and commissions. One of the barriers with representation on these boards is that the terms of three and four years make it virtually impossible for college students to serve. As a solution the Board of County Commissioners have implemented youth positions on their boards and commissions for single year terms, and I am in the process of marketing these opportunities to students. This partnership with the BOCC allows us to further elevate the voices and concerns of young people at the county level.

The following Larimer County Advisory Boards are currently seeking volunteer youth members:

*One youth member position is available per board.*

<a href="#">Agricultural Advisory Board</a>	<a href="#">Behavioral Health Consumer Advisory Committee</a>	<a href="#">Environmental &amp; Science Advisory Board</a>
<a href="#">Equity, Diversity &amp; Inclusion Advisory Board</a>	<a href="#">Extension Advisory Committee</a>	<a href="#">Fair Board</a>
<a href="#">Office on Aging Advisory Council</a>	<a href="#">Open Lands Advisory Board</a>	<a href="#">Parks Advisory Board</a>
<a href="#">Rodeo Board</a>		

**Community Roundtable** Each semester the Department of Governmental Affairs hosts a community roundtable where



students can sit down with local elected leaders and have conversations about the issues important to them.

Historically, this event has only been open to city council members and county commissioners, and I personally

think we do a disservice to students by limiting interaction to only these groups. Leaders from around the state need to understand the concerns of young people, and the roundtable can serve as an annual event where that takes place. We have invited all state-wide elected officials, members of the joint budget committee, our regional state representatives and senators, county commissioners from Larimer County, city council members, and our congressional delegation.

## CSU Fort Collins Faculty update

October 5, 2023

Andrew Norton, CSU-FC Faculty Board of Governors Representative

### 1. Faculty Council priorities, as of 8/21/2023

#### Priority 1: Advocating for faculty in the budget model discussions

CSU-FC is in the process of examining our current budget model with plans to modify it such that it better serves the needs of the institution. Faculty Council is engaged with this process through the participation of the Committee on Strategic and Financial Planning (a FC standing committee), FC Executive Committee, and two presidential fellows, Rob Mitchell (COB) and Jennifer Martin (CAS).

#### Priority 2: Continuing to advocate for salary equity

We will continue to work with the President's cabinet to advocate for faculty and staff compensation. Both competitiveness (comparing our salaries to local and national benchmarks) and equity (ensuring that salary levels and raises are equitably distributed within and between units and position titles) are importing parts of this discussion.

#### Priority 3: Evaluation of retirement benefits

Working with the University Benefits Committee, FC hopes to evaluate retirement benefits so as to provide more clarity around what people are receiving and how access to University resources upon retirement.

### 2. Faculty Council Task forces

Faculty Council Task Forces are a relatively new creation. These small groups work intensively for 4 – 6 months to assess a focused problem or question, and then report back to FC any conclusions or recommendations for further action. They are an effective way for FC to move quickly on important issues.

So far a single task force has been initiated (others will follow soon). The **Interdisciplinary Undergraduate Majors Task Force** will examine the challenges that interdisciplinary majors face, and make recommendations for FC action. Interdisciplinary majors that are not housed within a single college face challenges that traditional department- or college-housed majors do not. In particular, the usual support infrastructure and tenure-track lines that a college would provide may be lacking, and issues such as how to allocate student credit hours, advising loads, or differential tuition may be creating barriers to the creation of interdisciplinary majors.

The task force is charged with identifying potential structural models for creating interdisciplinary majors and summarizing the pros and cons of each.

## Other faculty and shared governance activities

### 3. Provost and Executive Vice President search

Faculty engagement with the three finalists during their visits was very high. More than 150 faculty participated in each open for a forum, and many additional faculty were able to engage with the candidates in small group sessions. Thank you to Dean Lise Youngblade for chairing this search and for seeking faculty participation throughout the process.

### 4. Vice President for Research search

We look forward to similar levels of engagement from faculty with visits from the three finalists scheduled for September 26 – October 9.

### 5. CSU-FC Accreditation

Our decadal comprehensive evaluation from the Higher Learning Commission occurred throughout Fall 2022 – Fall 2023. Beginning in Fall semester 2022, six workgroups helped draft our Assurance Argument. Approximately 50 faculty participated in these workgroups in addition to another 100+ administration and staff members.

### 6. Launch of *Los Consejos: a Hispanic Serving Institution Advisory Group*

Los Consejos is housed within the Vice President for Inclusive Excellence's office. This group of more than 60 faculty, staff and administrators is formed to intentionally serve the ever-growing diversity of the state of Colorado, and more specifically the needs of Hispanic/Latinx/e students, faculty and staff.

### 7. ChatGPT updates

In Spring 2023, there were only a “handful” of student academic misconduct reports that mentioned a suspected use of ChatGPT. In Spring and continuing into Fall Semester 2023, CSU-FC's Institute for Learning and Teaching (TILT) developed several web-based resources for faculty on generative AI programs. One of these resources, *what should a syllabus statement on AI look like?* Received more than 7,000 views from 5,189 unique users for the period July 1 2023 – August 23, 2023. This was the second most visited web page at the TILT during this time frame. *Your Fall semester AI Toolkit* and *Artificial Intelligence and Academic Integrity* (AI and AI) also made the list of top 20 web pages viewed at TILT during this period.

I performed an informal survey of colleagues in the College of Agricultural Sciences on ChatGPT in the classroom. Thirteen out of the 17 instructors that responded think the program is an issue for their course because they use out of class writing. However, only six out of these 13 mentioned ChatGPT or generative AI in their syllabus. Five out of six respondents would like more information or professional development opportunities on the topic. I believe that this indicates that there is a demand for additional outreach and training on this topic.

## **8. The 2023 Symposium for Inclusive Excellence Oct 23 – 27 2023**

This Fall CSU will host 22<sup>nd</sup> version of our annual symposium. This year the symposium has partnered with CSU system, CSU Pueblo, CSU Global, CSU Spur, Poudre School District, the City of Fort Collins and other community members. There will be dozens of sessions in lecture and workshop format, all relating to diversity and inclusive excellence. All are welcome to attend and there will be both virtual and in person options. Registration is available at <https://inclusiveexcellence.colostate.edu/symposium/>

**COLORADO STATE UNIVERSITY  
PRESIDENT'S REPORT**

Board of Governors of the Colorado State University System  
October 5 – 6, 2023

**I. PRESIDENT'S ACTIVITIES AND UNIVERSITY INITIATIVE HIGHLIGHTS**

**A. President Parsons' Summer and Fall Engagement**

The Capital Conference in June kicked off a robust summer of engagement for President Parsons. After returning from sessions with our state legislators in Washington, DC, she traveled to Aspen, CO to meet with a cohort of new presidents. CSU hosted the Colorado State 4H Conference on campus the same week where President Parsons delivered a keynote address, connected with 4H leadership and students from across the state, and celebrated their scholarship awards. In late June, she traveled to Mexico City with Chancellor Frank to celebrate the Bicentennial of the United States-Mexico Diplomatic Relations with US Ambassador Ken Salazar. On the trip, she also was able to connect with several university and programmatic partners to further enhance ongoing partnerships. In July, she traveled to the National Association of College and University Business Officers (NACUBO) Annual Conference in Orlando, FL to accept the Excellence in Sustainability Award on behalf of the CSU Spur campus. The month of July was focused on local engagement and engagement across the state. President Parsons visited with local community members at Fort Collins Rotary Breakfast Club as their guest speaker. She attended alumni events in Steamboat Springs and Grand Junction, and was able to engage with students, alumni, Extension staff, county commissioners, and CSU supporters across northern and southwestern Colorado. She also made a trip to Cheyenne Frontier Days where she connected with CSU alumni and partners. The summer came to an end with Rams at the Rockies where President Parsons threw out the first pitch and hosted alumni, CSU supporters, fans, and students at Coors Field.

The fall semester began with engaging with first-year students and their families during move-in week. On Friday, President Parsons, university leaders, and Emmy-nominated actress, activist, and DEI advocate Kat Graham welcomed the incoming class to Moby Arena for Convocation. President Parsons sent a video welcome message to all members of the campus community, and engaged with students and faculty during the first week of class. President Parsons celebrated the opening of the new Adult Learners and Veteran Services center in the Lory Student Center. She was able to engage with many state and local partners at the Denver Rustlers event. The Mountain West Commissioner came to Fort Collins for the football home-opener, and she was able to engage with Athletics staff, student-athletes, and our incredible women coaches, assistant coaches, and staff members at the Magnolia House before the first game. President Parsons attended the opening of the Donald and Esther Harbison Research and Education Center at the CSU Mountain Campus and cheered on the CSU Marching Band at halftime at the Denver Broncos home-opener. The week leading up to the Rocky Mountain Showdown included several opportunities to highlight the incredible academic, research, and public service partnerships between CSU and CU Boulder, and President Parsons and Chancellor DiStefano were joined by Governor Polis and Congressman Neguse to promote the impact that our universities have on our state. She participated in a panel at the Denver Startup Week Headline Event with regional executives. She spoke at Spur at the Climate Transitions Dialogue event, hosted by the School of Global Environmental Sustainability. To wrap up the month of September, she attended the Northern Colorado Trade Mission in Boise, ID before coming back to campus to celebrate Ag Day.

In addition to the targeted events listed above, President Parsons jumped into the new academic year by attending dozens of regularly scheduled meetings and athletic games. To begin the semester, she connected

with all employee councils to discuss goals and priorities, and scheduled time to join each council at their regular meetings throughout the semester. As fall sports began, she attended contests for soccer and volleyball, in addition to football weekends and implementing a new presidential tailgate experience. In an effort to maximize engagement with faculty and staff, she prioritized opportunities such as all-staff meetings and center tours. She attended the campus-wide budget retreat where each division and college presented their budget in an open forum setting. She participated in the comprehensive accreditation site visit from the Higher Learning Commission, and attended the second annual Spur Expo on the Fort Collins campus. She participated in the Office of Engagement and Extension's Annual Forum, welcoming hundreds of staff from across the state and speaking with Dr. Angie Paccione, Executive Director of the Colorado Department of Higher Education.

### **B. Progress toward becoming and Hispanic Serving Institution**

Colorado State University - Fort Collins is advancing toward becoming an Hispanic-Serving Institution that not only focuses on enrollment and graduation of Hispanic/Latinx/e students, but also on intentionally serving the needs of Hispanic/Latinx/e students, faculty, and staff. CSU's Office of Inclusive Excellence has compiled a report which will help guide the university in reaching its HSI goals. President Parsons will discuss the HSI report and next steps during the October Board of Governors meeting. The HSI report is attached to this President's Report for reference.

### **C. Thematic Year of Democracy launched**

The 2023-2024 Thematic Year of Democracy and Civic Engagement is underway at CSU and is driving a full schedule of academic and event programming. Activities throughout the year will include dozens of panels, exhibits, speakers, and workshops designed to engage students, members of our campus community and members of the broader community in conversation, learning, and civil debate. Events kicked off this fall with a Democracy Around the World panel discussion, and a celebration of International Democracy Day on the plaza, featuring activities designed by CSU's Center for Public Deliberation. We set the stage for the 2023-2024 Thematic Year during convocation, where our keynote speaker, actress and activist Kat Graham, addressed our entire first-year class with remarks about the importance of civic engagement and civil discourse. Highlights of the semester will include a forum President Parsons will facilitate with Governors Cox and Polis, a democracy-centered art exhibit, and a panel that will help faculty navigate free speech questions. With this thematic year, we aim to:

- Prepare campus for the U.S. Presidential election in Nov. 2024.
- Promote better understanding of how democracy works in principle and practice.
- Inform and address issues of free speech, first amendment, and academic freedom.
- Increase student engagement through voting and participation in events.
- Equip students (and campus) with skills to create an informed, engaged, and equitable future.
- Stimulate a campus environment that promotes and practices constructive conversation and respectful debate.

Events will focus not only on the institutions and structures around democracy and civic engagement, but also the values, principles, and processes they encompass.



## **II. STUDENT SUCCESS AND K-12 PARTNERSHIPS**

### **A. Scholarships power academic dreams for CSU students.**

Throughout the previous academic year, 2,900 students received a cumulative \$15.5 million in scholarship support. This meaningful support played an integral role in Colorado State University scholarship recipients achieving an 89% graduation rate. Year over year, 20% of all philanthropic contributions to CSU are dedicated to scholarships. The 2022-2023 academic year alone saw an inspiring display of generosity, with 5,500 donors contributing a cumulative \$21.2 million in scholarship support.

### **B. CSU student receives Obama-Chesky Scholarship for Public Service**

A Colorado State University undergraduate is the recipient of a scholarship established by former U.S. President Barack Obama, former First Lady Michelle Obama and Brian Chesky, co-founder and CEO of Airbnb. Leticia Madrigal-Tapia — a third-year CSU student in the College of Liberal Arts majoring in political science — has been selected to receive the Voyager Scholarship, formally known as the Obama-Chesky Scholarship for Public Service. Madrigal-Tapia is part of the scholarship's second cohort and is the first student from CSU to earn this prestigious honor. The Obama Foundation made the announcement on Aug. 22.

### **C. Poudre School District and CSU strengthen partnership**

Throughout each fall more than 2,000 fifth grade students from PSD attend Eco Week at the CSU Mountain Campus. This extraordinary opportunity gives children an opportunity to learn from CSU experts and researchers about various topics related to the Rocky Mountain ecosystem in a remote alpine setting. Additionally, during the fall semester, 36 CSU departments and programs are working closely with PSD teachers, counselors, and students to enhance learning opportunities, expand partnerships, and offer collaborative engagement between higher education and K-12. Programs include research and education projects through the CSU STEM Center, seventh-grade tours of campus, and student-athletes reading with elementary students through Reading with the Rams.

### **D. Ramskeller Brewhouse pours five beers into the Great American Beer Festival; hires alum as assistant**

Colorado State University's Ramskeller Brewhouse is entering five beers into competition at the Great American Beer Festival Sept. 21-23 in Denver. The brewery inside CSU's Lory Student Center crafted its most-ever yearly entries in part due to the Fermentation Science and Technology Program hiring graduate KC Lyons ('22).

### **E. A broader understanding: Students gain leadership perspective through Ugandan cultural excursion**

A small group of CSU students who traveled to Uganda and Rwanda as part of their involvement in the President's Leadership Program has been forever changed by the experience. The seven students, who are in various stages of work for a minor in Interdisciplinary Leadership Studies through PLP, spent 14 days in May in East Africa on the program's first international trip since the pandemic. A major focus of the experience, which is facilitated by SLiCE (Student Leadership, Involvement, and Community Engagement), is expanding students' cultural awareness.

#### **F. Global Business Academy brings together 52 students from 11 different countries**

The Colorado State University College of Business is doing its part to prepare the next generation of leaders through the Global Business Academy, a unique 10-day program where high school students from all over the world have the opportunity to learn first-hand lessons about global entrepreneurship. Five of the students who attended the 2023 Global Business Academy received scholarships after winning an oratory competition in their home country of Panama. One of those students, Alejandro Zeinto Ramirez, was selected out of 3,000 competition participants.

#### **G. CSU College of Business alum aims to ‘pay it forward’ with new scholarship**

As a first-generation college graduate and a woman who found early success in a male-dominated industry, Barbara Winter credits her career to the people who mentored and supported her along the way. Now, more than 50 years after graduating from Colorado State University’s College of Business, Winter wants to “pay it forward.” Winter pledged \$100,000 to fund the scholarship, which will be awarded to undergraduate students beginning in Fall 2023. Preference will be given to students who are members of the Dean’s Student Leadership Council or the Women in Business Association.

#### **H. Students learn to fly**

This past summer, CSU Drone Center, with funding from an Aircraft Pilots Workforce Development Grant from the FAA, hosted 90 participants, including 75 high school students and 15 high school teachers/instructors from low income and underserved regions of Colorado. Students came away with FAA Part 107 (drone pilot) certification and an introduction to manned and unmanned aviation careers. Instructors left with the same, plus curriculum development materials to bring back to their home institutions. On the final day of the camp, through a partnership with Aims Community College, participants also had the opportunity to take the controls of a traditional manned airplane and experience aviation from the cockpit during a discovery flight at Northern Colorado Regional Airport.

### **III. LAND GRANT PRIORITIES**

#### **A. Waived undergraduate application fees for all CO students**

With the opening of the admissions application for Fall 2024, CSU is waiving the undergraduate application fee for all Colorado students. CSU has participated in the Colorado Free Application Day since 2018, and is excited to extend the opportunity for Coloradans to apply for free through the entire application period. By waiving the application fee for all Coloradans, we are excited to be on the forefront of providing access to higher education and eliminating the barrier of applying to college. All three CSU System campuses will move forward with this new opportunity.

#### **B. 2023 Distinguished Alumni announced**

Colorado State University and the CSU Alumni Association annually recognize outstanding alumni who have excelled in their time after graduation and are making significant contributions to their professions, communities and alma mater. The 2023 Distinguished Alumni Award recipients represent success, achievement, pride, and service. Their steadfast commitment to their calling and the impact they’ve made in the world embodies what it means to be a stalwart Ram.

## **IV. INNOVATION**

### **A. CSU, partners land \$8.75M for center on vector-borne diseases like West Nile virus**

West Nile virus – and other diseases that can be spread from animals to people – just got a new reason to be afraid: Colorado State University and several partners have received an \$8.75 million cooperative agreement to create a new center devoted to preventing and controlling them. The award, spread over five years, will create the “Rockies and High Plains VECtor-borne diseases Center” (RaHP VEC). In addition to CSU, partners include the Colorado Department of Public Health and Environment, Texas Tech University, and the Salt Lake City Mosquito Abatement District. The center’s activities will focus on Colorado, New Mexico, Utah, Wyoming, and the Texas panhandle and the region’s “zoonotic” diseases that spread from animals to people and are maintained in local wildlife.

### **B. New CSU-led center will explore how light can be used to make more sustainable chemicals**

The National Science Foundation has awarded Miyake a three-year, \$1.8 million grant to launch the Center for Sustainable Photoredox Catalysis, which will design chemical manufacturing processes harnessing light energy and utilizing readily-available materials as catalysts. Miyake will serve as the director and lead a multidisciplinary team of 12 other researchers from CSU, the University of Colorado Boulder, University of Wisconsin, University of Northern Colorado, Northeastern University, Metropolitan State University Denver and a startup called New Iridium. This team was one of three selected to receive funding from the NSF Centers for Chemical Innovation. One will later be selected for a five-year, \$20 million grant to further their research.

### **C. CSU researchers examine the future of artificial intelligence**

At Colorado State University, leading faculty members have been examining AI technology across disciplines from climatology and farming to economics and art. And their findings and impressions are helping to set the conversation for what comes next.

### **D. CSU, partners land \$3 million to advance methane emissions measurement**

The Department of Energy’s Office of Fossil Energy and Carbon Management recently selected CSU Energy Institute’s METEC team to receive about \$3 million for a project focused on measuring emissions in basins. The METEC-led team will measure emissions in the Denver-Julesberg basin, north of Denver, and in the Upper Green River basin in western Wyoming. The team includes the Center for Air Quality at the University of Wyoming, the Earth-Atmosphere Interactions Lab at Pennsylvania State University, and the aircraft survey company Bridger Photonics in Bozeman, Montana. UW and CSU will work with operators in both basins to understand operational emissions, and the team will compare those results to basin-scale estimates from the Penn State tower networks and aircraft overflights from Bridger. The study will leverage work done previously by CSU and UW in the Denver-Julesberg basin.

### **E. AI helping to unravel the complexity of climate, weather and land use, find solutions to climate change**

Atmospheric Science Professor Elizabeth Barnes uses machine learning, a subset of AI, to disentangle the complexity of climate science. Professor Russ Schumacher, Colorado state climatologist and director of the Colorado Climate Center, led development of a machine learning model that can accurately predict severe weather four to eight days in advance and is now used daily in National Weather Service operations. And a team led by University Distinguished Professor Keith Paustian in the Department of Soil and Crop Sciences

will take CSU's world-renowned greenhouse gas quantification expertise to the next level by combining its strengths with those of machine learning.

#### **F. Summers of Smoke: CSU is leading the way in wildfire research**

At Colorado State University, researchers have been at the forefront of fire science for decades, with the Fort Collins-based institution regarded as one of the top universities studying wildfires. Recently, they have created a model that predicts which buildings will survive wildfires and have shared important information about the wildfire smoke that you're breathing.

#### **G. Rise of the machines: How is AI changing art?**

Advancing technologies always come with a little trepidation. It's that fear of the unknown — especially when it comes to artificial intelligence. Like that moment in the 1980s film "The Terminator" when the AI defense network Skynet becomes self-aware and declares war on the human race. While AI-generated art doesn't pose quite the same life-or-death consequences, for some in the art world, it's seen as just as real of a threat. Jason Bernagozzi is an associate professor of electronic art at Colorado State University. His focus is on the potential of non-human agents to work as collaborators in the artistic endeavor.

#### **H. From spintronics to multipoletronics: How CSU research could allow for big development in data processing**

In modern technology, most data is encoded through electronic charges collected on tiny plates called capacitors. Depending on how many electrons they contain, they're either assigned a one or a zero, creating binary code that can be used to represent a variety of information. The catch? Capacitors must be charged multiple times a second, or else all the data is lost. This requires a lot of energy, which is why a laptop gets hot to the touch when multiple programs are open at once. Now imagine what's involved in charging a supercomputer as it works to parse through a seemingly insurmountable collection of data. What's known as spintronics offers another solution, and Hua Chen, an associate professor of physics at Colorado State University, co-authored a paper with then-CSU postdoctoral scholar Muhammad Tahir in the journal *Physical Review Letters* that Chen says "plays a role in initiating a new direction" of this already cutting-edge field.

#### **I. Women instructors make history leading CSU forestry class**

More than the mountain location made the Forestry Field Measurements class held at the Colorado State University Mountain Campus special this summer — it was the first time the CSU course was taught by a group of women. As an early career woman and person of color in forestry, instructor Katarina Warnick commented on how a women-led instructor team felt hopeful for the still male-dominated field. The group led undergraduate students studying forestry in the intensive two-week field course. Students learn hands-on the technical skills they need such as navigating the land, tree measurements, plot measurements, fuel measurements, and gathering regeneration data.

#### **J. American Institute of Aeronautics & Astronautics Annual Technical Symposium**

On September 21-22, CSU and the Walter Scott Jr., College of Engineering hosted the 11th annual AIAA ATS, bringing together industry, government, and academic leaders across the Rocky Mountain region in the aerospace and aeronautics industries. Colorado is home to the second largest aerospace economy in the country.

## **V. CAMPUS COLLABORATION**

### **A. CSU strengthens connections at the Colorado State Fair**

At this year's State Fair, CSU continued to strengthen its presence and connections with rural Colorado communities. A new passport scavenger hunt enabled attendees to find CSU at the fair and engage in different educational activities. Stops included CSU Pueblo, Cam's Ag Academy, CSU Extension Pueblo planted crops, Engagement and Extension, Extension Master Gardener, 4-H exhibits, Equine Sciences, and Animal Sciences at the CSU Pavilion (livestock pavilion). We welcomed alumni, and connected attendees to CSU's research, programs and learning opportunities. The first weekend, over 2,000 visitors stopped by the Engagement and Extension/CSU Extension Pueblo tables. Leadership from Engagement and Extension and CAS represented CSU at key opening day events including the legislative BBQ and Centennial Farms & Ranches celebration. The State Fair is the culmination of a busy summer of county fairs for Extension offices across the state where 4-H youth competed and shared their learnings from the year. Featured communications included a feature on Don Thorn, manager of external relations – rural Colorado; CSU leaders sharing their experiences in 4-H and FFA; and an Op-ed from Chancellor Frank and VP Kathay Rennels published in local rural papers.

### **B. National award highlights CSU's leadership in sustainability, innovations at CSU Spur**

CSU President Amy Parsons accepted a 2023 Excellence in Sustainability Award during a ceremony at the annual meeting of the National Association of College and University Business Officers (NACUBO) in Orlando, Florida. "This award speaks to CSU's long commitment to sustainability, and to the creativity of our faculty, staff, and students in approaching the challenges we face as a society," Parsons said. "What makes CSU Spur unique is that it advances this work while demonstrating a new way to engage the public and learners of all ages in the search for solutions." The award citation notes that Spur's three buildings were all designed to LEED Gold standards, forming a campus that serves to "model, test, and motivate conservation practices and technologies."

## **VI. HEALTHY CAMPUSES**

### **A. American Sign Language inspired community mural (College of Liberal Arts & Housing and Dining Services)**

CSU's College of Liberal Arts and the City of Fort Collins partnered with Greeley artist, Armando Silva, to bring a little beauty to West Plum Street this summer. Silva's design and project management through CSU's LEAP Arts Management class Community Engagement and the Arts worked with campus community volunteers who modeled for and painted an image of hands signing the letters "INTERSECTION" onto the side of the Housing Services Center.

### **B. Reforestation efforts through volunteers (College of Business)**

This summer, CSU's College of Business hosted a volunteer day at One Canopy. The organization, run by a College of Business Impact MBA alumna, grows tree seedlings to address critical shortages in the reforestation supply chain. During the volunteer day, CoB staff learned about reforestation efforts, toured the property, and volunteered in the greenhouse weeding, consolidating seedlings, and packing soil. CoB volunteers impacted over 10,000 seedlings which will be used for reforestation efforts.

### **C. Campus community collaboration on game day**

Under President Parsons' leadership, there is a unified campus focus on using home events to bring community to campus. New in 2023 is the addition of the President's Football Tailgate, a partnership among Advancement, Office of the President, University Marketing and Communications, and Athletics. Building on game day themes, campus-wide efforts are being made to celebrate the people and successes at CSU. For the first football game on Saturday, Sept. 2, over 3,400 Faculty and Staff Appreciation tickets were claimed and purchased, and all Faculty and Staff CELEBRATE! Honorees were recognized on the field at halftime.

### **D. CSU bringing campus community together with Goose concert on campus Oct. 7; free tickets available to students**

The all-ages show on the West Lawn of the Lory Student Center, offered in partnership with AEG Presents, will begin at 6:30 p.m. Doors open at 5 p.m. "Northern Colorado's thriving music scene is part of what makes our community so special and what makes Fort Collins one of the best college towns in the country," said CSU President Amy Parsons. "We're thrilled to be part of this broader ecosystem, and to offer outstanding live music to all members of our campus community and the broader community."

## **VII. FISCAL STRENGTH**

### **A. University Advancement – CY23 Progress**

This report outlines three-year and current calendar year-to-date trends and major gifts obtained that were not previously reported.

The University Advancement Gift Counting Policy is being updated to align with CASE Global Reporting Standards, which will remove research contracts and federal grants from gift reports as these transactions are not countable as philanthropic gifts. Aligning CSU's gift counting policy with CASE standards will allow CSU to accurately benchmark fundraising performance against peer institutions and national trends. The table in Item B contains legacy counting data, and the Total Philanthropic Support value is the best current representation of CASE Standard gift counting.

Total Philanthropic Support has been trending lower since CY21, which was a record year nationally for higher education fundraising. Peer benchmarking is showing fundraising decreases nationally as a result of slowing economic conditions, financial uncertainty, and higher interest rates.

University Advancement partnered with EAB to conduct a comprehensive benchmarking study with two cohorts of 15 peer institutions. The results show that CSU fundraising production has been underperforming our peer cohorts (utilizing CASE Counting Standards). We are developing a strategy to significantly improve performance and will be presenting a proposal to CSU leadership in Fall 2023.

University Advancement is halfway through an implementation of a Salesforce-based customer relationship management (CRM) system that will launch in Spring 2024 and replace our antiquated donor and alumni database. This transition will provide a robust technological platform to enable future growth.

**B. Major Gift Report**

	CY 2023*	CY 2022	CY 2021	CY 2020
Contributions (cash, non-cash and pledges)	\$66,416,015	\$127,817,362	\$140,827,384	\$100,398,372
Irrevocable Planned Gifts	\$200,000	\$85,349	\$1,037,454	\$2,690,000
Revocable Gifts and Conditional Pledges	\$20,309,803	\$37,758,302	\$44,820,510	\$36,161,505
Payments to Commitments Prior to Period	<u>(\$16,395,154)</u>	<u>(\$26,452,826)</u>	<u>(\$15,225,650)</u>	<u>(\$21,335,653)</u>
<b>Total Philanthropic Support</b>	\$70,530,664	\$139,208,187	\$171,459,698	\$117,914,224
<b>Other Private Support</b>	<u>\$15,928,047</u>	<u>\$26,149,758</u>	<u>\$28,541,564</u>	<u>\$34,803,683</u>
<b>Net Private Support</b>	<u>\$86,458,711</u>	<u>\$165,357,945</u>	<u>\$200,001,262</u>	<u>\$152,717,907</u>

\*CY23 is as of 09/12/2023

**C. Major gifts not previously reported**

\$5,000,000 revocable commitment designated as \$4,000,000 to support an Equine Research Endowment, and \$1,000,000 to support Equine Research, College of Veterinary Medicine & Biomedical Sciences

\$1,200,000 gift to support the Indoor Biogeochemistry Project, College of Natural Sciences

\$1,200,000 revocable commitment to support a Veterinary Medicine Scholarship Endowment, College of Veterinary Medicine & Biomedical Sciences

Revocable commitment designated to support the University Fund, Other Areas, to support the Student Success Scholarships, Enrollment & Access, and to support the Vice President for Research, Vice President Research

\$1,157,729 planned gift to support a Humanities Scholarship Endowment, College of Liberal Arts

Planned gift to support the Research and Education Building, Warner College of Natural Resources

\$991,900 revocable commitment to support the Equine Assisted Activities and Therapies Programming, College of Agricultural Sciences

Revocable commitment designated to support the Assistive Technology Resource Center Endowment, and to support a Scholarship Endowment, College of Health and Human Sciences

\$758,531 planned gift to support the Athletic Discretionary, Athletics

\$500,000 gift to support a Family Scholarship, College of Veterinary Medicine & Biomedical Sciences

\$500,000 revocable commitment designated as \$300,000 to support the Kari and Kelsey's Fund, and \$200,000 to support the FACC Consult Service, College of Veterinary Medicine & Biomedical Sciences

\$457,382 planned gift to support the Rupert and Whiskey Scholarship Endowment, College of Veterinary Medicine & Biomedical Sciences

Gift designated to support the Argus Institute Counseling and Support Services, support the Small Animal Emergency and Critical Care, to support the Finn's Friends, and to support the Kari and Kelsey's Fund Endowment, College of Veterinary Medicine & Biomedical Sciences

\$397,748 planned gift to support the Research and Education Building, Warner College of Natural Resources

\$395,608 planned gift to support a Scholarship Endowment, Walter Scott, Jr. College of Engineering

\$394,927 planned gift to support the University Fund, Other Areas

\$300,000 revocable commitment to support the Duty, Honor, Country Air Force ROTC Scholarship Endowment, Other Areas

\$300,000 revocable commitment designated as \$100,000 to support the Languages, Literatures and Cultures Department Enrichment, \$100,000 to support the Languages, Literatures and Cultures Scholarship Endowment, and \$100,000 to support the Ronald W. Walker Graduate Fellowship in Foreign Languages Endowment, College of Liberal Arts

\$548,026 planned gift to support the CSU Alumni Association Legacy Scholarship Endowment, Alumni Relations

\$250,000 gift to support the Agricultural Sciences Strategic Initiatives, College of Agricultural Sciences

\$250,000 pledge to support the Director's Legacy at the KRNC, College of Health and Human Sciences

\$250,000 gift designated as \$225,000 to support a Family Scholarship Endowment, and \$25,000 to support a Family Scholarship, College of Business

\$250,000 pledge to support the Nutrition Center, College of Health and Human Sciences

Gift to support the CSU Radiation Health Scholarship Endowment, College of Veterinary Medicine & Biomedical Sciences

\$200,000 gift to support a Family Scholarship Endowment, College of Business

\$200,000 revocable commitment designated as \$100,000 to support the Beta Theta Pi Fraternity, and \$100,000 to support the Rams Against Hunger, Student Affairs



\$195,000 planned gift to support the Art and Art History Scholarship, College of Liberal Arts

\$170,000 revocable commitment designated as \$127,500 to support the One Cure Endowment, and \$42,500 to support the Elliott and Louie's Long Paw Scholars Endowment, College of Veterinary Medicine & Biomedical Sciences

\$167,000 revocable commitment to support the Acacia Scholarship Endowment, Other Areas

\$165,000 gift to support the Lucy's Scholars, College of Veterinary Medicine & Biomedical Sciences

\$164,187 gift to support the Endowment for Collaborative Translational Research, College of Veterinary Medicine & Biomedical Sciences

\$158,000 gift designated as \$97,500 to support the National Western Stock Show Scholarship, \$30,000 to support the National Western Stock Show Graduate Scholarship in Animal Sciences, College of Agricultural Sciences, \$26,500 to support the National Western Scholarship in the Professional Veterinary Medical Program, College of Veterinary Medicine & Biomedical Sciences, and \$4,000 to support the National Western Stock Show/Jim Henry Scholarship, College of Agricultural Sciences

\$150,000 gift to support the Nature Immersion Science and Practice Collective, Warner College of Natural Resources

\$150,000 gift designated as \$120,000 to support the Energy Institute, Vice President Research, and \$30,000 to support the Soil Carbon Solutions Center, College of Agricultural Sciences

\$150,000 planned gift to support an Endowment, College of Liberal Arts

\$137,500 planned gift to support the Canine Cancer, College of Veterinary Medicine & Biomedical Sciences

\$128,855 planned gift to support the Joyce C. Nation DVM Scholarship Endowment, College of Veterinary Medicine & Biomedical Sciences

\$115,000 gift to support the Mountain Systems Ecology and Restoration, Warner College of Natural Resources

\$111,000 pledge to support a Graduate Fellowship, College of Agricultural Sciences

\$110,934 planned gift to support an Endowment, College of Liberal Arts

\$110,000 gift to support the One Cure, College of Veterinary Medicine & Biomedical Sciences

\$100,000 gift to support the College of Liberal Arts Capital Projects, College of Liberal Arts

\$100,000 planned gift to support the CVMBS Greatest Need, College of Veterinary Medicine & Biomedical Sciences

\$100,000 revocable commitment to support a Memorial Scholarship Endowment, College of Health and Human Sciences

\$100,000 gift to support the AgNext Sustainable Solutions for Animal Agriculture, College of Agricultural Sciences

## **VIII. PERSONNEL NEWS AND NOTABLE HIRES**

### **A. Carnegie Mellon's Robinson named dean of the Walter Scott, Jr. College of Engineering**

Dr. Allen Robinson has been selected as the new Dean of the Walter Scott, Jr. College of Engineering. Dr. Robinson will be joining CSU from Carnegie Mellon University where he is the director of Carnegie Mellon University-Africa in Rwanda; Associate Dean for International Programs in Africa for the College of Engineering; Director of the EPA-funded Center for Air, Climate, and Energy Solutions; and Professor in the Departments of Mechanical Engineering and Engineering and Public Policy. Dr. Robinson will begin his appointment as Dean in October. Dr. Ken Reardon, Associate Dean for Research and CSU Professor in the Department of Chemical and Biological Engineering, has served as Interim Dean since July 1.

### **B. Provost and Vice President for Research Update**

The search for the position of Provost and Executive Vice President for Academic Affairs is in the final phase. The campus community showed high interest and active participation in the search process. Three finalists visited campus and the university community has submitted feedback based on those visits. The search committee made its final report at the end of September.

The search for the next Vice President for Research is moving forward. After assessment and deliberation, the search committee selected three outstanding finalists for campus visits. Each candidate visit will include interviews and an open forum for the campus community. Visits will take place through mid-October.



## Colorado State University – Fort Collins Hispanic Serving Institution Initiative

### Current Context

Hispanic-Serving Institutions (HSIs) are defined in Title V of the Higher Education Act as not-for-profit institutions of higher learning with a full-time equivalent undergraduate student enrollment that is at least 25 percent Hispanic. The American Council on Education 2017 report *Pulling Back the Curtain: Enrollment and Outcomes at Minority Serving Institutions* noted that

*“Higher education has reached the moment when collectively, HSI leaders, advocates, scholars, and legislators must decide what students can and should garner and experience as a result of attending an HSI. Put more simply: what does it mean to serve Latinx students beyond enrollment and graduation?” (Garcia & Taylor, 2017).*

### Current Demographics

Colorado is currently 22.5% Hispanic/Latine. Since 2000, the Hispanic/Latine population has grown 72%. The median age of Hispanic/Latine Coloradans is 28 years old, compared to 36 for Coloradans overall. Additionally, 20% of Hispanics/Latinas are 10 or under (<https://latino.ucla.edu/research/15-facts-latinos-colorado/>).

Table 1. Demographic representation at Colorado State University Fort Collins

Representation*	Undergraduate Students**	Graduate Students	Faculty***	All Employees***
Total	26,168	6,775	1,892	9,794
Underrepresented Minority	7,050/26.9%	1280/18.9%	283/15.0%	1727/17.6%
Hispanic/Latine	4,089/15.6%	641/9.5%	105/5.6%	869/8.9%

\* Based on federal definitions, all data retrieved from Institutional Research, Planning, and Effectiveness

\*\* Fall 2023, includes RI and non-RI students

\*\*\* Year 2022-23, All Executive Branches, All Divisions, All Departments, All Employment Groups

### Vision

In the fall of 2019 Colorado State University Fort Collins (CSU-FC) was recognized by the Hispanic Association of Colleges and Universities as an emerging Hispanic Serving Institution. To proactively move CSU-FC from emerging status, Los Consejos: a Hispanic Serving Institution Advisory Group launched in June 2023. Los Consejos is led by the Associate Vice President in the Office for Inclusive Excellence, Dr. Shannon Archibeque-Engle. Los Consejos has broad participation from faculty, staff, students, and CSU-Pueblo; all CSU-FC colleges and divisions are represented. Activities are guided by HSI best practices including those of Becoming Hispanic Institutions, Hispanic Serving Institutions in Practice, Excelencia in Education (<https://www.edexcelencia.org/>), and The State of STEM Education in Rural Hispanic Serving Institutions (<https://hsi.arizona.edu/resources/consensus-report-state-stem-education-rural-hsis>). Los Consejos is focused on CSU-FC becoming a Hispanic serving institution and

not just a Hispanic enrolling institution by centering servingness (Muñoz, 2022; Garcia, 2018, 2019, 2020; Garcia & Koren, 2020; Kovats Sanchez, 2021; Patel, 2014; Serrano, 2020.) The mission of Los Consejos is that CSU-FC will acknowledge and intentionally serve the ever-growing diversity of the state of Colorado, and more specifically the needs of Hispanic/Latinx/e students, faculty, and staff across all intersections of identities. The purpose of Los Consejos is to guide and advise in the creation of an action plan for the institution to attain and sustain HSI designation through a broad audit of the current state of how CSU-FC is serving Hispanic/Latinx/e students, faculty, and staff and identify and recommend systemic changes to the University President, Provost, and Executive Leadership Team.

## Timeline

CSU-FC has a long history of Hispanic/Latine advocacy and engagement.

- 1968-1969 – Project GO was developed in an effort to address the needs of all diverse students.
- 1976-1977 – El Centro was established.
- Circa 1990 through 2010 – Acción was founded by Hispanic staff and faculty to recruit, support, and retain Hispanic students, faculty, and staff at CSU-FC.
- 2019 – CSU-FC is recognized by the Hispanic Association of Colleges and Universities as an emerging Hispanic Serving Institution.
- Spring 2020 – Vice President for Diversity office held faculty and staff listening sessions on recommendations for becoming an HSI.
- Spring 2022 – A team from the Colleges of Agricultural Sciences, Engineering, Natural Sciences, and Natural Resources studied how the colleges and their departments should prepare for the prospect that CSU-FC would become an HSI. Amongst the findings, the report noted that the majority of Hispanic high school students in Colorado live within approximately 30 minutes of CSU-FC or Spur and that departments and colleges cannot delay improving the educational experience for Hispanic students until CSU-FC becomes an HSI.
- 2021-2022 – Dr. Roze Hentschell, (Professor, Interim Chief Academic Officer of the CSU System) was selected as an American Council on Education Fellow, studying HSI leadership and best practices.
- Spring 2022 – A charge for an HSI presidential task force was created and submitted to President McConnell in May 2022.
- 2022-2023 - Lucia Delgado (Director, Access Center) served as a Presidential Leadership Fellow with Dr. Shannon Archibeque-Engle focused on successful HSI models and benchmarking.
- 2022-2023 - Dr. Susana Muñoz's (Professor, School of Education) sabbatical focused on HSI best practices and supporting undocumented students.
- 2023 – Colorado Department of Higher Education launches the HSI Consortium Steering Committee, Dr. Shannon Archibeque-Engle and Lucia Delgado were selected to serve on the committee.
- May 2023 – Los Consejos: A Hispanic Serving Institution Advisory Group is launched.

## Identified Priorities

- University-wide HSI strategic plan – Dr. Alejandro Covarrubias (<https://www.covarrubiasconsulting.com/>) has extensive experience in developing HSI strategic plans including with the Community College of Aurora and experience working with Colorado Hispanic organizations including the Latin American Education Foundation. Covarrubias has submitted a proposal to the Office for Inclusive Excellence to develop a CSU-FC HSI strategic plan dependent on funding. An intentional university wide effort is necessary for CSU-FC to reach HSI status by 2033.

- Centralized Spanish translation services – It is critical to have centralized professional Spanish translation services for admissions, marketing, extension, and research. The proposal for centralizing these services is coordinated by the Department of Languages, Literatures, and Cultures and the Office for Inclusive Excellence.
- Admissions – The CSU-FC Office of Admissions has a consequential and vital role in CSU-FC serving the students of the state of Colorado including through Spanish programming, prioritized outreach, and parent/family events.
- Faculty and staff success – Hispanic/Latine representation amongst faculty and staff is identified as a key indicator of successful HSI efforts. As shown in Table 1, faculty is 5.6% Hispanic/Latine and all employees is 8.9% Hispanic/Latine. Increasing Hispanic/Latine representation within faculty and staff is a priority.
- Increased partnership
  - Institutional membership with the Hispanic Association of Colleges and Universities is current.
  - National Hispanic Institute Lorenzo de Zavala Youth Legislative Session (LDZ) – CSU-FC has a 30+ year partnership with the National Hispanic Institute as hosts for LDZ. The purchasing power of the original commitment has decreased over the years, decreasing the number of students attending LDZ at CSU-FC.
  - Latin American Education Foundation (LAEF) - CSU-FC to increase partnership to meet or exceed University of Colorado partnership levels (\$30K). Currently the CSU-FC System is the sponsor of the Young Professionals Board at \$20K; Dr. Shannon Archibeque-Engle is the CSU-FC representative on the LAEF Board and incoming President.
  - Latinas First - CSU-FC is not currently partnered. CSU-FC to increase partnership to meet or exceed that of the University of Colorado (\$20K).
  - Colorado Coalition for the Educational Advancement of Latinxes (CoCEAL) – Fifteen years ago, a number of CSU-FC staff helped found CoCEAL, a coalition of post-secondary and professional educators devoted to the educational success of Colorado’s Latinx population. This partnership, leadership, and engagement will continue.

Board of Governors of the Colorado State University System  
 Meeting Date: October 5-6, 2023  
 Report Item

MATTERS FOR ACTION:

CSU: Delegable Personnel Actions

No action required. Report only.

EXPLANATION:

Presented by Amy Parsons, President.

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

**LEAVE OF ABSENCE**

<u>NAME</u>	<u>DEPARTMENT</u>	<u>FROM</u>	<u>TO</u>
Allen, Haley	Residential Dining	5/23/23	Unknown
Barela, Lacey	Residential Dining	5/16/23	Unknown
Bautista, Randy	Residential Dining	5/1/23	Unknown
Busby, Rebecca	Residential Dining	5/18/23	Unknown
Davis, Zachary	Residential Dining	5/19/23	Unknown
Foissett, Cameron	Residential Dining	5/9/23	Unknown
Friendt, Mckenna	Residential Dining	5/3/23	Unknown
Hernandez Avalos, Nancy	Residential Dining	5/30/23	Unknown
Jan, Khalil Ullah	Residential Dining	5/11/23	Unknown
Leung, Loretta	Residential Dining	5/24/23	Unknown
Salas, Cynthia	Residential Dining	5/26/23	Unknown
Stires, Cierra	Residential Dining	5/14/23	Unknown
Turney, Kellan	Residential Dining	5/7/23	Unknown
Waite, Rachel	Residential Dining	5/16/23	Unknown
Weirich, Seth	Residential Dining	5/9/23	Unknown
Juarez, Danya	Housing and Dining Facilities	5/1/23	Unknown
Krogen, Lisa	Housing and Dining Facilities	5/11/23	Unknown
Lueck, Elizabeth	Health Network Medical	6/1/23	6/30/23
Hartley, Susan	Health Network Medical	6/5/23	6/30/23
Debish, Helen	Health Network Medical	6/1/23	6/30/23
Gibson, Denise	Health Network Medical	6/1/23	6/30/23
Falbo, Amanda	Health Network Medical	6/1/23	6/30/23
Fitzsimons, Sarah	Veterinary Teaching Hospital	6/1/23	Unknown
App, Richard	CEMML	6/1/23	Unknown
Evans, Anna	School of Music, Theatre and Dance	6/13/23	Unknown

## Board of Governors of the Colorado State University System

Meeting Date: October 5-6, 2023

## Report Item

Davidson, Ana	Colorado Natural Heritage Program	6/1/23	Unknown
Hippler, Adam	CEMML	6/9/23	8/21/23
Peret, Deborah	College of Liberal Arts	4/19/23	4/21/23
Barrett Frisbie, Myra	Environmental and Radiological Health Sciences	6/12/23	8/15/23
Chaidez, Edward	CEMML	4/28/23	Unknown
Doe, Sue	Institute for Learning & Teaching	6/29/23	7/14/23
Veliquette, Abigail	Communication Studies	8/16/23	5/15/24
Adams, Henry	Mathematics	8/16/23	8/15/24
Cullen, Cellanie	Health Network Medical	6/1/23	6/30/23
Camarena, Eddie	Facilities Management	6/20/23	Unknown
Seils, Noland	Fort Collins Diag Lab	5/1/23	Unknown
Bajakian, Alexander	CEMML	7/6/23	Unknown
LaRoue, Kristeena	Student Disability Center	7/1/23	7/31/23
Pronko, Jocelyn	Veterinary Teaching Hospital	7/1/23	Unknown
Halloran, Wesley	School of Music, Theatre and Dance	7/27/23	8/18/23
Chaidez, Edward	CEMML	5/30/23	Unknown
Faircloth, Susan	School of Education	7/16/23	8/15/23
Balderama, Cencia	CEMML	6/26/23	Unknown
Hutson, Connie	CEMML	7/1/23	Unknown
Bontadelli, Johnna	Health Network Medical	7/10/23	7/31/23
Elffner, Terri	Health Network Medical	7/3/23	7/31/23
Gerlitzki, Elizabeth	Health Network Medical	7/3/23	7/31/23
Greene, Carol	Health Network Medical	7/3/23	7/31/23
Cullen, Cellanie	Health Network Medical	7/3/23	7/31/23
Kurth, Jay	Health Network Medical	7/7/23	7/31/23
Cantarini, Daniel	Health Network Medical	7/5/23	7/31/23
Vesty, Jill	Health Network Medical	7/3/23	7/31/23
Buell, Elizabeth	Health Network Medical	7/10/23	7/31/23
Whiting, Janice	Health Network Medical	7/1/23	7/31/23
Eichel, Karen	Health Network Counseling	6/21/23	6/30/23
Hill, Erin	College of Liberal Arts	6/1/23	6/16/23
Martinez, Desir'e	Colorado State Forest Service	7/5/23	8/9/23
Alvarez, Jerry	Facilities Management	6/1/23	Unknown
Britton, Jerome	Facilities Management	6/21/23	Unknown
Carter, Cryssida	Facilities Management	6/1/23	Unknown
Cid Carillo, Angelica	Facilities Management	6/1/23	Unknown
Deitrick, Zachary	Facilities Management	6/1/23	Unknown
Garcia, Maria	Facilities Management	6/13/23	7/1/23
Hoffman, Joseph	Facilities Management	6/1/23	Unknown
Jamnik, Robert	Facilities Management	6/2/23	Unknown
Johnson, Emmy	Facilities Management	6/27/23	Unknown
Johnson, James	Facilities Management	7/1/23	Unknown
McDonald, Tyler	Facilities Management	6/20/23	Unknown
Scott, Elenor	Facilities Management	6/2/23	y
Sell, Debra	Facilities Management	6/5/23	Unknown
Mallette, Paul	College of Business	7/15/23	7/31/23
Jankowska, Elzbieta	Electrical and Computer Engineering	7/10/23	Unknown
Shadman-Adolpho, Barry	Facilities Management	6/20/23	Unknown
Silva Medina, Jose	Facilities Management	6/16/23	Unknown

## Board of Governors of the Colorado State University System

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## Report Item

Zimdahl, Robert	Facilities Management	6/1/23	Unknown
Eichel, Karen	Health Network Counseling	7/13/23	7/31/23
Peters, Candice	Lory Student Center	7/5/23	7/31/23
Davidson, Ana	Colorado Natural Heritage Program	6/1/23	Unknown
Fraire, Isaac	Clinical Sciences	7/1/23	Unknown
Meiser, Anna-Maria	Clinical Sciences	7/1/23	Unknown
Jones, Morgan	Clinical Sciences	7/1/23	Unknown
Arakaki, Logan	Clinical Sciences	7/1/23	Unknown
Betten, Anton	Mathematics	8/16/23	Unknown
Shipman, Patrick	Mathematics	8/16/23	Unknown
App, Richard	CEMML	6/1/23	Unknown
Felix, Michael	CEMML	7/17/23	7/21/23
Pautler, Hollie	Walter Scott, Jr. College of Engineering	6/14/23	6/16/23
Vogel, Pamela	Veterinary Teaching Hospital	7/1/23	Unknown
Hall, Terry	CVMB	7/1/23	Unknown
Prijatelj, Patrick	Residential Dining	6/2/23	Unknown
Salas, Cynthia	Residential Dining	6/2/23	Unknown
Salinsky, Julia	Residential Dining	6/26/23	Unknown
Stires, Cierra	Residential Dining	6/5/23	Unknown
Turney, Kellan	Residential Dining	6/4/23	Unknown
Waite, Rachel	Residential Dining	6/1/23	Unknown
Vickers, Travis	Health Network Counseling	7/7/23	Unknown
Lueck, Elizabeth	Health Network Medical	7/5/23	7/31/23
Hartley, Susan	Health Network Medical	7/5/23	7/26/23
Gibson, Denise	Health Network Medical	7/10/23	7/31/23
Barela, Lacey	Residential Dining	6/19/23	Unknown
Busby, Rebecca	Residential Dining	6/7/23	Unknown
Foissett, Cameron	Residential Dining	6/2/23	Unknown
Gasner, Ryan	Residential Dining	6/20/23	Unknown
Heidbrier, Riegen	Residential Dining	6/19/23	Unknown
Martinez Robles, Janeth	Residential Dining	6/26/23	Unknown
Millheim, Matthew	Residential Dining	6/19/23	Unknown
Moore, Wica'hpi	Lory Student Center	6/21/23	6/30/23
Zach, Allison	CEMML	7/18/23	Unknown
Gerstberger, Tanner	Residential Dining	7/1/23	Unknown
Juarez, Danya	Housing and Dining Facilities	5/1/23	Unknown
Rodriguez, Cynthia	Housing and Dining Facilities	3/1/23	Unknown
Vazquez del Mercado, Janis	Chemistry	7/24/23	7/28/23
Kodrich, Kris	Journalism and Media Communication	8/16/23	Unknown
Gates, Christina	Fort Collins Diag Lab	7/18/23	7/31/23
Martinez, Amy	Housing and Dining Facilities	6/23/23	Unknown
Crabtree, Erin	Veterinary Teaching Hospital	7/14/23	7/20/23
Hooker, Steven	Veterinary Teaching Hospital	7/12/23	7/20/23
Karn, Marta	Clinical Sciences	8/7/23	8/24/23
Meehan, Robert	VP Human Resources	8/4/23	8/9/23
Gonzales, Zadrian	Facilities Management	7/6/23	Unknown
Brown, Tanner	Facilities Management	7/24/23	Unknown
Stanley, Linda	Psychology	8/1/23	Unknown
Gonzales, Zadrian	Facilities Management	7/6/23	Unknown



## Board of Governors of the Colorado State University System

Meeting Date: October 5-6, 2023

## Report Item

Biser-Suarez, Courtenay	Languages, Literatures and Cultures	8/16/23	12/31/23
Pronko, Jocelyn	Veterinary Teaching Hospital	8/1/23	Unknown
Cooper, Leroy	Honors Program	8/16/23	Unknown
Hall, Terry	CVMBS	8/1/23	Unknown
Greene, Carol	Health Network Medical	7/3/23	7/31/23
Gerlitzki, Elizabeth	Health Network Medical	7/3/23	7/31/23
Buell, Elizabeth	Health Network Medical	8/1/23	8/31/23
Bontadelli, Johnna	Health Network Medical	8/1/23	8/31/23
Gorski, BeitAni	Health Network Counseling	7/12/23	7/31/23
Elffner, Terri	Health Network Medical	7/3/23	7/31/23
Vesty, Jill	Health Network Medical	8/1/23	8/31/23
Kurth, Jay	Health Network Medical	8/1/23	8/7/23
Sewell, Michael	Health Network Counseling	8/28/23	8/31/23
Whiting, Janice	Health Network Medical	8/1/23	8/9/23
Rehberg, Cynthia	Health Network Counseling	8/21/23	8/25/23
Cullen, Cellanie	Health Network Medical	8/1/23	8/31/23
Cantarini, Daniel	Health Network Medical	8/1/23	8/31/23
MacIntyre, Rachel	Health Network Medical	8/1/23	8/31/23
Ross, Jesse	CEMML	8/1/23	8/21/23
Olsen, McKenzie	Microbiology, Immunology and Pathology	8/14/23	9/7/23
Chaidez, Edward	CEMML	4/1/23	Unknown
Lynch, Edward	CEMML	7/26/23	Unknown
Gates, Christina	Fort Collins Diag Lab	7/17/23	Unknown
Konopelski, Marin	Infectious Disease Research Center	7/21/23	7/25/23
Gorski, BeitAni	Health Network Counseling	8/1/23	8/21/23
Elffner, Terri	Health Network Medical	8/1/23	8/15/23
Greene, Carol	Health Network Medical	8/1/23	8/15/23
Gerlitzki, Elizabeth	Health Network Medical	8/1/23	8/15/23
Wilkes, Justin	Facilities Management	7/24/23	Unknown
Eichel, Karen	Health Network Counseling	8/1/23	8/31/23
House III, William	CEMML	8/21/23	Unknown
Ross, Jesse	CEMML	6/19/23	6/30/23
Gaitan, Larry	CEMML	8/18/23	Unknown
Gates, Christina	Fort Collins Diag Lab	8/1/23	8/18/23
Zimdahl, Robert	Facilities Management	7/5/23	Unknown
Silva Medina, Jose	Facilities Management	7/10/23	Unknown
Shadman-Adolpho, Barry	Facilities Management	7/25/23	Unknown
Sell, Debra	Facilities Management	7/19/23	Unknown
Scott, Elenor	Facilities Management	7/14/23	Unknown
Repizo-Melendez, Fernando	Facilities Management	7/10/23	Unknown
Moritz, Marcus	Facilities Management	7/10/23	Unknown
Julch, Jessica	Facilities Management	7/10/23	Unknown
Johnson, James	Facilities Management	7/7/23	Unknown
Garcia, Maria	Facilities Management	7/7/23	Unknown
Ernst, Alyas	Facilities Management	7/26/23	Unknown
Deitrick, Zachary	Facilities Management	7/5/23	Unknown
Cunningham, James	Facilities Management	7/17/23	Unknown
Carter, Cryssida	Facilities Management	7/14/23	Unknown
Breit, Shawna	Facilities Management	7/28/23	Unknown

## Board of Governors of the Colorado State University System

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## Report Item

Barajas, Monica	Facilities Management	7/19/23	Unknown
Alvarez, Jerry	Facilities Management	7/5/23	Unknown
Crummy, Amber	Vice President for Research	8/2/23	8/6/23
Balunek, Emma	Colorado Natural Heritage Program	8/1/23	2/29/24
Appleton, Anthony	Office of Research Collab and Compliance	8/18/23	Unknown
Eloi, Rey	Facilities Management	7/20/23	Unknown
Moore, Wica'hpí	Lory Student Center	7/5/23	7/31/23
Wheeler, Gretchin	School of Music, Theatre and Dance	7/28/23	7/28/23
Vogel, Pamela	Veterinary Teaching Hospital	8/1/23	Unknown
Rieman, John	Veterinary Teaching Hospital	8/4/23	8/4/23
Rodgers, Rachel	VP Human Resources	8/3/23	8/4/23
Vickers, Travis	Health Network Counseling	7/24/23	7/24/23
Lueck, Elizabeth	Health Network Medical	8/1/23	8/11/23
Hartley, Susan	Health Network Medical	7/5/23	7/26/23
Gibson, Denise	Health Network Medical	8/1/23	8/11/23
Allen, Haley	Residential Dining	6/29/23	6/29/23
Foissett, Cameron	Residential Dining	7/5/23	Unknown
Martinez, Amy	Housing and Dining Facilities	7/20/23	Unknown
Stires, Cierra	Residential Dining	6/5/23	Unknown
Debish, Helen	Health Network Medical	8/4/23	8/11/23
Eyre, Caroline	Residential Dining	7/14/23	7/14/23
Salas, Cynthia	Residential Dining	7/25/23	7/25/23
Zach, Allison	CEMML	8/1/23	Unknown
Tupta, Lauren	Residential Dining	6/7/23	Unknown
Martinez Lucero, Rayann	Housing and Dining Facilities	6/1/23	Unknown
Bearden, Grady	Residential Dining	7/28/23	Unknown
Busby, Rebecca	Residential Dining	7/8/23	Unknown
Davis, Zachary	Residential Dining	7/29/23	Unknown
Caracciolo, Andrew	Residential Dining	6/19/23	Unknown
Leung, Loretta	Residential Dining	7/18/23	Unknown
Cornelius, Jeffrey	Residential Dining	7/17/23	Unknown
Michna, Emily	Residential Dining	7/23/23	Unknown
Molyet, Elizabeth	Residential Dining	7/18/23	Unknown
Hernandez Avalos, Nancy	Residential Dining	6/1/23	Unknown
Friendt, Mckenna	Residential Dining	6/1/23	Unknown
Vander Vliet, Suzanne	Business and Financial Services	8/15/23	9/29/23
LaRoue, Kristeena	Student Disability Center	8/1/23	8/31/23
Bowman, Jannea	Housing and Dining Facilities	6/5/23	Unknown
Garcia, Tambri	College of Natural Sciences	8/1/23	Unknown
Koester, Melinda	Veterinary Teaching Hospital	8/9/23	8/26/23
Pryor, Sydney	CSU Extension - Mountain Region	9/5/23	9/30/23
Zach, Allison	CEMML	8/1/23	Unknown
Skjerseth, Shannon	General Counsel	8/30/23	Unknown
Eisenhauer, Paula	HDS Administration	7/10/23	Unknown
Carter, James	Parking & Transportation Services	8/21/23	8/25/23
Flores, Rudina	Health Network Medical	8/15/23	8/31/23
McClurg, Jedidiah	Computer Science	9/1/23	Unknown
Liu, Yajing	Mathematics	9/1/23	Unknown
Katz, Haley	Vice Pres for University Advancement	9/18/23	Unknown

## Board of Governors of the Colorado State University System

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## Report Item

Pronko, Jocelyn	Veterinary Teaching Hospital	9/1/23	Unknown
Fiske, Brigita	Clinical Sciences	9/1/23	Unknown
Karbowski, Larry	College of Agricultural Sciences	9/18/23	Unknown
Bieging McConnell, Lindsey	Vice Pres for University Advancement	9/12/23	9/29/23
Baltic, Laurel	Vice Pres for University Advancement	7/18/23	Unknown
Graves, Leondra	Veterinary Teaching Hospital	8/28/23	9/2/23
Alvarez, Jerry	Facilities Management	8/1/23	Unknown
Breit, Shawna	Facilities Management	8/2/23	Unknown
Caracciolo, Andrew	Residential Dining	7/5/23	Unknown
Carter, Cryssida	Facilities Management	8/14/23	Unknown
Contreras, Maria	Facilities Management	8/24/23	Unknown
Deitrick, Zachary	Facilities Management	8/1/23	Unknown
Friendt, Mckenna	Residential Dining	7/6/23	Unknown
Davidson, Ana	Colorado Natural Heritage Program	9/1/23	Unknown
Rehberg, Cynthia	Health Network Counseling	8/21/23	8/25/23
Sewell, Michael	Health Network Counseling	9/1/23	9/22/23
Ogilvie, Rebecca	Health Network Counseling	9/1/23	9/19/23
Eichel, Karen	Health Network Counseling	9/1/23	9/29/23
Nyce, Krista	Health Network Counseling	9/18/23	9/22/23
Hurd Terpstra, Cynthia	Health Network Counseling	8/28/23	8/31/23
Gorski, BeitAni	Health Network Counseling	8/1/23	8/21/23
Ashcraft, Rebecca	Health Network Counseling	8/31/23	Unknown
Bontadelli, Johnna	Health Network Medical	9/8/23	9/29/23
Cullen, Cellanie	Health Network Medical	8/1/23	8/31/23
Wills, Karley	Health Network Medical	9/1/23	9/30/23
Olsen, McKenzie	Microbiology, Immunology and Pathology	8/14/23	Unknown
Bieging McConnell, Lindsey	Vice Pres for University Advancement	9/12/23	9/29/23
Appleton, Anthony	Office of Research Collab and Compliance	8/18/23	Unknown
Garcia, Maria	Facilities Management	8/9/23	Unknown
Gomez De Holguin, Maria	Facilities Management	8/9/23	Unknown
Heredia, Noel	Facilities Management	8/4/23	Unknown
Hernandez Avalos, Nancy	Residential Dining	7/28/23	Unknown
Julch, Jessica	Facilities Management	8/1/23	Unknown
Kjer, Kristin	Facilities Management	8/18/23	Unknown
Malya, Yasini	Facilities Management	8/2/23	Unknown
Payne, Jonathan	Facilities Management	8/17/23	Unknown
Perez Marquez, Joseline	Facilities Management	8/25/23	Unknown
Ruiz, Isabella	Facilities Management	8/11/23	Unknown
Zimdahl, Robert	Facilities Management	8/1/23	Unknown
Salas, Cynthia	Residential Dining	6/2/23	Unknown
Waite, Rachel	Residential Dining	6/1/23	Unknown
Stires, Cierra	Residential Dining	7/18/23	Unknown
Sell, Debra	Facilities Management	8/16/23	Unknown
Thompson, Kain	Facilities Management	8/3/23	Unknown
Turney, Kellan	Residential Dining	7/24/23	Unknown
Wilkes, Justin	Facilities Management	8/1/23	Unknown
Stires, Cierra	Residential Dining	8/3/23	8/27/23
Stires, Cierra	Residential Dining	8/3/23	Unknown
Chavez, Emma	VP Human Resources	9/11/23	Unknown

## Board of Governors of the Colorado State University System

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## Report Item

Liu, Yajing	Mathematics	9/1/23	Unknown
Saldierna Guzman, Jessica	Soil and Crop Sciences	10/10/23	10/25/23
Santos Ponce, Ruth	Facilities Management	8/14/23	Unknown
Schneider, Patrick	Facilities Management	9/1/23	Unknown
Santos Ponce, Ruth	Facilities Management	9/1/23	Unknown
Yarrington, Jonna	Anthropology and Geography	9/5/23	9/28/23
Martinez Lucero, Rayann	Housing and Dining Facilities	7/5/23	Unknown
Bailey, Carissa	Facilities Management	8/15/23	Unknown
Ernst, Alyas	Facilities Management	8/15/23	Unknown
Garcia Chavez, Sol	Facilities Management	8/21/23	Unknown
Garcia-Alvarez, Silvia	Veterinary Teaching Hospital	8/2/23	8/4/23
Debish, Helen	Health Network Medical	8/4/23	8/11/23
MacIntyre, Rachel	Health Network Medical	9/1/23	9/30/23
Ruby, Seth	Environmental Health Services	8/29/23	8/29/23
Sanchez, Lucia	Housing and Dining Facilities	6/30/23	Unknown
Shadman-Adolpho, Barry	Facilities Management	8/4/23	Unknown
Shemwell, Christie	Environmental Health Services	7/10/23	8/31/23
Stark, Tori	Veterinary Teaching Hospital	8/2/23	8/4/23
Vickers, Travis	Health Network Counseling	8/3/23	8/21/23
Vogel, Pamela	Veterinary Teaching Hospital	9/1/23	Unknown
Baltic, Laurel	Vice Pres for University Advancement	9/18/23	9/22/23
Chaidez, Edward	CEMML	8/21/23	Unknown
Weaver, Jennifer	Occupational Therapy	9/18/23	10/12/23
Akin, Marcus	Residential Dining	7/21/23	Unknown
Allen, Haley	Residential Dining	8/31/23	Unknown
Busby, Rebecca	Residential Dining	8/2/23	Unknown
Davis, Zachary	Residential Dining	8/29/23	Unknown
England II, Rodney	Housing and Dining Facilities	8/29/23	Unknown
Eyre, Caroline	Residential Dining	8/2/23	Unknown
Friendt, Mckenna	Residential Dining	8/1/23	Unknown
Gasner, Ryan	Residential Dining	8/27/23	Unknown
Hernandez Avalos, Nancy	Residential Dining	8/30/23	Unknown
Martinez, Amy	Housing and Dining Facilities	8/21/23	Unknown
Molyet, Elizabeth	Residential Dining	8/1/23	Unknown
Perry, Ian	Residential Dining	8/17/23	Unknown
Rachuy, Timothy	Residential Dining	8/18/23	Unknown
Salas, Cynthia	Residential Dining	7/25/23	Unknown
Waite, Rachel	Residential Dining	7/25/23	Unknown
Handing, Elizabeth	Human Development and Family Studies	9/26/23	10/16/23
Yarrington, Jonna	Anthropology and Geography	9/2/23	9/28/23

# Section 12

## *CSU-Global Campus Reports*

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



## Board of Governors to the Colorado State University System

09/25/2023

### Student Report

To the CSU Board of Governors,

Dear members of the Board of Governors of the Colorado State University System, I look forward to our next meeting in October and appreciate the opportunity to represent the student body of the CSU Global Campus. It has been a challenging task to figure out how to incorporate the student experience from a diverse student body of CSU Global given the nontraditional nature of the student composition. However, I have taken some initiatives and come up with plans to increase student cooperation and communication. I have just recently given access to the CSU Global BOG Student Rep email. Jerid Counterman, the Interim Sr. Director of Student Experience of CSU Global, has been corresponding with me for the past few months facilitating me with the student rep necessities.

### **Student Activities and Insights**

I have been working on a few initiatives and ideas of my own to foster communication within the student community at CSU Global. However, it has been more challenging than I expected to make significant progress because of the diverse nature of our student body. In addition, lack of any physical institution makes it harder to get the students together to collaborate on any activities. However, I intend to create new platforms using online and physical means (for CSU Global students residing in Colorado and other states in United States) for student collaboration. Here are few initiatives that I intend to facilitate in the near future for CSU Global students as well as students from other campuses inside the CSU system.

- **Creating a chess club for CSU Global Students:**

I think chess would be an ideal platforms for students to interact completely online. Chess has become widely popular in the online community in recent years especially during and after COVID-19 pandemic. The International Chess Federation (FIDE) has been conducting FIDE Online Arena, which is an exclusively online international tournament. Many prominent and high ranking players, such as Magnus Carlsen and Hikaru Nakamura, participate in these

tournaments making online chess tournaments more desirable to chess players all around the world. I have been playing chess ever since I was 5 years old. My dad taught me at a young age so I grew love for the game since childhood, which is also a reason why I wanted to start with a chess club. I have been corresponding with student representative from CSU Fort Collins and CSU Pueblo to gather information and learn from their chess clubs. I will start by creating chess clubs in prominent chess platforms such as [chess.com](https://www.chess.com) exclusively for CSU Global students. I will also create social media accounts for the club to start an online community. Once we have enough students, we can organize events and tournaments. We can even combine all three campuses in CSU System for a intercampus tournament.

A chess club would be a start for CSU Global students to form student clubs and organizations. In an ever increasing online world, there are numerous ways online students could form clubs and organizations to communicate with each other and collaborate on some activities.

- Getting students involved in college football season:

I have little knowledge of Football as I am an international student and when I as young, 'football' meant soccer. But I have been thinking about how to get students to collaborate and communicate using college football season as a means. A significant amount of CSU Global students reside in Colorado and other states of the United States. All three campuses could work together to organize events or activities around the college football and NFL season giving students an opportunity to interact and collaborate with each other.

These are a few ideas and initiatives I have come up with in order to foster student collaboration and communication within the CSU Global online student body. It is certainly not an easy task to get students who reside all over the world to collaborate and interact with each other. But I believe if we establish platforms and opportunities, we could see the start of something new - something that is not traditional and it could pave the way to a new wave of online student collaboration

Thank you,

**Laxman Adhikari**

*Student Representative*

Colorado State University – Global

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## Colorado State University Global Campus

### BOG Faculty Report October 2023

Prepared by: **Susan Aloj, PhD, FACMPE - Faculty Representative**

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#### All Team Meeting

Dr. Becky Takeda-Tinker and the Senior Leadership Team hosted an All-Team Meeting on June 29, 2023. Faculty were provided updates by the Senior Leadership relating to key initiatives and goals achieved by each department during 2023. CSU Global Strategic Goals for FY24 & FY25 include:

- Increase CSU Global active student enrollment population
- Ensure CSU Global Student Workplace Success Through Increased Credentialing
- Innovate for Efficiency, Effectiveness & Cost-Savings

Five-year tenure awards were recognized for 15 staff members and almost 100 faculty. Six staff members and 64 faculty with 10+ years of service were also recognized. Updates were shared regarding the upcoming Higher Learning Commission Accreditation site visit, faculty engagement, and curriculum development. Dr. Takeda-Tinker recognized the financial stewardship evident on the CSU Global leadership teams.

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#### Dr. Audra Spicer – Provost

CSU Global has named Dr. Audra Spicer as Provost! In her role, Dr. Spicer leads program management, curriculum design and delivery, accreditation statuses, educational policies and processes, and faculty management. Her appointment, effective Sept. 1, signals our commitment to delivering high-quality educational programs that address workforce demands.

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#### Higher Learning Commission Accreditation Info Sessions and Site Visit to CSU Global Campus

Dr. Aloj had the opportunity to meet with Lydia Kloiber, Director of Regulatory Compliance and Risk Mitigation, and learn about the Higher Learning Commission Accreditation (HLC) Fall site visit to CSU Global. All faculty have been asked to update and submit updated resumes as part of the qualification of faculty and staff requirement by HLC. An additional area of follow-up includes customer/public-facing communications by CSU Global and follow-up to the reorganization.

All faculty were invited to the Higher Learning Commission Information Sessions held in August to



learn about the accreditation process and October 16/17 site visit.

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### Independence Day Grading Extension

With the university closing on July 3 and 4 for the Independence Day Holiday, CSU Global faculty were given additional time to grade assignments. Students were also given additional time to submit assignments. The extra day was very much appreciated by everyone so that they could spend time with family and friends.

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### Faculty Engagement

Faculty engagement remains a strategic priority for CSU Global. Dr. Lisa Eiden-Dillow supports that goal through her weekly communication to faculty called *Faculty Announcement*. Some of the areas in which Dr. Eiden-Dillow highlights include educational opportunities, administrative reminders (e.g., resume updates), policy updates, and tools/resources to support student success and engagement. The weekly announcements are always informative, and Faculty feel a part of the CSU Global community. The weekly communications support Faculty engagement, and faculty appreciate the ongoing updates relating to policies, faculty support services, and connection to CSU Global senior leadership.

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### Faculty Performance, Development and Outreach

In addition to faculty engagement initiatives, another strategic focus is to ensure the faculty are meeting expectations in the course room. Faculty performance, training, and outreach is a role of Cate McGrath, faculty coordinator, who interacts with faculty on a regular basis. If faculty are unable to meet expectations, Cate offers solutions, individual development, and education in a manner that is welcoming and professional. Cate's interaction with the faculty is well received due to her professionalism, and she takes great pride in ensuring Faculty Expectations are met in the classroom.

New changes to faculty expectations have been rolled out and were effective September 11. The shift in expectations aims to focus on providing more engagement in the discussions and provide faculty with an extra day to grade the previous week's work.

#### Discussion Board Changes:

- Weekly discussion posts to kick off the week's discussion should be posted preferably on Monday, **but no earlier than three days before the week starts.**
- A closing discussion post is no longer required.

- Discussion engagement has changed: instructors are required to **be active in the discussion a minimum of four days per week, with at least one of those days occurring on the weekend (Saturday or Sunday), by directly responding to 50% of weekly student posts.**

#### **Grading Change:**

- The grading requirement for assignment submitted by the previous Sunday has moved from Wednesday to Thursday by 11:59 p.m. (MDT).

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#### **Artificial Intelligence (AI) Faculty Conversation**

On June 13, all faculty were invited to participate in an AI Conversation to learn more about AI and how it will impact/influence the classroom of the future. Faculty were reminded to assess AI use in classroom assignments or discussions and reminded to review AI Turnitin scores. Faculty learned about how to review the sources in the Turnitin results, patterns in student writing, and the content connection to the assignment expectations. The use of AI will continue to evolve, and faculty will receive education, outreach, updates, resources, and tools.

CSU Global AI policy has been updated and distributed to faculty. An AI Update Session was held on September 21 to further guide faculty through the policy, as well as student rights and responsibilities.

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#### **Lunch and Learn – Enrollment**

The Enrollment Department offered a Lunch and Learn on June 21. Faculty had an opportunity to meet the Enrollment Leadership team, understand the enrollment funnel, learn about enrollment by the numbers, and strategic enrollment management. Faculty were given an opportunity to ask questions. The transparency throughout the session was exemplary and highlighted the importance of faculty engagement in the classroom.

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#### **Loom Video Screencast Tools**

Faculty continue to learn about technology tools available to support student engagement. Using a video-based communication tool, faculty are eligible for a free Loom account for providing meaningful and support feedback to students.



**COLORADO STATE UNIVERSITY**  
**— GLOBAL —**

The Board of Governors of the Colorado State University System  
 Oct. 5-6, 2023  
 President's Report Item

## **President's Report**

CSU Global is proud to be institutionally accredited by the Higher Learning Commission (HLC), and our status assures students that their certificates and degrees come from a top-quality, trusted university. In line with the HLC Standard Pathway 10-Year Review Cycle, in 2020, CSU Global underwent the Year 4 Comprehensive Evaluation and will undergo a Focused Visit on October 16 and 17 of this year.

To ensure that all staff and faculty are informed and comprehend the areas covered in the Focused Visit Report, CSU Global hosted four virtual information sessions in August. During the sessions, leadership presented on areas of:

- Institutional Presentation to the Public
- Faculty and Staff Sufficiency and Qualifications
- Shared Governance and Organizational Effectiveness

Recording of the session and the full written report were shared widely, ensuring all stakeholders have access to the information. In September, CSU Global continued its stakeholder engagement in preparation for the October Visit.

The efforts were largely led by Dr. Audra Spicer, who was announced as the University's new Provost on September 1. Dr. Spicer has been serving as Interim Provost since June, and she has served in multiple roles at CSU Global for over a decade, including Program Director, Lead Faculty, secretary of the Curriculum Committee, Writing Center Coordinator, and Advisory Board member. In her leadership of the institution and all academic efforts toward mission achievement, she oversees program management, curriculum design and delivery, accreditation statuses, educational policies and processes, and faculty management. Her appointment signals CSU Global's commitment to efficiency and delivering high-quality programs that address workforce demands.

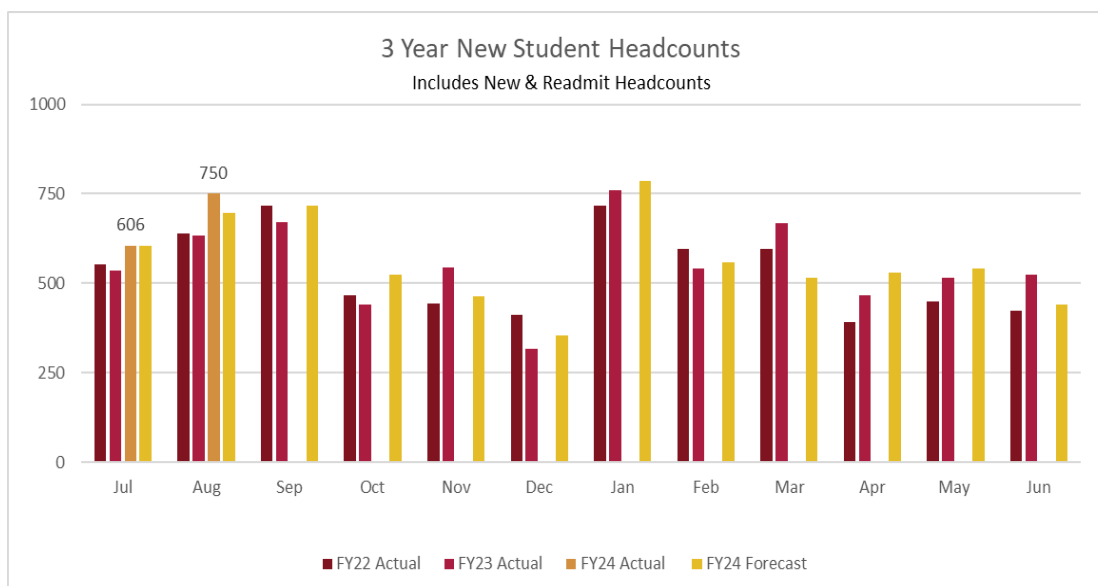
In addition to our institutional accreditation, CSU Global's Master of Science in Teaching and Learning and Principal Licensure programs also underwent accreditation review by the State of Colorado this summer. Following extensive preparation from the team gathering program data, outreach and awareness initiatives, and alumni outcomes, the State confirmed that the University has achieved its expectations.

Notably, CSU Global has seen marked improvement in student engagement from new, existing, and re-entry students as a result of several initiatives from Student Success, Curriculum Development, Enrollment, and Academic Affairs. The department initiatives, coupled with overall lead quality improvements from Marketing, have led to year-over-year enrollment increases in the first quarter of Fiscal Year 23-24.

## Student Enrollment & Success

### Student Enrollment

The fiscal year started with back-to-back YoY gains for new student enrollment. We realized a 12.8% YoY increase for the Fall A (July) term, reaching 606 new students, and new student enrollment for Fall B (August) reached 750, a YoY increase of 18.5%. Additionally, enrollment for Fall C is on pace for significant YoY growth. Positive leading indicators for Fall C include a 36% increase in completed applications and a 13% increase in the total number of admitted students compared to the previous year.



### Student Success

Beginning with Spring C admitted students, the Student Success team has worked hard to ensure students have schedules they can follow for each term start. In a YoY comparison of each term, we are seeing a significant increase in the number of students enrolling in their second and third terms within the month they start their program at CSU Global, contributing to their personal and professional success and to University mission achievement.

**Academic Year Registration Initiative by Student Success**  
**2022 to 2023 term by term comparison (began May 2023)**

Term Start (current)	Term Start Count	Term 2 Reg (ct)	Term 2 CH	Term 2 Reg (%)	% increase YoY	Term 3 Reg (ct)	Term 3 CH	Term 3 Reg (%)	% increase YoY
Spring 2023 C	402	236	1008	58.7%	86.6%	197	832	49.0%	223.8%
Spring 2023 D	447	193	889	43.2%	36.1%	161	736	36.0%	98.7%
Fall 2023 A	550	323	1286	58.7%	81.7%	260	1113	47.3%	564.5%
Fall 2023 B	695	445	1958	64.0%	91.4%	302	1337	43.5%	51.3%
Overall (total)	2094	1197	5141	57.2%	76.4%	920	4018	43.9%	147.2%

The Student Success team has continued to utilize technology tools to help support student course persistence. Throughout the Spring trimester, Success Counselors reached out to 312 students who received an alert, and 128 (41%) of these students received passing grades in their respective courses. In total, between acting on instructor alerts and reaching out to students who have a “High Risk” flag, the Student Success team has supported 952 at-risk students through the use of these technological enhancements in the Spring trimester.

## University Updates

### Academic Affairs

**Provide an innovative educational experience that differentiates CSU Global in the marketplace.**

#### Transfer Credit

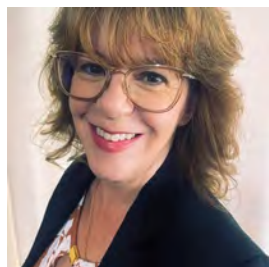
As a university that serves modern learners with prior earned credit, CSU Global pursues faculty analyses, collaboration, speed, and efficiency in our credit transfer process for matriculating students’ alternative credit and industry or organizational training for collegiate credit awards. In June 2023, the Transfer team and faculty members aided students in 1,649 transfer activities; in July 2023, that number increased to 1,807. CSU Global remains committed to providing a pathway to a credential or degree for people who have college credit on their transcripts and wish to pursue completion.

#### Industry Certifications

Continuing the University’s focus on combining industry certification education and preparation with university credit towards workplace needs, the institution addresses areas that include Project Management, Human Resources and Business, Technology, Finance and Accounting, and Teaching and Learning. CSU Global has also become an approved training provider for the National Initiative for Cybersecurity Careers and Studies (NICCS). This approval allows CSU Global to list our cybersecurity courses on the NICCS website for government employees seeking additional training. NICCS employees can choose to enroll with CSU Global as degree or non-degree-seeking students.

### Strategic Engagement

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



To amplify the announcement of CSU Global’s new provost **Dr. Audra Spicer**, we distributed a press release, securing over 200 placements in outlets including Yahoo, KTLA5 Los Angeles, KRON4 San Francisco, Channel 8 Tampa, WGN9 Chicago, and various other regional broadcast stations and publications. Dr. Spicer had been serving as Interim Provost since June 2023 and has served in various roles at the University for over a decade.

President Becky Takeda-Tinker joined co-hosts Bridget Burns, CEO of University Innovation Alliance (UIA), and Dr. Candice Staples, UIA's Senior Director of Alliance Engagement, on **Inside Higher Ed's Weekly Wisdom Podcast**. In the episode, President Takeda-Tinker shares professional advice and her thoughts on leading an online university and creating strong partnerships. In addition, her interview with **ColoradoBiz** on the value of online education, the evolving role of AI in learning, and her personal journey in higher education published in the Summer 2023 issue.



On Aug. 23, CSU Global served as the keynote sponsor of the **Denver Metro Chamber of Commerce's Annual Meeting**, one of its signature events that gathers business, government, nonprofit, and community leaders from across the state to discuss the future of business and the advancements impacting our economy. President Takeda-Tinker introduced the event's keynote speaker Alexandra Levit, founder and CEO of Inspiration at Work. Through this event and others, CSU Global continues to demonstrate its commitment to employers and leaders in Colorado and beyond, to strengthen our state, national, and global workforce while forming lasting partnerships between industry and education.

CSU Global staff members participated in the **Aurora Public Schools (APS) 'Back to School Kickoff'** on Aug. 5 to connect with families and support K-12 education in the Aurora, CO community. The event is a beloved Aurora tradition where students, families, community members, and APS staff come together to celebrate the new year by passing out free backpacks and school supplies, providing immunizations, helping families register for school, and giving out free, nutritious lunches. CSU Global is a proud partner of APS and, through the **Golden Eagle Scholarship**, provides 100% tuition coverage to a select number of APS seniors every year. The University announced this year's Golden Eagle Scholarship recipient, Aik Hom, in July, garnering coverage in Aurora TV, FOX31 Denver, Associated Press, and other regional and national outlets.



To increase engagement with our partners and affiliates, CSU Global revamped its partner newsletter, **The Quarterly Connection**, for FY 23-24, sharing introductions of key staff, a partner spotlight, videos on the student experience, event announcements, information on how and why to partner with us, and shareable news and resources.

In support of our local military community, CSU Global hosted an exhibitor booth at the **Veterans Small Business Conference** in Sept., hosted by the Aurora-South Metro Small Business Development Center. The event featured expert speakers from across the country, practical training sessions and relevant exhibitors for veterans as well as their business partners and spouses at any stage in their entrepreneurial journeys.



In Sept., CSU Global representatives attended the opening of **College Track's** Denver location next to CSU Spur. College Track's mission is to equip students confronting systemic barriers to earn a bachelor's degree in pursuit of a life of opportunity, choice, purpose, and power. The partnership aligns with the CSU System's commitment to supporting first generation students and other underserved populations.



CSU Global faculty and staff shared their expertise on a national level through a contributed content opportunity with **Times Higher Education**. In June, VP of Strategic Engagement Dr. Sandy Jones published an article on the how and why of building a network in higher education, and Teaching and Learning Program Director Dr. Christina Agvent served on a webinar panel discussing the strengths and limitations of digital assessment and how it can best be used in education.

Following the CSU System Board of Governors approval of campus budgets for 2023-2024, CSU Global maintained its **low tuition rates and no student fees for the 12th consecutive year**. To amplify our message of affordability, we issued a press release highlighting our steady tuition and no fees, securing placements in Associated Press, Benzinga, Yahoo, Market Watch, FOX31 Denver, KRON4 San Francisco, and more. The announcement was also shared on **Colorado Public Radio** with commentary from VP of Strategy and Risk Management Operations Jim Smith.



Placing CSU Global's faculty and staff as subject matter experts in the media throughout the year, we maintain a steady cadence of pitching tied to timely and seasonal topics. Dr. Kenny Roberts, Finance Program Director, spoke with **KRDO NewsRadio Colorado Springs** in August on financial tips for National Financial Awareness Day, and Dr. J. Michael Skiba, Criminal Justice Program Director, spoke with **KOAA-TV Colorado Springs** on how small business owners can avoid scams.

To reach new audiences on a national scale and gain exposure in lifestyle publications, CSU Global leveraged a partnership to commission a survey of 2,000 Americans on employee motivation and satisfaction. The study found that 46% of employees are bored most of the time at work; 71% of those who have been in their role for longer than two years agree that their job feels too routine; more than half of respondents believe that if they had a degree or an additional degree, their chances for a promotion would increase; and a majority would be interested in returning to school to help move up within their current workspace or apply to a better job. **The study was shared in over 200 outlets including the New York Post, Study Finds, and Change.org.**

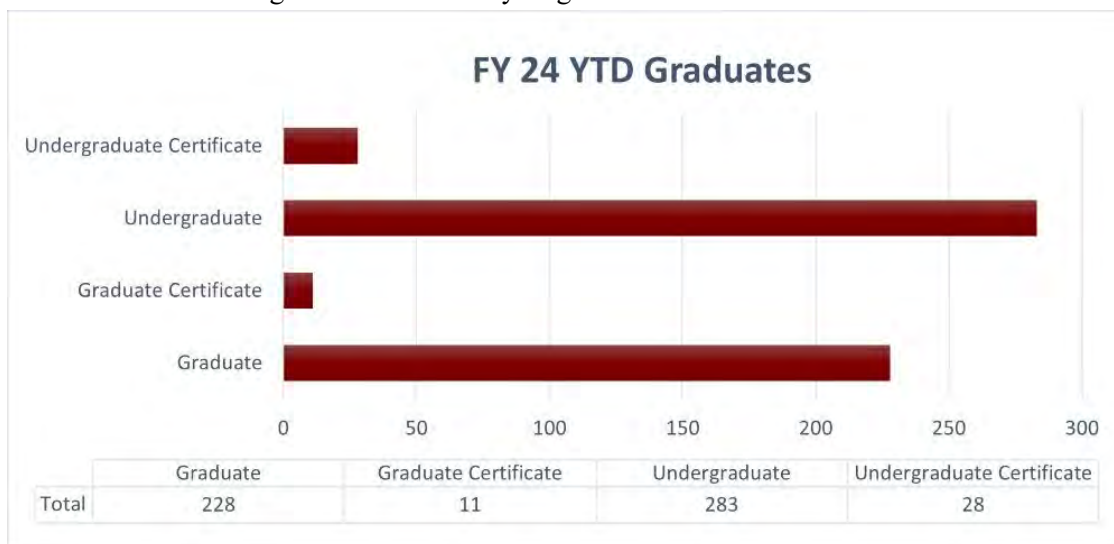


<b>Student Success</b>	<b>Drive achievement, credentialing, and return on investment for our students.</b>
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### Student Success

We continue 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.

We continue to see students successfully complete their credentials in FY24. Below is a chart that shows the total number of graduates from July-August 2023.





## Finance & Administration

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

As the next step in CSU Global's Annual Performance Review program and to advance the University's mission and vision, the senior leadership team developed a comprehensive set of aligned goals and objectives. Specifically, there are three University goals that drive academic and professional growth, promote student workplace success, and drive efficiency, effectiveness, and cost savings. In support of these goals, each department and staff member has at least one objective elevating each goal. The Human Resources department is finalizing their technology-driven frameworks that will support the transparent sharing of progress towards these objectives and their seamless integration into our Annual Performance Review cycle.

Beginning in FY23 and continuing into FY24, CSU Global has identified policy and procedure updates critical to our ongoing success and mission achievement. In line with this, 17 updated policies from several departments including Academics, Human Resources, IT, and the Registrar were included in our Annual Policy Acknowledgement process launched by our Training and Development department in July. All staff and faculty were included in this campaign, and as of mid-Sept., 941 of 967 of staff and faculty (95%), have completed their acknowledgements.

The CSU Global Employee Affairs committee hosted a series of activities for our social pillar month in Aug., including:

- Coffee with a Coworker: Participants were paired with another CSU Global employee where they could set up a meeting over Zoom (or in person if they lived near each other) and have a coffee chat to get to know one another. This event was a huge success.
- Connecting with a Coworker in a Remote Environment Webinar: A "how to" for employees to build and develop relationships with their peers in a remote work environment; attendees were entered into a drawing to win a prize.
- Trivia Hour: An informal way to engage with coworkers during a virtual lunch break.
- Volunteering in Your Community: A promotion for staff and faculty to volunteer in their local communities.

In Sept., the Accounting department piloted an expanded and streamlined budget-to-actual reporting process. With this process, department managers have increased and more user-friendly access to their budgets, including transaction-level detail for all non-compensation accounts. Beginning in Oct., the department will begin providing increased support for the reporting process by collaborating with department managers to review their budgets each month and identify the cause of any significant variances.



**CSU GLOBAL**

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President's Report:  
CSU System Board of Governor's October Meeting

October 5, 2023

***Moving CSU Global Forward for Increased  
Mission-Achievement & Efficiency***



# FY24 Performance Evaluation Process

## VPFA Patti Arroyo



# Goals and Objectives Align Throughout

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- Increase CSU Global student achievement of academic and professional growth through increased mission achievement.
- Promote CSU Global student workplace success through increased credentialing.
- Innovate for efficiency, effectiveness, and cost savings.

University Goals



# Goals and Objectives Align Throughout

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- Department level Objectives support University Goals.
- Each department has at least one Objective supporting each University Goal.

Department Objectives



# Goals and Objectives Align Throughout

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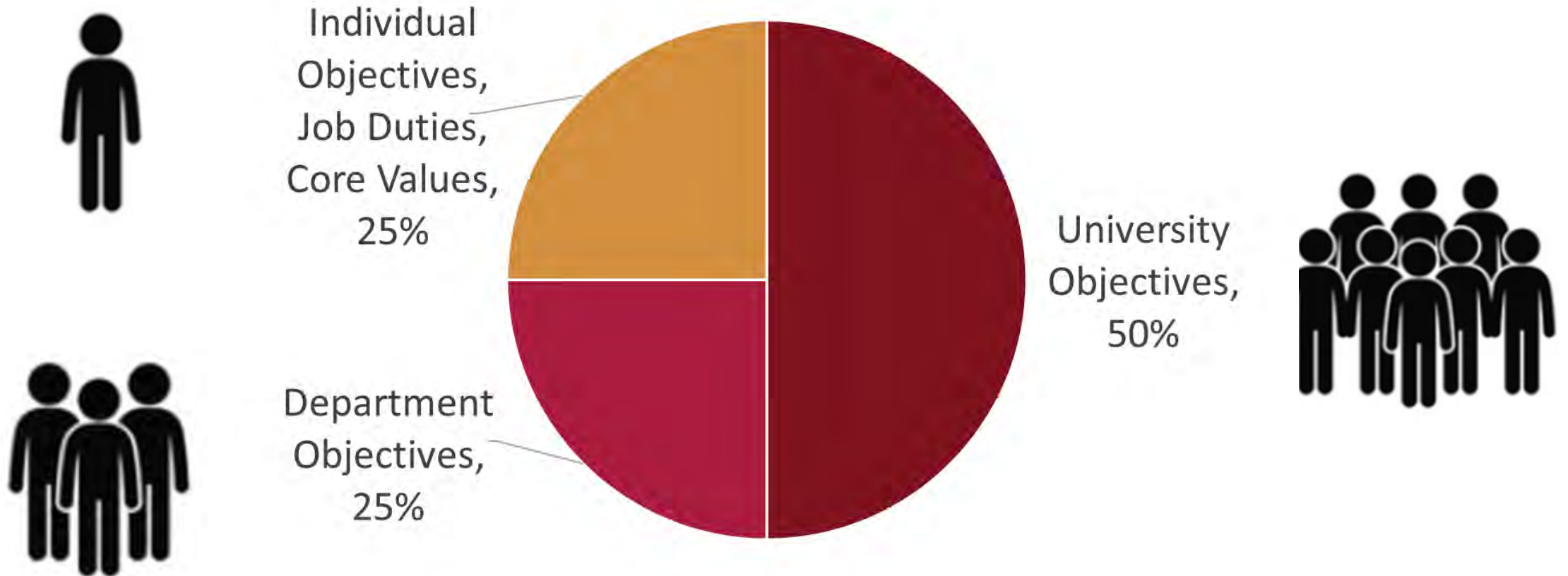
- Individual Objectives support Department Objectives.
- Each individual has at least one Objective supporting each of the Department Objectives and University Goals.

Individual Objectives



# Merit Increases Based on Objectives Performance

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# Enrollment Funnel

Sr. Director of Enrollment Abby Wernicki, Ph.D.



# Enrollment Funnel Report with YoY Data & Analytics

- Real-time enrollment and conversion rate data
- Enables year-over-year comparison to prior two fiscal years
- Establishes benchmarks for application and admitted student volume
- Provides leading indicators for enrollment goal achievement

Enrollment data is current as of 9/13/23.

Enrollment Funnel Report															
Term	Application Started			Application Completed			Admits			Registered (pre-census)			Matriculated (census)		
	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022
FA	1,758	1,399	2	592	608	1	895	848	1	617	622		606	537	
FB	1,748	1,317	6	621	616	2	985	874	2	759	730		750	633	
FC	2,029	1,048	6	632	465	4	910	786	4	862	762	1	0	671	
FD	1,004	1,086	2	210	448		348	679	1	247	513		0	440	
WA	379	1,489	2	58	533	1	77	753	1	47	620	1	0	545	
WB	202	566	1	24	190	1	28	363	1	10	362		0	309	
WC	6	1,654	399	1	717	182	1	1,000	189	0	843	720	0	759	716
WD	0	1,161	941	0	440	471	0	882	589	0	591	961	0	541	596
SA	1	1,271	1,049	0	485	478	0	789	841	0	735	872	0	669	395
SB	0	1,139	772	0	456	377	0	678	845	0	532	489	0	468	391
SC	0	995	893	0	387	415	0	629	805	0	571	513	0	518	449
SD	0	1,291	885	0	455	408	0	703	627	0	580	905	0	522	425

Term	Conversion and Melt Rates									FY 2022-2023 Registered / Matriculated % Achieved			FY 2023-2024 Registered / Matriculated % Achieved		
	Completed App to Admit %			Admit to Registered %			Melt %			Enroll. Goals	Registered % to Goal FY 2022-2023	Matriculated % to Goal FY 2022-2023	Term Enroll. Goals	Registered % to Goal FY 2023-2024	Matriculated % to Goal FY 2023-2024
	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022						
FA	151.2%	139.9%	100.0%	68.9%	73.3%	0.0%	1.8%	13.7%		FA 554	112.3%	96.9%	FA 677	91.1%	89.5%
FB	158.6%	141.9%	100.0%	76.4%	81.2%	0.0%	0.4%	10.6%		FB 640	110.9%	98.9%	FB 325	81.4%	81.1%
FC	144.0%	169.0%	100.0%	94.7%	96.9%	25.0%	100.0%	11.9%	100.0%	FC 717	106.3%	93.6%	FC 941	91.6%	0.0%
FD	165.7%	151.6%		71.0%	75.6%	0.0%	100.0%	14.2%		FD 466	110.1%	94.4%	FD 651	37.4%	0.0%
WA	132.8%	141.3%	100.0%	61.0%	82.3%	100.0%	100.0%	12.1%	0.0%	WA 402	154.2%	135.6%	WA 593	7.9%	0.0%
WB	116.7%	185.6%	100.0%	35.7%	102.5%	0.0%	100.0%	12.2%		WB 402	90.0%	79.1%	WB 395	2.5%	0.0%
WC	100.0%	139.5%	102.2%		84.3%	389.2%		10.0%	0.6%	WC 755	111.7%	100.5%	WC 1180	0.0%	0.0%
WD		155.0%	125.1%		86.7%	112.2%		8.5%	9.8%	WD 570	103.7%	94.9%	WD 704	0.0%	0.0%
SA		162.7%	134.1%		95.7%	104.8%		11.4%	11.5%	SA 670	112.7%	99.9%	SA 762	0.0%	0.0%
SB		155.0%	144.6%		78.7%	86.1%		12.0%	15.6%	SB 475	112.0%	98.5%	SB 741	0.0%	0.0%
SC		162.5%	144.6%		90.8%	84.7%		9.3%	12.5%	SC 500	114.2%	103.6%	SC 704	0.0%	0.0%
SD		154.3%	153.7%		82.5%	80.5%		10.1%	15.8%	SD 525	110.5%	99.4%	SD 447	0.0%	0.0%

Degree: (All) | 
 LeadSourceCategory: (All) | 
 LeadSource: (All) | 
 Program: (All) | 
 MilitaryAffiliation: (All) | 
 NewStudentType: (All)

**Enrollment Definitions**

### Enrollment Funnel Report

**Application Started**

Term	Application Started			Application Completed			Admits			Registered (pre-census)			Matriculated (census)		
	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022
FA	1,758	1,393	2	592	506	1	895	848	1	617	622		606	537	
FB	1,748	1,317	5	521	505	2	985	804	2	753	710		750	633	
FC	2,029	1,048	6	632	465	4	910	786	4	862	762	1	0	671	
FD	1,004	1,096	2	210	448		348	679	1	247	513		0	440	
WA	379	1,498	2	68	533	1	77	753	1	47	620	1	0	545	1
WB	202	556	1	24	290	1	28	353	1	10	362		0	318	
WC	6	1,654	399	2	717	181	1	1,000	385	0	843	720	0	759	716
WD	0	1,261	941	0	440	471	0	662	589	0	591	661	0	541	596
SA	1	1,271	1,049	0	488	478	0	789	641	0	755	672	0	669	595
SB	0	1,139	772	0	436	377	0	676	546	0	532	469	0	468	391
SC	0	995	893	0	387	419	0	629	606	0	571	513	0	518	449
SD	0	1,291	865	0	455	408	0	703	627	0	580	505	0	522	425

### Conversion and Melt Rates

Term	Completed App to Admit %			Admit to Registered %			Melt %		
	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022
FA	151.2%	139.9%	100.0%	68.9%	73.3%	0.0%	1.8%	13.7%	
FB	158.6%	141.9%	100.0%	76.4%	81.2%	0.0%	0.4%	10.8%	
FC	144.0%	169.0%	100.0%	94.7%	96.9%	25.0%	100.0%		100.0%
FD	165.7%	151.6%		71.0%	75.6%	0.0%	100.0%	14.2%	
WA	132.8%	141.3%	100.0%	61.0%	82.3%	100.0%	100.0%	12.1%	0.0%
WB	116.7%	185.8%	100.0%	35.7%	102.5%	0.0%	100.0%	12.2%	
WC	100.0%	139.5%	102.2%	0.0%	84.3%	389.2%		10.0%	0.6%
WD		155.0%	125.1%		86.7%	112.2%		8.5%	9.8%
SA		162.7%	134.1%		95.7%	104.8%		11.4%	11.5%
SB		155.0%	144.6%		78.7%	86.1%		12.0%	16.6%
SC		162.5%	144.6%		90.8%	84.7%		9.3%	12.5%
SD		154.5%	153.7%		82.5%	80.5%		10.0%	15.8%

### FY 2022-2023 Registered / Matriculated % Achieved

Term (Enroll.)	FY 2022-2023 Goals	Registered % to Goal FY 2022-2023	Matriculated % to Goal FY 2022-2023
FA	554	112.3%	96.9%
FB	640	110.9%	98.9%
FC	717	106.3%	93.6%
FD	466	110.1%	94.4%
WA	402	154.2%	135.6%
WB	402	90.0%	79.1%
WC	755	111.7%	100.5%
WD	570	103.7%	94.9%
SA	670	112.7%	99.9%
SB	475	112.0%	98.5%
SC	500	114.2%	103.6%
SD	525	110.5%	99.4%

### FY 2023-2024 Registered / Matriculated % Achieved

Term (Enroll.)	FY 2023-2024 Goals	Registered % to Goal FY 2023-2024	Matriculated % to Goal FY 2023-2024
FA	677	91.1%	89.5%
FB	925	81.4%	81.1%
FC	941	91.6%	0.0%
FD	661	37.4%	0.0%
WA	593	7.9%	0.0%
WB	395	2.5%	0.0%
WC	1180	0.0%	0.0%
WD	704	0.0%	0.0%
SA	762	0.0%	0.0%
SB	741	0.0%	0.0%
SC	704	0.0%	0.0%
SD	447	0.0%	0.0%

Degree: (All) | 
 LeadSourceCategory: (All) | 
 LeadSource: (All) | 
 Program: (All) | 
 MilitaryAffiliation: (All) | 
 NewStudentType: (All)

**Enrollment Definitions**

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FA	1,758	1,393	2	592	506	1	895	848	1	617	622		606	537	
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FD	1,004	1,096	2	210	448		348	679	1	247	513		0	440	
WA	379	1,498	2	68	533	1	77	753	1	47	620	1	0	545	1
WB	202	556	1	24	290	1	28	353	1	10	362		0	318	
WC	6	1,654	399	2	717	181	1	1,000	385	0	843	720	0	759	716
WD	0	1,261	941	0	440	471	0	662	589	0	591	661	0	541	596
SA	1	1,271	1,049	0	488	478	0	789	641	0	755	672	0	669	595
SB	0	1,139	772	0	436	377	0	676	546	0	532	469	0	468	391
SC	0	995	893	0	387	419	0	629	606	0	571	513	0	518	449
SD	0	1,291	865	0	455	408	0	703	627	0	580	505	0	522	425

### Conversion and Melt Rates

Term	Completed App to Admit %			Admit to Registered %			Melt %		
	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022	FY 2023-2024	FY 2022-2023	FY 2021-2022
FA	151.2%	139.9%	100.0%	68.9%	73.3%	0.0%	1.8%	13.7%	
FB	158.6%	141.9%	100.0%	76.4%	81.2%	0.0%	0.4%	10.8%	
FC	144.0%	169.0%	100.0%	94.7%	96.9%	25.0%	100.0%	11.9%	100.0%
FD	165.7%	151.6%		71.0%	75.6%	0.0%	100.0%	14.2%	
WA	132.8%	141.3%	100.0%	61.0%	82.3%	100.0%	100.0%	12.1%	0.0%
WB	116.7%	185.8%	100.0%	35.7%	102.5%	0.0%	100.0%	12.2%	
WC	100.0%	139.5%	102.2%	0.0%	84.3%	389.2%		10.0%	0.6%
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WB	395	2.5%	0.0%
WC	1180	0.0%	0.0%
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SC	704	0.0%	0.0%
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[Enrollment Definitions](#)

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FB	1,748	1,317	5	621	505	2	985	804	2	753	710		750	633	
FC	2,029	1,048	6	632	466	4	910	786	4	862	762	1	0	671	
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SC	0	995	893	0	387	419	0	629	606	0	571	513	0	518	449
SD	0	1,291	866	0	456	408	0	703	627	0	580	506	0	522	425

### Conversion and Melt Rates

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**Goal Achievement Tracker**

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# Diversity, Equity, Inclusion, & Belonging Plan

Dr. Lisa Eiden-Dillow, Director of Faculty Operations  
Diversity, Equity, Inclusion & Belonging (DEIB) Chair

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# DEIB | Plan Development

## DEIB Planning Launch

- DEIB Committee established goals for FY24
- DEIB consultant onboarding and plan development
- Hired DEIB coordinator
- Approved a new DEIB committee chair
- Conducted DEIB-focused meetings with stakeholders

## Research & Evaluation

- Review of all demographic student and employee data, survey data, assessment data, curriculum processes, and policies.
- DEIB SWOT analysis
- DEIB summary report with recommendations

## Plan Development & Approval

- Plan draft developed
- Feedback sessions with faculty, employee, student affairs, curriculum, and staff leadership
- Final plan draft sent all Governance Council committees
- Approval from CSU Global Governance Council

# DEIB | Strategic Priorities



## TRAINING & DEVELOPMENT

Increase Cultural Competence of:

- Staff
- Faculty
- Students
- Partners



## ASSESSMENTS

Engagement Surveys & Assessments of:

- Staff
- Faculty
- Students
- Alumni



## INITIATIVES

- Increase employee recruitment & satisfaction
- Improve student retention & completion
- Advance curriculum
- Update policies

Foundation: Key objectives, metrics, and tactics to drive outcome achievement.

# DEIB | Strategic Plan Goals

1. Increase cultural competency of all University stakeholders through cultural competency training (**Training & Development**)
2. Development and distribution of a staff & faculty engagement survey in FY24 (**Assessment**)
3. Incorporate DEIB questions into existing stakeholder surveys (**Assessment**)
4. Employee diversity in recruitment & retention (**Training & Development, Assessment, Initiatives**)
5. Decrease the student retention and program completion racial equity gaps (**Initiatives**)
6. Curriculum review from a DEIB lens & enhance (**Initiatives, Training & Development**)
7. Policy review from a DEIB lens & enhance (**Initiatives**)

# **CSU Global Academic Department Updates**

## Registrar Marlise Sipes



# External and Alternative Credit Review Process



**Organizations, agencies, and other types of non-degree granting institutions are eligible to have courses evaluated by CSU Global.**

CSU Global reviews corporate training or other outside education programs provided by students and industry partners when there is reason to believe the level of learning in training, as observed through learning outcomes, instructional strategies, and assessments, is at the college level.

**Prior to the review, the review team makes a request to the outside organization for the necessary materials to determine whether the course can be considered for college-level credit.**

- Review team consists of academic leadership and faculty (5 days to review).
- Once the team completes the transfer recommendation, Curriculum Committee will review for final approval.
- Upon approval of the review, the Partnerships Department will send the reviewed and approved courses to the outside training organization, letting them know the outcome of the external credit review.
- CSU Global's Articulation of Credit MOU will be drafted and signed by both parties (reviewed every two years).
- CSU Global's external credit reviews have yielded just over 6,100 total credits in FY23 from our top existing external partners.

# **CSU Global HLC Updates**

Provost Audra Spicer, Ph.D.

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# Higher Learning Commission

- **Standard Pathway (10-year review cycle)**
  - Reaccredited 2015-2016; next Reaffirmation due 2025-2026
- **2020 – CSU Global completed the 4-year Comprehensive Evaluation and was approved with an October 16-17 Focus Visit for three criteria:**
  - **2B: Institutional Presentation to the Public**
  - **3C: Faculty and Staff Sufficiency and Qualifications**
  - **5B: Shared Governance and Organizational Effectiveness**

# HLC Focus Visit Timeline

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- **Final Focus Report was submitted to HLC and available to staff/faculty for review: Mid-September**
- **Comprehensive Meetings for all staff/faculty to review CSU Global responses: August 22<sup>nd</sup>, 24<sup>th</sup>, 28<sup>th</sup>, & 29<sup>th</sup>**
- **Mock interviews and HLC discussion sessions: Weeks of September 11<sup>th</sup> and 18<sup>th</sup>**
- **CSU Global hosts HLC Peer Reviewers: October 16<sup>th</sup> & 17<sup>th</sup>**



# Section 13

## *Consent Agenda*

### Colorado State University System

- Minutes of the June 5, 2023 Audit and Finance Committee
- Minutes of the June 7-9, 2023 Board and Committee Meetings
- Minutes of the June 30, 2023 Executive Committee Meeting
- Minutes of the August 2-4, 2023 Board Retreat and Business Meeting

### Colorado State University

- CSU Renaming School of Advanced Materials Discovery (SAMD), to the School of Materials Science and Engineering (SMSE)
- CSU Academic Calendar – Fall 22 to Summer 2024
- CSU Academic Calendar – Fall 24 to Summer 2026
- CSU Academic Program Review Schedule 23-24
- Approval of Degree Candidates

### Colorado State University Pueblo

- Approval of Degree Candidates

### Colorado State University Global Campus

- Approval of Degree Candidates

**THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM  
AUDIT AND FINANCE COMMITTEE  
MEETING MINUTES  
Conducted Remotely  
June 5, 2023**

**ROLL**

**Governors present:** Kenzo Kawanabe (Chair), Treasurer Louis Ari; Armando Valdez

**Administrators and staff present:** Governor Chairwoman CSU System and Governor General Counsel CSU System, Treasurer Soledad Sierra, Vice Chairwoman CSU System, Rick Irigoin, EVP CSU System, VP CSU System, Serra, Director of Internal Audit CSU System; interim President CSU Pueblo, Greg Weaver, CSU Pueblo, Judge Julie CSU System; Executive Director CSU Local, Patricia Arrojo, CSU Local, Susan Immerer, CSU System, Treasurer Angela CSU, Cori Collier, and Rana Collier CSU.

**CSU System Staff present:** Elaine Boardman

**CALL TO ORDER**

Chair Kawanabe called the Committee meeting to order at 11:01 a.m. and advised Serra, Director of Internal Audit, to review the Audit Report.

Internal Audit Charter Policy

Serra outlined the Internal Audit Charter which is a governing document and provide the authority to have the revised agreement. She provided the System with the details of the agreement to govern the audit process. She noted the Board would vote on the agreement at the next meeting.

2023-2024 Internal Audit Plan

Serra highlighted the audit plan and the engagement with the various units. She noted the Board would vote on the plan at the next meeting. She also noted the Internal Audit will be included in the local budget from the federal government which were expected in 2023.

**Finance Items**

Director of Finance Soledad Sierra presented the financial report. Soledad introduced and welcomed the various units of CSU Pueblo.

CSU

Soledad highlighted the various units of CSU Pueblo and the audit findings. She noted the CSU Pueblo budget which was changed from the previous meeting. She noted the Board would vote on the budget at the next meeting. She also noted the Board would vote on the budget at the next meeting. She also noted the Board would vote on the budget at the next meeting.

CSU Pueblo

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**THE BOARD OF GOVERNORS  
OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
MEETING MINUTES  
June 7-9, 2023  
CSU System and CSU Spur Hydro**

**ROLL**

**Governors present:** Armando Valdez, Chair; John Fischer, Vice Chair; Kenzo Kawanabe, Treasurer (8<sup>th</sup> and 9<sup>th</sup>); Nate Easley, Secretary; Polly Baca; Ray Baker; Kim Jordan; Betsy Markey; Louis Martin; Susan Aloï, Faculty Representative, CSU Global; Dr. Andrew Norton, CSU Faculty Representative; Gavin Graham, CSU Pueblo Student Representative; Laxman Adhikari, CSU Global Student Representative; Jon Pluskota, CSU Pueblo Faculty Representative; and Nick DeSalvo, CSU Student Representative.

**Administrators present:** Tony Frank, Chancellor, CSU System; Jason Johnson, General Counsel, CSU System; Amy Parsons, President, CSU; Timothy Mottet, President, CSU Pueblo; Becky Takeda Tinker, President, CSU Global; Henry Sobanet, Senior Vice Chancellor and CFO, CSU System; Susy Serrano, Director of Internal Auditing, CSU System; and Rick Miranda, EVP, CSU and Chief Academic Officer, CSU System; Roze Hentschell, Interim Chief Academic Officer.

**CSU System Staff present:** Melanie Geary, Board Liaison; Adam Fedrid, IT Manager; Wayne Hall, IT Manager.

**Guests present:** Chad McKinney, Interim Provost, CSU Pueblo; Johnna Doyle, Deputy General Counsel, CSU Pueblo; Jannine Mohr, Deputy General Counsel, CSU; Jocelyn Hittle, AVC, CSU System; Cara Neth, Executive Communications, CSU System; Dr. Donna Souder Hodge, CSU Pueblo; Dr. Van Winkle, CSU Pueblo; Garrison Ortiz, CFO, CSU Pueblo; Jan Nerger, interim provost, CSUFC; Tiana Kennedy, CSU System and CSU Fort Collins; Kyle Henley, CSU FC VP for Marketing and Communications; Sandra Jones, CSU Global; Gena Alfonso, CSU Pueblo, marketing and communications; Jenna Tarleton, CSU Global; Kauline Cipriani; CSU Fort Collins, VP for Inclusive Excellence; Katie Siegel-Shimko, CSU System; Nancy Deller, CSU Fort Collins Marketing and Communications; Dr. Gloria Wilson, CSU Global; Dr. Lisa Eiden-Dillow, CSU Global; Patti Arroyo, CSU Global.

**CALL TO ORDER**

Chair of Evaluation Committee John Fischer called Evaluation Committee to order at 11:20 a.m. and asked to convene in Executive Session.

**EVALUATION COMMITTEE**

**Motion/Action:** Governor Baca moved for the Board to go into Executive Session for the reasons listed in the meeting notice. The Motion was seconded and carried unanimously. General Counsel Johnson read the Board into Executive Session at 11:21 a.m. and noted the reasons for going into Executive Session:

As stated in the meeting notice, the Board has moved to go into Executive Session of the Evaluation Committee under C.R.S. § 24-6-402(3) (b) (I) and (3)(d), for discussions regarding the Board's evaluation and performance reviews for the Chancellor, Presidents, and professional staff employees of the Board, and for the Evaluation Committee of the Board of Governors to receive legal advice from General Counsel, which is confidential pursuant to C.R.S. § 24-6-402(3)(a)(II).

Following a Motion, second, and unanimous vote to leave Executive Session of the Evaluation Committee, the Evaluation Committee came out of Executive Session into open, public session.

With no further business for the day, the Board of Governors recessed at 5:30 p.m.

### **THURSDAY, JUNE 8, 2023**

Chair Valdez convened the meeting at 9:00 a.m. He welcomed everyone and discussed expectations and hopes for the next two years, including competitive compensation for the value created by our employees. He recognized President Mottet, who had recently announced that he would be stepping down at the end of the calendar year, and noted that the Board would work with him on the transition at CSU Pueblo. He thanked President Mottet for Vision 2028 and his exceptional service as CSU Pueblo's president. He then introduced Garrison Ortiz, the new CFO at CSU Pueblo. Chair Valdez shared that Chancellor Frank and Governor Fischer would spend time over the summer on the transition process, including meeting with campus constituencies to hear their perspectives and better understand the desired characteristics for CSU Pueblo's next leader. He then reminded the Board of the expectations that major data requests be routed through him as Chair, and Chancellor Frank so that requests can be tracked and shared.

### **PUBLIC COMMENT**

Chair Valdez noted that the Board received written Public Comment from the CSU Pueblo AAUP (American Association of University Professors) related to the CSU Pueblo Transition and requesting inclusion in the Search process. He also noted that the Board received a petition from Divest CSU requesting that CSU divest from fossil fuels. That petition had 734 signatures. He then invited the individuals who had signed up for Public Comment in person to come forward.

William Bencini spoke representing the (Automotive Industry Management) AIM program at CSU Pueblo. He acknowledged recent issues that he felt had "crippled" the program, but noted he did not want to focus on the problems. He argued that eliminating this niche program violated the spirit of Vision 2028 and discussed the "calamitous" circumstances the program faced this year while facing threats to close the program. He asked for continuity and the opportunity to work with the new academic leadership before the program was eliminated.

Alan Fass discussed the impact of AIM on his life, which positioned him for a long career with Ford Motor Company. He was a current part-time teacher in the AIM program. He disputed the wisdom of shutting the program down at a time when the industry had a dramatic need for employees. He discussed career opportunities for students in the program as well as the need for

better marketing and advertising of the program and for CSU Pueblo as a whole. Mr. Fass shared that he felt it would be a shame to see the program close and encouraged the Board and CSU Pueblo leadership to build it instead of close it.

Mr. Bencini then introduced three students of the AIM program including one soon-to-be graduate.

### **Administration of the Oath of Office for New Members**

Chair Valdez asked Jason Johnson to administer the oath of office to Governors Laxman Adhikari, CSU-Global Student Representative, Gavin Graham, CSU-Pueblo Student Representative, Nick DeSalvo, CSU ASCSU Representative; Susan Aloi, CSU Global Faculty Representative; Jonathan Pluskota, CSU Pueblo Faculty Representative, who all affirmatively agreed to perform their duties as members of the Board of Governors of the Colorado State University System, and to uphold the laws of the State of Colorado, the Constitution of the State of Colorado, and the Constitution of the United States.

### **CSU-Global Excellence in Undergraduate Teaching Award**

Chair Valdez discussed the importance of the Excellence in Undergraduate Teaching Award given annually by the Board. He introduced President Becky Takeda-Tinker, who introduced Dr. Lisa Eiden-Dillow, interim director of faculty operations (and new appointee to the permanent position) who introduced the 2023 CSU Global recipient, Dr. Gloria Wilson from the BS in Healthcare Administration and Management. Chair Valdez invited Dr. Wilson to share her thoughts, and she thanked the Board and expressed her hope to continue to serve the students of CSU Global.

### **CHANCELLOR'S REPORT**

Chancellor Frank allowed the Chancellor's Report to stand as submitted. He noted that VPIT/CIO Bernier, Senior VC Sobanet, and VPUO Hanlon had submitted a proposal to Colorado's Joint Technology Committee for implementation of a cloud-based Human Capital Management system for the CSU System's campuses. He noted it would be a three-year project and CSU System campuses would work together to replace antiquated HR systems currently in use, which ranged between 20-30 years old. He then asked AVC Jocelyn Hittle for an update on CSU Spur.

AVC Hittle discussed recent and upcoming events at Spur, community engagement activities, programs. She spotlighted the Hydro Backyard, which was celebrating its grand opening that afternoon, along with the ongoing partnership with Denver Water. She discussed metrics and strategic planning for the coming year. Governor Jordan shared that she felt it was inspirational to hear about the details of CSU Spur as it had and continues to evolve, and she thanked AVC Hittle for her leadership.

### **AUDIT AND FINANCE COMMITTEE**

#### Kenzo Kawanabe, Chair

Governor Kawanabe called the committee to order at 9:50 a.m. He asked Susy Serrano, Director of Internal Auditing, to begin with the audit section.

#### **Audit Items**

### *Internal Audit Charter Policy*

Ms. Serrano explained the Internal Audit Charter, which is auditing's governing document and provides the authority to have unrestricted access to information to provide the System with independent and objective assessment of governance, risk and controls. She noted the Board would vote on the action item at the full Board meeting.

Chair Kawanabe asked for a motion to approve.

**Motion/Action:** Governor Jordan moved to approve the revised Internal Audit Charter. Governor Martin seconded, and the Motion carried unanimously. This Action Item is included in the Board materials.

### *FY 2023-2024 Internal Audit Plan*

Ms. Serrano then discussed the annual risk assessment process that engages many constituents to help prioritize and inform the annual plan of work. She noted intent to address risk before there is an issue. She went on to review the key risk themes and noted the crossover from the previous fiscal year was less than 5 percent. She also noted that Title IX was included in the plan because of the new regulations from the federal government which were expected in October 2023.

Chair Kawanabe asked for a motion to approve the FY 2024 Internal Audit Plan.

**Motion/Action:** Governor Baca moved to approve the Internal Audit Plan. Governor Markey seconded, and the Motion carried unanimously. This Action Item is included in the Board materials.

## **Finance Items**

Governor Kawanabe informed new members about the timing of the budget process, which begins with initial draft budgets in October. He noted that meetings are held on the campuses to receive and incorporate input. Draft budgets are updated in February, and a recommendation is shared in May for Board review and comment. At the June meeting, the Board reviews, edits, and approves budgets, with the goal of protecting the long-term sustainability of our land-grant university system. He noted that the Board had heard the comments and recognized the pain that people are feeling over costs and compensation. Committee Chair Kawanabe noted that the proposed budgets include compensation increases as well as tuition increases, along with investments in the programs and future of the universities, reflecting the balance among key priorities. He introduced System CFO Sobanet.

### *FY 2024 Campus Budget Scenarios*

CFO Sobanet introduced the FY24 Campus Budget presentations.

### *CSU Fort Collins*

President Parsons and VP/CFO Hanlon introduced the CSUFC budget, which was unchanged since May. He reflected on the work that had gone into addressing the deficits in the budget from October and the process of revising the budget for its ultimate approval by the BOG. He noted that tuition increases were all below the authorized levels, thanks largely to state-appropriated support.

He discussed the continued commitment to financial aid support and compensation improvements. CFO Hanlon reviewed work to address budget deficits and noted that additional reallocation efforts within the colleges and units had allowed them to make further progress on compensation, as well. Governor Valdez discussed the difference between the “net new resources” budget and the chart that showed the full budget. Governor Easley asked for a one-page list of highlights on a slide that includes things like “we’ve dedicated X percentage of new resources to compensation.” President Parsons explained they were going to have a 90-minute public forum on the budget for campus later in June and that they would hold future forums in the fall to begin the planning for the following year. She also noted that they were looking at the overall budget model and ways to increase transparency. Governor Easley said he appreciated when budgets focused on where we want to be and how we’re going to get there, rather than starting with, “We have X dollars available.”

Chancellor Frank discussed the previous annual financial accountability reports and the expectation that the campus will be bringing these back. He also noted that the annual financial reports used to start with a narrative that told the story of the budget, and he said that could be re-implemented. Governors Easley and Kawanabe both discussed the importance of telling this positive story from Fort Collins as a counter to the negative news out there about higher ed transparency.

#### CSU Pueblo

President Mottet introduced Garrison Ortiz, who was on Day 6 as CFO at CSU Pueblo. He reviewed the strategic priorities that driven budgeting at CSU Pueblo for the proposed budget. He discussed budget highlights and work to reduce deficits, as well as to improve compensation and keep tuition increases below authorized levels. Governor Kawanabe reiterated that Pueblo also had a positive story of recovery and accountability coming out of the pandemic.

#### CSU Global

President Takeda-Tinker introduced VP/CFO Patti Arroyo, who discussed the budget and forecasted scenarios, which were impacted by enrollment declines and withdrawals. She noted that there had been improvements over the year. She also discussed breaking out book expenses to show that those costs were largely reimbursed. Chair Valdez discussed the differences in CSU Global’s budgets and calendar, with terms starting every month, 12 months a year. Noting that Students could take 4-8 week breaks in between terms, and up to a year without having to re-enroll. CFO Arroyo noted that instruction is one of the largest areas of expense. She then presented the proposed FY24 budget, which was not an incremental budget, but a full budget. She also noted the impacts of recent strategic investments in marketing/advertising and plans for significant investment in that area for the year ahead to get enrollment back on track.

CFO Sobanet thanked the teams for all of their hard work.

He then presented the CSU System office budget and projected expenses from the Board strategic reserve. He noted that percent changes reflected the growth and operationalizing of CSU Spur. He shared that underlying support from the campuses was held flat. CFO Sobanet then provided some history on the Board strategic reserve, which supports CSU Spur, the CSU medical school cohort, System-wide IT projects and the investments at CSU Pueblo.



*Action on Adoption of FY 2024 E&G Incremental Budgets and related items*

Chair Kawanabe asked for a motion to approve the adoption of FY 2024 E&G Incremental Budgets and related items.

**Motion/Action:** Governor Easley moved to approve the FY 2024 E&G Incremental Budgets and related items. Governor Baker seconded, and the Motion carried unanimously. This Action Item is included in the Board materials.

*FY 2024-2025 Combined Capital Construction Prioritizations List and Capital IT Prioritization List*

CFO Sobanet presented the capital construction prioritizations and capital IT prioritizations that had been submitted to the State and the points system that entails. He noted that the Potato Research and Storage Facility was rated number one and the Veterinary Health Education Center (VHEC) was number two. He also noted that the completion funding for the Clark building renovation was also included on the list. CFO Sobanet also explained the request for State support for the new HR system which would benefit Fort Collins, Pueblo, and the System.

Chair Kawanabe asked for a motion to approve the adoption of FY 2024-25 Capital Construction Requests.

**Motion/Action:** Governor Baca moved to approve the FY 2024-25 Capital Construction Requests. Governor Jordan seconded, and the Motion carried unanimously. This Action Item is included in the Board materials.

*FY 2023-2024 Capital Construction Cash Funds Request*

CFO Sobanet presented the capital construction cash funds request, noting that these are self funded projects but they still needed to be submitted to the State.

Chair Kawanabe asked for a motion to approve the adoption of the Capital Construction Cash Funds Requests.

**Motion/Action:** Governor Baca moved to approve the Capital Construction Cash Funds Requests. Governor Jordan seconded, and the Motion carried unanimously. This Action Item is included in the Board materials.

Paused for a break at 11:15 a.m. The meeting resumed at 11:23 a.m.

**CSU-PUEBLO REPORTS**

*Student Report – Presented by Gavin Graham*

Governor Graham introduced the new leadership of CSU Pueblo student government and thanked outgoing Governor Lerch for setting a high bar. He discussed upcoming events planned

by the student government and shared his enthusiasm for the opportunity to learn as a member of the BOG.

*Faculty Report – Presented by Jonathan Pluskota*

Governor Pluskota reported on recent faculty engagement activities, including summer STEM camps, academic partnerships around research and educational projects related to health, literary magazine and reading series, philosophy forum, faculty awards and honors, District 60 art show hosted by CSU Pueblo faculty, a new course on public art, musical performances, and recent student successes and transitions on to graduate school. He provided an update on CSU Pueblo shared governance bodies. Governor Pluskota noted that Faculty Senate did not support closing the AIM program. He also shared there had been problems identified with the faculty handbook, and the faculty would appeal to the University and the BOG to support that effort through resources including faculty release time. He discussed shared governance concerns including one related to a tenure situation and interest in being involved in the presidential search process. He also noted that there were problems with four elevators on campus being out of service and concerns have been directed to the elevator repair company rather than being responded to by campus facilities personnel.

*President's report – Presented by Tim Mottet*

President Mottet highlighted several items mentioned in the written report, including commencement, which drew 10,000 guests for the graduation of 600 students. He noted that 1994 alumna Dana Perino was the commencement speaker and she had written about the experience of returning to campus in an op-ed and discussed it on her TV show. Also he shared that football camps were currently taking place, along with the state (Future Farmers of America) FFA convention. President Mottet shared that campus was booked with events for the rest of the summer. He also highlighted that many students were studying abroad over the summer.

President Mottet shared that the Pueblo Chamber of Commerce was turning over its welcome center to CSU Pueblo, which would staff the center with a recruiter and use it as a location that connects the city to the campus and Admissions. He discussed progress on a \$510K grant over three years. He noted that enrollment for fall was on track and significantly higher than at the same the year before. Governor Fischer asked about enrollment projections net of summer melt; President Mottet reviewed those numbers as well as persistence goals. Governor Fischer asked about community engagement and how it was assessed; President Mottet said it's primarily grassroots and used to advance faculty work. He invited Dr. Pluskota to comment who noted that CSU Pueblo students needed more faculty time, so balancing scholarship and engagement required some balance.

The Board paused for lunch at 11:58 a.m. and resumed at 12:46 p.m.

## **CSU REPORTS**

*Student Report – Presented by Nick DeSalvo*

Governor DeSalvo shared his love for Pueblo, his hometown, and CSU Pueblo. He talked about the importance of bringing the student experience back to what it was pre-Covid at CSU Fort Collins and efforts underway to do that. He talked about the challenge of affordability and his desire to have a voice at the state legislature through hiring a lobbyist. Governor DeSalvo

discussed his relationship with Fort Collins city leadership and interest in getting students involved on city and county boards. CFO Sobanet noted that he leads government affairs for the CSU System and would welcome the opportunity to coordinate with students around legislative affairs.

*Faculty Report – Presented by Andrew Norton*

Governor Norton noted he was celebrating his one-year anniversary of serving on the board and reflected on what had happened over the past year. He shared the Faculty Council annual report and discussed new council leadership. He noted that he was coordinating with the AP and CPC councils as they do not have a representative on the Board. He highlighted the shared governance priorities of the coming year and areas of ongoing focus ranging from the exploration of a new budget model, housing, and Section J of the Faculty Manual.

*President's Report – Presented by Amy Parsons*

President Parsons shared highlights from her written report. She thanked Governors DeSalvo and Norton for their reports and ongoing work. She highlighted that CSU Spur and CSU were receiving the top NACUBO Sustainability Award. President Parsons reflected on commencement and thanked Board members for participating. She shared that CSU and the state community college system held a joint event to celebrate new pathways for community college students to transfer into CSU. She noted she would be traveling around the state throughout the summer, visiting with faculty and staff at Experiment Stations and Extension offices, and going to the Colorado Capital Conference in DC. President Parsons shared that the searches for the Provost and Vice President for Research were underway. She then introduced VP for Marketing and Communications, Kyle Henley, and AVP for Marketing and Brand Strategy, Nancy Deller, to preview the comprehensive rebrand of the Fort Collins campus.

*CSU Re-Brand – Kyle Henley*

VP Henley discussed the importance of a strong brand in a competitive and evolving higher education marketplace, in which students were increasingly diverse and in which many were questioning the value of a college degree. He discussed the exhaustive focus group process they had completed to test the concepts, primarily with student audiences. He then invited Nancy Deller to share the new brand strategy. She cited the Board of Governors' Magellan study from a year prior as the basis for the strategy and then discussed the brand strategy in detail: Find Your Energy. She then talked through the specific brand touchpoints and the types of stories that would be used to illustrate those points. AVP Deller shared examples of how the brand could be used across various platforms and marketing materials.

Governor Baca said the brand presentation captured how she felt stepping on campus as a 17 year for the very first time. Governor Valdez said he was in awe and felt the energy – and then asked about the challenge of potentially alienating various constituencies. VP Henley shared that had been a key reason for the extensive focus group sessions and the need to have a lot of different voices telling stories as part of the brand message. AVP Deller explained the aim to represent the institution in an authentic way that spoke to different populations. Governor Jordan said the combination of inclusivity and aspiration through the word “energy” was really strong and spoke well to CSU. She also appreciated that it wasn't too plain and boring; the graphics were really energetic and have a lot of potential. President Mottet liked that it removed constraints, and he liked the color palette that was “strange but interesting.” Governor Fischer asked about the

“energy” theme; VP Henley explained that originally it was “That Colorado Energy,” but it got refined through the discussions. Focus groups with students who chose other universities all said the “energy” theme made them reconsider their decision. VP Henley said the brand would formally roll out in September/October, although they were currently weaving it into admissions materials for immediate use. He noted that first phase was very much focused on enrollment and admissions, and it would roll out from there to other audiences.

## **CSU GLOBAL REPORTS**

### *Student Report – Presented by Laxman Adhikari*

Governor Adhikari described visiting Colorado from Nepal and finding his place here, and CSU Global had given him the opportunity to continue his education. He shared his goals as the student representative were to contribute to the experience of being at an online university for students who are spread out all over the world. He noted they were exploring virtual activities and events, as well as emails and surveys. He thanked the Board for the opportunity. He said he “feels the energy.”

### *Faculty Report – Presented by Susan Aloï*

Governor Aloï thanked the student representatives for their inspiration and Drs. Takeda-Tinker and Lisa Eiden-Dillow for their support and encouragement. She shared that she taught at the undergraduate and graduate level online and enjoys working with different types of students. The CSU Global students were very impressive and brilliant, she said, and that is a welcome challenge for her. She said the resources available to support faculty success had also been very welcome for her. She lives in Pennsylvania on a former Christmas tree farm with her husband and four dogs. Her career had been at an executive level in health care and has now transitioned to leadership development.

### *President’s Report – Presented by Becky Takeda Tinker*

President Takeda-Tinker said going forward she was going to have members of her leadership present information during her President’s Report to showcase their work. She introduced Dr. Sandy Jones, VP for Strategic Engagement, and Dr. Abby Wernicki, Sr. Director of Enrollment. Dr. Jones discussed marketing and communications efficiencies and improvements over the past year, with a focus on increasing enrollment without increasing costs. She then introduced the new CSU Global commercial. Dr. Wernicki talked about enrollment efficiencies and KPI improvements, including a reorganization that saved the department \$150k in personnel costs and improvements in the lead-to-student conversion rate. Dr. Takeda-Tinker highlighted the latest improved enrollment figures.

Next, Dr. Jerid Counterman, interim director of the student experience, who discussed metrics around student satisfaction and success. Dr. Andrea Butler, AVP of digital learning, next discussed course updates and student engagement. Dr. Lisa Eiden-Dillow discussed faculty operations, including research on student retention and persistence and on faculty engagement and satisfaction. Dr. Janine Smith, the director of student financial services, provided an overview of student financing and support services, including some key scholarships available to Global students. Roger Seflinger, director of IT, discussed improved data warehouse and security measures.

The Board paused for a break at 2:25 p.m. and resumed at 2:36 p.m.

## **EXECUTIVE SESSION**

**Chair Valdez asked that the Board move into Executive Session and asked for a motion**

**Motion/Action:** Governor Kawanabe moved for the Board to go into Executive Session of the Board of Governors and then Executive Session of the Evaluation Committee for the reasons listed in the meeting notice. The Motion was seconded by Governor Baca and carried unanimously. General Counsel Johnson read the Board into Executive Session at 3:38 p.m. and noted the reasons for going into Executive Session and Executive Session of the Evaluation Committee under the Colorado Open Meetings Law, as stated in the meeting notice:

As stated in the meeting notice, the Board has moved to go into Executive Session under C.R.S. § 24-6-402 (3) (a) (II), C.R.S. § 24-6-402 (3) (a) (VII), and C.R.S. § 24-6-402 (3) (a) (VIII) to discuss matters concerning trade secrets, privileged information, and confidential commercial and financial data furnished by or obtained from any person, to consider naming opportunities on the campus, and to receive specific legal advice on questions regarding the meeting topics referenced in this public notice and the meeting agenda, and to receive the Litigation Report from General Counsel related to pending and imminent litigation, as well as specific claims or grievances.

And then, as stated in the public notice, the Board has moved to then go into Executive Session of the Evaluation Committee under C.R.S. § 24-6-402(3) (b) (I) and (3)(d), for discussions regarding the Board's evaluation and performance reviews for the Chancellor, Presidents, and professional staff employees of the Board; and for the Evaluation Committee of the Board of Governors to receive legal advice from General Counsel, which is confidential pursuant to C.R.S. § 24-6-402(3)(a)(II).

Following a Motion, second, and unanimous vote to leave Executive Session and then Executive Session of the Evaluation Committee, the Board reconvened in open session at 4:04 p.m.

With no further business for the day, the Board adjourned the meeting until the next morning.

## **FRIDAY, JUNE 9, 2023**

Chair Valdez reconvened the Board meeting at 9:02 a.m.

## **DIVERSITY EQUITY AND INCLUSION**

Chair Valdez introduced a set of presentations on Diversity, Equity, and Inclusion from all three campuses.

### *CSU*

Kauline Cipriani, VP for Inclusive Excellence at CSU, introduced the leadership of her division: Shannon Archibeque-Engle, Bridgette Johnson, and Ria Vigil, who were all in attendance. She then reviewed the staff of the entire division and provided an overview of institutional diversity;

among students, 25% are diverse and 23% are first generation, 20% are Pell recipients. She also reviewed faculty and staff data, as well as mission and vision of the office. She highlighted the work of Bridgette Johnson including the MURALS initiative, student success initiatives, school and industry partnerships, community connections; the education and training work of Ria Vigil, which helps people increase their DEI competencies – including a Chairs and Heads Institute for Inclusive Excellence, the Symposium for Inclusive Excellence; the work of Shannon Archibeque-Engle, including the Employee Climate Survey, work to become an HSI (including the goal of earning a Systemwide Seal of Excelencia), OIE collaborations with groups including VPSA and Athletics). She highlighted partnerships with academic colleges and the office. She noted that the goal was for when people came to CSU, they feel the Principles of Community as they go about their business. She also noted some of the challenges facing the unit and university, including increased demand for their services, as well as opportunities ahead. In summary, she noted there was no inclusion without diversity; success depends on cross-campus collaboration; noting the need for a center to uphold our values.

### *CSU Pueblo*

Dr. Derek Lopez, AVP of Operations and Advancement, from CSU Pueblo introduced himself and presented for CSU Pueblo. He lead the DEI Strategic Plan Task Force, and he shared the membership of that task force. He reviewed student diversity data and noted that CSU Pueblo Pell-eligible students mirror the First Generation population. He reviewed equity gaps, employee demographics, gender data, and the centers and resources available for student support. He discussed community and statewide connections, most of which were Pueblo-focused, as well as education and training resources based on campus. He shared ongoing initiatives including embedding DEI into search processes, expanded DEI presence for students, onboard training, strategic planning, and more. AVP Lopez noted that they were very focused on additional grant funding to counter budget and staffing limitations. He also discussed ongoing challenges including opposition to DEI, apathy/disinterest, and budget issues. AVP Lopez shared that success, at Pueblo, looks like a sense of belonging, an employee base that reflects the population, and more.

### *CSU Global*

Dr. Takeda-Tinker shared an institutional overview for CSU Global; 18% of Global students were Hispanic and 38% were minoritized. Twenty-seven percent qualify for Pell Grants. She reviewed recent and ongoing initiatives, including hiring a DEIB coordinator who will start that summer. President Takeda-Tinker shared that success focused on diversity and retention of staff, faculty, and students; training and development; and student success.

Chair Valdez thanked all of the presenters for their information and opened the floor for questions. He asked President Takeda-Tinker whether Global looked at rural and urban residency; she noted that they track Pell-eligibility, First Gen status, career standing, military status, and try to work with each student where they are. There are diverse student groups led by faculty to help bring issues to the surface through student feedback. Governor Norton asked about whether they track equity gaps; Dr. Takeda Tinker shared that they did and were working to address them student by student. Global was looking at how to help each student reach their goals without being hampered by academic issues.

Governor Kawanabe said he thought the work was essential. He asked all three universities to think about plans around the upcoming Affirmative Action ruling and how we communicate about that to the campuses. Cara Neth, director of executive communications for the CSU System, discussed coordination around messaging in light of an upcoming ruling and the importance of messaging to internal audiences and prospective students.

Governor Easley discussed the 37 anti-DEI initiatives currently being considered nationwide. He noted that it was good to be in a state where we care about issues like this, and where it's not illegal to have this conversation. He thanked Dr. Cipriani for helping bring DEI forward as a focus for the Board. Governor Easley also asked about the connection between resources and return on investment and better understanding what we get for the investment in these issues and what more can be accomplished. He noted that he would like to see the data in context for Colorado and national peers. Governor Easley further explained "We don't fund these issues, we invest in them because there will be a return on more students coming to our institutions and graduating". He also said he'd like to see more on persistence, not just graduation. He also expressed gratitude for being able to talk about these issues.

Chancellor Frank acknowledged Governor Easley's recommendations and asked whether we have data on ethnicity of students who leave our campuses by graduate elsewhere. He also discussed that some groups had been focusing on talent being left behind rather than on race and ethnicity to be able to have those conversations. Chair Valdez talked about MURALS and whether there are similar programs within the colleges, as well as connections to rural students. Shannon Archibeque-Engel from CSUFC discussed the changing demographics in rural Colorado, and how universal design around student success will support success of all CSU students. Bridgette Johnson discussed student success initiatives and that the campus made sure not to focus student success funding just to OEI, but across campus. She explained how MURALS functions and the focus on students early in their college careers.

Governor Valdez discussed the importance of investing in those programs that we know contribute to success. Dr. Archibeque-Engle also noted the opportunity to collaborate and do more around research. Dr. Mottet asked whether student academic success plays a role in how they think about their sense of belonging – and whether the state funding formula is sensitive to the higher needs of underserved students. Chancellor Frank said the potential is there but not always used. President Mottet noted the need to really understand the cost per student at various institutions and what it really costs to set a student up for success. President Parsons noted that we do collect graduation data at other institutions by demographics, and that would be shared.

Governor Easley stated he believed the CSU System probably does more than any other institution in the state of Colorado. He also said the nature of education is uncomfortable; the idea that we wouldn't teach things that make people uncomfortable is antithetical to higher education. Governor Pluskota discussed the importance of faculty being prepared to support students and have these conversations. He also asked how much of DEI is part of the new CSU branding message and whether there was marketing business to business. He added that they were seeing a significant level of interest from faculty who want to move from states where these issues are under fire. Chancellor Frank noted this is the first time for this report and Board feedback was welcome and would help guide future presentations. Chair Valdez thanked the

group for their wonderful work and great report. Governor Baca said she was in awe of the presentations, and the remarkable the progress that has been made and she was so proud to be associated with CSU. Chair Valdez said he will follow up with Chancellor Frank on some of the issues raised.

The Board paused for a break at 10:39 a.m., and the meeting reconvened at 10:52 a.m.

## **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Dr. Nate Easley, Chair

Governor Easley introduced Interim CAO Hentschell to report on the committee's work.

### *Discontinuing Programs*

CAO Hentschell reviewed the rationale behind program discontinuances at CSU Pueblo and CSU Global. CSU Global has passed a low-enrollment policy, with specific metrics under which programs will be discontinued. She reviewed specific plans for allowing currently enrolled students to complete.

CSU Pueblo – Advanced Construction Manager

CSU Pueblo – Construction Manager

CSU Pueblo – Teach Out: Automotive Industry Management

CSU Global – Teach Out: Criminal Justice

CSU Global – Teach Out: Fundraising

CSU Global – Teach Out: Military and Emergency Responder Psychology

CSU Global – Teach Out: Marketing

CSU Global – Teach Out: Networking

She then reviewed the Faculty Manual Changes that included: Section C.2.1.2, C.2.6, C.2.7 integrating “Shared Governance” into code and Section C.2.4.1.1, C.2.4.2.1 integrating “Shared Governance” into code. Next was the CSU Pueblo Waiver Request, Faculty Repay Salary and the two CSU Pueblo additional locations at the Youth Offender System site in Pueblo and Walsenburg. She then reviewed the CSU Pueblo Contractual agreements with Distance Providers for CSU Pueblo Teacher Ed Program, the CSU Pueblo Program Review Calendar and CSU Pueblo Program Accreditation. CAO Hentschell then moved on to the Faculty Activity and Curricular Reports for CSU, CSU Pueblo, and CSU Global.

CAO Hentschell listed items of note from the Faculty Report, including Promotions, Annual Reviews, and Faculty Demographics. She highlighted the longevity of CSU Global faculty, and competitiveness of Global's compensation structure.

### Discussion about the AIM Program Closure

Chair Valdez asked to discuss the concerns brought forward in regard to the AIM program, specifically what will happen to students already in the program. Interim Provost Kinney noted that there will be aggressive advising of those students, so they are aware of the options available to them. Chair Valdez asked if there will continue to be any curriculum that supports the automotive industry. Interim Kinney said there was a recommendation to look at an updated curriculum focused on surface transportation that includes alternative fuels and hybrid vehicles.



Governor Kawanabe noted that this program discontinuation is a pretty close call, given the Pueblo Faculty Senate disagreed with the recommendation. Interim Provost Kinney said there were questions about resources and what would be required to update facilities to be compatible with a new curriculum. The Faculty Senate did not agree with the recommendations to close the program.

Governor Easley noted that two of his academic programs had been eliminated, and he cannot imagine faculty members would agree with closing a program even if it is fiscally necessary.

Governor Pluskota reviewed the votes around the program discontinuation that occurred at Faculty Senate and at other stages.

Governor Valdez asked about CSU Pueblo delivering curriculum to incarcerated youth, and potential impact of a new law related to sentence reductions for incarcerated youth pursuing education.

Governor Fischer asked about the decision levels and sequence around the AIM program: Self-study, which is provided to external evaluators selected by the program and approved by the Provost's Office; external evaluation that is made available to the program and the unit housing the program; a seminar panel that assesses a response to evaluation; Curriculum and Academic Programs Board; Faculty Senate; Provost's Office. The review was one year out of cycle.

Governor Pluskota said the CAP Board should have taken additional steps to hear from more voices, given the potential for eliminating the program and positions. He asked that it be pulled from the consent agenda and discussed and voted on separately.

#### *Discontinuing the Automotive Industry Management Program at CSU Pueblo*

In addition to the previous discussion, following Governor Pluskota's request to remove Discontinuing the AIM Program from the Consent Agenda, the Board continued its discussion on this item.

Governor Fischer asked whether there had been research on regional demand and what institution can meet the demand if CSU Pueblo does not continue this program. President Mottet shared that the Pueblo Community College would be providing much of this focus in the region. President Mottet provided background on the decision and the absence of necessary leadership among the three current faculty members. He discussed the situation around relocating the program during the building renovation, which was scuttled by a partner institution based on problematic relationships among the faculty. The new Center for Transportation Technology involves revitalizing and revamping the curriculum to serve the modern industry, as a replacement of the AIM Program. Governor Jordan thanked President Mottet for the background information. Chair Valdez asked for clarification on when the vote on this item would occur.

**Motion/Action:** Governor Baca moved to approve Discontinuing and Teaching Out the AIM Program. Governor Markey seconded the Motion. The Board further discussed the Motion.

Governor Pluskota reiterated some concerns, agreed that the curriculum needed to be revamped, and expressed concerns about momentum lost by closing the program while developing the new one. He also expressed concerns that Faculty Senate wasn't fully informed about what happened regarding the building renovation. Governor Graham noted the community concerns about the program elimination. Governor Easley called for a vote on the Motion. The Motion passed, with Governor Kawanabe voting "no" on the Motion. This Action Item is included in the Board materials.

The Board paused at 11:46 to get lunch and return for a working lunch at 12:03 p.m.

## **REAL ESTATE FACILITIES COMMITTEE**

Besty Markey – Chair

### *CSU Laser Research Facility*

Governor Markey introduced CSU VPUO Hanlon to discuss the program plan for a new advanced Laser Research facility. He noted that they were asking for program plan approval, but the details around the facility were still in the early stages. VPUO Hanlon noted the efforts to avoid an impact on General Fund dollars by getting find from indirect funding sources and private partners. He also noted the possibility of the Department of Defense funding the equipment in the facility and the charge back tools they hoped to deploy to leverage funding.

Chair Markey asked for a motion to approve the Laser Facility Program Plan.

**Motion/Action:** Governor Jordan a moved to approve. Governor Fischer seconded, and the Motion carried unanimously. This Action Item is included in the Board materials.

### *CSU Pueblo Master Plan*

President Mottet introduced the Pueblo Master Plan discussion. The Smith Group Consultants reviewed the plans and discussed goal of creating meaningful connections, where pathways make sense, and landscape is representative of the university and its mission. Chancellor Frank provided some context around master planning and how it informs the campus's growth and evolution. Governor Baker shared some perspective on ongoing operating costs, and he suggested further exploration of potential long-term lease opportunities and joint ventures. Chair Valdez applauded the efforts. Governor Jordan echoed that sentiment and asked about potential expansion of bike routes through campus. Governor Pluskota asked for clarification on the need for the Visitor's Center and potential impacts on the library space and the Aztlan Center.

## **APPROVAL OF CONSENT AGENDA**

**Motion/Action to Approve Consent Agenda:** General Counsel Johnson presented the Consent Agenda to the Board of Governors for approval. Governor Jordan moved for approval of the Consent Agenda. Governor Baca seconded the Motion, and the Motion carried unanimously.

#### Colorado State University System

- Minutes of the May 1, 2023 Audit and Finance Committee
- Minutes of the May 4-5, 2023 Board and Committee Meetings

#### Colorado State University

- Faculty Manual Changes
  - Section C.2.1.2, C.2.6, C.2.7 integrating “Shared Governance” into code
  - Section C.2.4.1.1, C.2.4.2.1 integrating “Shared Governance” into code

#### Colorado State University Pueblo

- Discontinuing Programs
  - Advanced Construction Manager
  - Construction Manager
- Waiver Request, Faculty Repay Salary
- Additional Location – Youth Offender System site in Pueblo
- Additional Location – Walsenburg
- Contractual agreements with Distance Providers for CSU Pueblo Teacher Ed Program
- Program Review Calendar
- Program Accreditation

#### Colorado State University Global Campus

- Discontinuing Programs
  - Teach Out: Fundraising
  - Teach Out: Military and Emergency Responder Psychology
  - Teach Out: Marketing
  - Teach Out: Networking

### **ACTION ON EXECUTIVE SESSION AND EVALUATION COMMITTEE ITEMS**

Chair Valdez noted the Board has completed its evaluations of CSU System leadership, and was grateful for the strong leadership team in place. This had been a particularly challenging year, with two presidential transitions and one upcoming, so he was pleased to be able to say all three of our universities were positioned for the success that they and Colorado deserved in the years ahead. One of our chief responsibilities of the Board was to attract and retain the best leadership, and they considered that duty carefully in light of the budgetary environment as they looked at potential action around executive compensation.

Chair Valdez invited Governor Fischer to introduce a motion on executive compensation.

#### **Motion for Chancellor and President Compensation for June 2023 BOG Meeting**

Evaluation Chair Fischer noted there was no standard contract for the Chancellor and Presidents, and each had a unique arrangement given their position and role within the System, often with different provisions for salary and incentive compensation. Looking back at the past year, the Board was pleased with the leadership of the Chancellor and Presidents and their efforts to reach their annual goals during challenging and changing times.

For President Takeda Tinker, the Board authorized Chancellor Frank to execute an addendum to President Takeda Tinker's employment agreement in order to provide \$100,000 in deferred compensation, subject to federal law and limits and Plan provisions.

For President Mottet, the recommendation was to award incentive compensation in the amount of \$25,000, which would be paid from the CSU System budget, and the Board specifically thanked President Mottet for his exceptional service and his dedication to continue the positive trajectory of the university over the Summer and into the Fall.

For President Parsons, the recommendation was to award \$25,000 in one-time compensation in recognition of her superior performance, and a five percent (5%) increase in her base salary.

For Chancellor Frank, the recommendation was to award \$200,000 as one-time compensation.

Base salary increases will be effective on July 1, 2023.

**Motion/Action:** Governor Baker moved for the Board to approve the Motion regarding compensation. The Motion was seconded by Governor Baca and carried unanimously.

#### *Approval of Namings at CSU Spur*

General Counsel Johnson presented two namings at CSU Spur that were discussed in Executive Session in accordance with Colorado law for consideration and approval by the Board of Governors.

**Motion/Action:** Governor Jordan moved to approve the two namings at CSU Spur, an innovation laboratory and a teaching and culinary center. Governor Fischer seconded, and the Motion carried unanimously.

Governor Easley congratulated Chair Valdez on running an efficient and effective meeting and finishing an hour early.

With no further business, the meeting was adjourned at 1:05 p.m.

**THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM  
EXECUTIVE COMMITTEE  
MEETING MINUTES  
Conducted Remotely  
June 30, 2023**

**ROLL**

**Governors present:** Armando Valdez, (Chair), John Fischer (Vice Chair); Kenzo Kawanabe (Treasurer), Dr. Nate Easley (Secretary), Betsy Markey (At-Large).

**Administrators and staff present:** Tony Frank, Chancellor, CSU System; Jason Johnson, General Counsel, CSU System; Amy Parsons, President, CSU; Henry Sobanet, Senior Vice Chancellor and CFO, CSU System; Brendon Hanlon, VPUO, CSU

**CSU System Staff present:** Melanie Geary, Board Liaison

**CALL TO ORDER**

Chair Valdez called the Committee Meeting to order at 12:18 p.m. and asked Chancellor Frank to summarize the purpose of the meeting.

Chancellor Frank noted that the full Board had previously approved the program plan for the Chiropteran Research Facility at CSU at the February 2022 Board of Governors meeting. As per Board policy the program plan included a tentative plan of finance and the plan of finance being presented for the Executive Committees approval was generally the same as presented in February 2022. He noted that typically a Plan of Finance would come forward at a regular meeting but with the transitions of the VP of University Operations and the President it had missed the regular cycle and to avoid missing a locked in contractual date of June 30, 2023, which would lead to additional cost escalation they were requesting the Executive Committee approve the plan of finance off cycle. Chancellor Frank shared that the facility would further CSU's expertise in bat research which is an area of excellence for CSU. President Parsons thanked the Executive Committee for the off-cycle request and noted the funding for the project was coming from an NIH (National Institutes of Health) Grant and VP for Research revolving fund and they were not requesting any borrowing for the project.

Governor Kawanabe voiced his support for the project, as did Governor Fischer and Markey who remarked at the importance of this type of research.

**Motion/Action** over or Fischer moved for Board approval of Plan of Finance for the Chiropteran Research Facility. he o io wa eco ded over or Kawanabe a d carried u a imou l .

SVP Sobanet noted the outreach to elected officials underway in relation the research and providing them with the facts around the project.

With no further business the committee adjourned at 12:30 p.m.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM RETREAT  
Wine Country Inn and CSU Western Research Center  
3170 B ½ Road, Grand Junction, CO 81503  
August 2-4, 2023**

**CALL TO ORDER**

Chair Valdez called the retreat to order at 4:07 p.m.

**ROLL**

**Governors present:** Armando Valdez, Chair, John Fischer, Vice Chair; Kim Jordan, Kenzo Kawanabe, Treasurer; Dr. Nate Easley, Secretary; Polly Baca; Ray Baker; Kim Jordan; Betsy Markey; Louis Martin; Gavin Graham, Student Representative, CSU-Pueblo; Nick DeSalvo, Student Representative, CSU; Jon Pluskota, Faculty Representative, CSU-Pueblo; Andrew Norton, Faculty Representative, CSU

**Administrators present:** Tony Frank, Chancellor, CSU System,; Timothy Mottet, President, CSU-Pueblo; Becky Takeda Tinker, President, CSU-Global Campus; Amy Parson, CSU President; Jason Johnson, General Counsel, CSU System; Rick Miranda, Executive VP, CSU; Susy Serrano, Director of Internal Auditing, CSU System; Henry Sobanet, Senior Vice Chancellor, Chief Financial Officer, CSU System; Roze Hentschell, Chief Academic Officer, CSU System

**CSU System Staff present:** Melanie Geary, Board Liaison; Adam Fedrid, IT Manager; Wayne Hall, IT Manager; Cara Neth, Director of Executive Communications

**Guests present:** Amy Humble, Disruption Advisors; Becky Hofkes, Disruption Advisors; Cassidy Simpson, Disruption Advisors.

*Retreat Opening Session:* Dr. Frank introduced Amy Humble from Disruption Advisors who was facilitating the retreat. Ms. Humble then led the Board through the retreat goals and an introduction icebreaker exercise to help everyone get to know each other better. Dr Becky Takeda Tinker then lead a discussion about Innovation. She focused on 10 types of innovation and how that creates value. She reviewed a revenue model for innovation processes and discussed tools of change leadership

The retreat then concluded for the day at 5:27 p.m.

**Thursday, August 3, 2023**

Chair Valdez reconvened the retreat at 8:31 am.

Ms. Humble continued the ice breaker exercise before reviewing the overall priorities for the retreat, the work that had continued through the year and the resulting five priorities that had emerged through the process.

*History and Context:* Governor Jordan provided some context for the work the Board had done over the past year.

Governor Valdez shared his endorsement of the fifth priority, Healthy Campuses. There was discussion of the meaning of health campuses.

The retreat paused for a break at 10:05 a.m. and reconvened at 10:32 a.m.

The group then moved into breakout sessions to discuss the first four priorities: *Student Success and K-12 Relationships; Land Grant Priorities; Innovation; and Campus Collaboration.*

The retreat paused for lunch and 12:09 p.m. and reconvened at 1:00 p.m.

The groups reported out before breaking back into the breakout groups to discuss the fifth priority – *Healthy Campuses.* When the group returned, they discussed the five year goals for the five priorities.

The retreat adjourned for the day at 2:30 p.m. and the Board toured the CSU Western Research Center before a reception with local partners, and Extension specialists.

### **Friday, August 4, 2023**

Chair Valdez reconvened the group for the business meeting at 8:30 a.m. and asked Audit and Finance Chair Kawanabe who was joining by phone to convene that committee.

Chancellor Frank noted for the Board that they had already approved the Program Plan for the Veterinary Health Education Center (VHEC) and they were being presented the Plan of Finance to vote on. He acknowledged that campus planning was out of sync with the regular process for these types of approval but that the new administration was realigning processes. He also noted that the program would become a national asset and elevate CSU's ranking nationally. Chancellor Frank also shared his high level of confidence in the ability to acquire donor funding for some of the cost. VPOU Brendan Hanlon led the Board through the Plan of Finance along with the Plan of Finance for the Clark Building renovation. He discussed the rationale behind the Clark renovation, the analysis undertaken to reconfigure the renovation to be the least disruptive to campus, and efforts to maximize the value of the investment. VPOU Hanlon shared the E & G financial 30 year overview and financial forecast scenario used to evaluate and bring the Plan of Finance forward.

Chair Kawanabe asked for a motion to approve the VHEC Plan of Finance Phase One.

**Motion/Action:** Governor Jordan moved to approve the VHEC Plan of Finance. Governor Baker seconded, and the Motion carried unanimously. This Action Item is included in the Board materials.

Chair Kawanabe asked for a motion to approve the Clark Building Plan of Finance.

**Motion/Action:** Governor Baker moved to approve the Clark Building Plan of Finance. Governor Fischer seconded, and the Motion carried unanimously. This Action Item is included in the Board materials.

Senior VC Sobanet presented the following action items, which were the 24th Supplemental Resolution, which authorized new money financing up to \$260,000,000 for the Clark and VHEC projects and authorized refunding up to \$70,000,000 through 2015D SWAP that would be refunded prior to February 2024.

The next item was the First Amendment to Twelfth Supplemental Resolution, which would raise the Commercial Paper principal limit from \$50M to \$150M. The next item was the Sixth Amendment to Fifteenth Supplement Resolution which would align the commercial paper refunding amount from \$75M to \$150M to match the First Amendment to the Twelfth Supplement Resolution.

Chair Kawanabe asked for a motion to approve the 24th Supplemental Resolution.

**Motion/Action:** Governor Baker moved to approve the 24th Supplemental Resolution. Governor Martin seconded, and the Motion carried unanimously. This Action Item is included in the Board materials.

Chair Kawanabe asked for a motion to approve the First Amendment to Twelfth Supplemental Resolution.

**Motion/Action:** Governor Jordan moved to approve the First Amendment to Twelfth Supplemental Resolution. Governor Fischer seconded, and the Motion carried unanimously. This Action Item is included in the Board materials.

Chair Kawanabe asked for a motion to approve the Sixth Amendment to Fifteenth Supplement Resolution.

**Motion/Action:** Governor Easley moved to approve the Sixth Amendment to Fifteenth Supplement Resolution. Governor Baca seconded, and the Motion carried unanimously. This Action Item is included in the Board materials.

Chair Valdez then requested the Board move into Executive Session of the Evaluation Committee at 9:52 a.m. a motion was made by Governor Baca and seconded by Governor Louis. General Counsel read the Board of Governors into Executive Session of the Evaluation Committee at 9:53 a.m., for the reasons stated in the public notice:



As stated in the meeting notice, the Board has moved to go into Executive Session of the Evaluation Committee under C.R.S. § 24-6-402(3) (b) (I), for discussions regarding the Board's evaluation and performance reviews for the Chancellor, Presidents, and professional staff employees of the Board, and for the Evaluation Committee of the Board of Governors to receive legal advice from General Counsel, which is confidential pursuant to C.R.S. § 24-6-402(3)(a)(II).

Following a Motion, second, and unanimous vote to leave Executive Session of the Evaluation Committee, the Evaluation Committee came out of Executive Session into open, public session.

Chancellor Frank shared that the Board had discussed the actions he and Vice Chair Fischer would take before the October Board meeting to refresh the Colorado State University Pueblo President position description and prepare a search timeline.

With no further business for the day, the Board of Governors recessed at 11:46 a.m.

# Section 14

## *Executive Session*

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# Section 15

## *Action Items From Executive Session*




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# 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
<p>Lory Student Center Phase 3 Revitalization and Adult Learner &amp; Veteran Services addition</p> <p>Total Budget: \$33,700,000</p>	<p>\$22,000,000-bond funds</p> <p>Student fees</p> <p>\$11,700,000-LSC and ALVS reserves</p>		<p>June 2023-partial for bookstore</p> <p>Aug 2023-ALVS and North section</p>	<p>This project revitalized the north section of the Lory Student Center, focusing on MEP upgrades and finishes. Approximately 9,300 gsf was added to accommodate the Adult Learner and Veteran Services (ALVS) program.</p> <p>Project is substantially complete and occupied for start of Fall 2023 semester.</p>
<p>Women's Soccer/Softball Complex</p> <p>Total Budget: \$10.7M</p>	<p>\$7,500,000-bond funds</p> <p>\$2,200,000-Athletic reserves &amp; CSU</p> <p>\$1,000,000-donor</p>		<p>Oct 2023</p>	<p>The project will construct a NCAA Division 1 quality softball/soccer complex with competition and training facilities for women's soccer and softball, along with restroom facilities for athletes.</p> <p>Softball and soccer fields damaged in recent heavy rain. Soccer games are relocated pending repair. Design firm is evaluating grading issues.</p>
<p>Chiropteran Research Facility</p> <p>Total Budget: \$11.2M</p>	<p>\$6,750,000-NIH Grant</p> <p>\$4,450,000 - OVPR funds</p>		<p>September 2024</p>	<p>This project will construct a 10,000 gsf stand-alone bat vivarium adjacent to the Center for Vector-borne Infectious Diseases (CVID) building located on the Foothills Campus.</p> <p>Construction is awarded and contracting is underway.</p>

Project	Bonds/Funding		Occupancy	Status as of Sept 2023
<p>Veterinary Health and Education Complex</p>	<p>\$230M-bond funds</p>		<p>Sept 2026</p>	<p>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).</p> <p>BOG approved plan of finance in Aug 2023. 3<sup>rd</sup> party review of project scope, schedule, and cost underway. Contractor starting work inside the existing VTH to prepare for barn demolition. Temporary livestock facility to be constructed.</p>
<p>Clark Building Revitalization-4 phases</p> <p>Total Budget: \$136.5M</p>	<p>\$32,000,000-phase 1 &amp; 2 funding from State</p> <p>\$39,000,000-phase 1 and 2 CSU cash funds authorization</p>		<p>August 2026</p>	<p>The project will renovate the Clark Building A wing, deconstruct the B wing bridge, and construct a new addition between A and C wings.</p> <p>Project is in design. Occupants will be relocated from A-wing after Fall Semester to allow for asbestos abatement and renovation to begin.</p> <p>Project was revised to four phases at the request of the Capital Development Committee. Phase 1 and 2 funding has been appropriated.</p>

# Construction Projects: Status Report

Colorado State University Pueblo | Board of Governors, October 2023

Prepared by Dr. Donna Souder Hodge  
VP Operations and Advancement





# 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 consists of replacing existing valves and adding new valves for building isolation

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

Design phase has begun; abatement expected to be complete by April 28, 2023

Nunn Construction will take over building in May 2023

Master Plan, FY 22/ FY23 – SmithGROUP | Work is in final stages. Presentation to BOG in June 2023

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CSU - PUEBLO | CSU - GLOBAL



# In Progress: Funded, Staged and Preliminary

Upgrade building fire alarms (phase I and II)

AX/Athletics buildings are currently system financed

(anticipated: Fall 2023/Spring 2024)

Refurbish elevators, upgrade ADA compliance in four

buildings – 1 of 4 (HSB) complete; 3 of 4 in progress

(scheduled LS and ADMIN for September 2023 ) | CHEM

delayed until summer 2024 (to avoid interruption of academic operations)

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# 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

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# Upgrade Fire Alarms, Phase II

To replace infrastructure in four more state selected buildings to include horns, strobes, wire and smoke detectors (approved, FY23 Long Bill; work began spring 2023)

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## 3 Roofs, Replaced

To replace roofs on 3 critical buildings: Art/Music, Heat Plant, Physical Plant (**approved, FY23 Long Bill; work began, spring 2023**)

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## 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](mailto:donna.souder@csupueblo.edu)





# APPENDIX II

## *Correspondence*

<b>CSUS Board of Governors Correspondence Received</b>			
<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>
8-3-23	Email	Henry Williams	Clark Building Rain Damage
9-7-23	Email	Brynn Daves	CSU Free Speech Guide
9-18-23	Email	Bill Anthony	Rocky Mountain Showdown feedback
9-18-23	Email	Anonymous	Rocky Mountain Showdown Feedback
9-18-23	Email	Sharon Archer	Rocky Mountain Showdown Feedback
<p>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.</p>			

**From:** [Williams, Henry](#)  
**To:** [Hanlon, Brendan](#)  
**Cc:** [CSUS Board](#); [Parsons, Amy](#); [Frank, Tony](#)  
**Subject:** Re: CSU Clark Building -- Rain Damage  
**Date:** Thursday, August 3, 2023 5:15:20 PM  
**Attachments:** [image002.png](#)  
[image003.png](#)

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Brendan,

Thank you for taking time to offer this feedback.

Regards

--

Henry Williams  
PhD Student / Graduate Teaching Assistant  
Economics Department  
Colorado State University

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**From:** Hanlon, Brendan <Brendan.Hanlon@colostate.edu>  
**Date:** Thursday, August 3, 2023 at 10:55 AM  
**To:** Williams, Henry <Henry.Williams@colostate.edu>  
**Cc:** CSUS Board <csus\_board@Mail.Colostate.edu>, Parsons, Amy <Amy.Parsons@colostate.edu>, Frank, Tony <tony.Frank@ColoState.EDU>  
**Subject:** RE: CSU Clark Building -- Rain Damage

Henry,

Thanks for reaching out with your concerns. I have been briefed on this leak and others that have occurred in a dozen buildings across campus Monday night. Our FM team has worked tirelessly over the past 48 hours to repair the damage experienced in these facilities and additional work remains to be done. I have asked for an evaluation of options to minimize or eliminate water damage occurring in our facilities if we were to experience similar weather conditions in the future. We are currently evaluating alternatives and funding that would repair the Clark roof as part of this process. I should have more information in the next week to share.

The football stadium was constructed in 2017 using university issued revenue bonds. These bonds are being paid using funds from the stadium's operating revenue and philanthropic funds. The university has not used funds outside of these two sources to pay the bonds. These funds would not have been available but for the construction of the stadium. I am unaware of the timing of the survey referenced relative to when the stadium was constructed.

I hope this helps address your questions.

**Brendan Hanlon**  
Vice President for University Operations & Chief Financial Officer  
Division of University Operations

3008 Administration Fort Collins, CO 80523  
P: 970-491-6131  
Pronouns: he/him/his



**VICE PRESIDENT FOR  
UNIVERSITY OPERATIONS**  
COLORADO STATE UNIVERSITY

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**From:** Williams, Henry <Henry.Williams@colostate.edu>  
**Sent:** Tuesday, August 1, 2023 11:02 AM  
**To:** CSUS Board <csus\_board@Mail.Colostate.edu>; Parsons, Amy <Amy.Parsons@colostate.edu>; Hanlon, Brendan <Brendan.Hanlon@colostate.edu>  
**Subject:** CSU Clark Building -- Rain Damage

Dear Administrators,

After the most recent rains, multiple buildings on the CSU Fort Collins campus have been damaged, as happens after each storm. As an ECON PhD student, I've included one representative image showing the state of our offices—Clark C 3<sup>rd</sup> floor. As shown below, our roof is caving in, with water damaging desks, computer monitors, books, etc. I assume some classrooms are similarly affected.

Could you please confirm when roofs on campus will be repaired? Could you please also provide feedback on why we've spent \$220 million (1) on a new football stadium when our existing academic buildings are in such disrepair?

Even a recent CSU press release notes "students for years have rated [Clark] as their highest priority for improvement, citing its aging infrastructure" (2). Could you please confirm if students rated Clark improvements as "highest priority" *before* the \$220 million football stadium investment?



Thank you. I look forward to and appreciate your feedback.

#### References

- (1) <https://csurams.com/facilities/canvas-stadium/17>
- (2) <https://csusystem.edu/board-of-governors-approves-csu-campus-budgets-for-fy23/>

Regards

--

Henry Williams  
PhD Student / Graduate Teaching Assistant  
Economics Department  
Colorado State University



**From:** [Daves, Brynn A.](#)  
**To:** [CSUS Board](#)  
**Subject:** CSU Free Speech Guide  
**Date:** Thursday, September 7, 2023 11:30:04 AM  
**Attachments:** [Free Speech\[36\].pdf](#)

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**\*\* Caution: EXTERNAL Sender \*\***

Greetings,

The Chief Callaghan, who worked for the Norman (Oklahoma) Police Department, sent our Deputy Chief Ray (University of Oklahoma) your Quick Guide to Free Speech at CSU. I've been looking at several Universities guides, and yours is one that I feel is well-designed and easily digestible for students. Who would I need to contact to ask for permission to use/adapt your resource to fit our OU campus? I would obviously credit the university and any other appropriate contributors.

Thank you for your time and consideration.

Brynn

**Brynn Daves**

Assistant Vice President | Associate Dean of Students

University of Oklahoma | Student Affairs

[brynn@ou.edu](mailto:brynn@ou.edu) | 405.325.3161 | She/Her(s)

Report a [student incident](#).

Report a [student in distress](#).

**From:** System contact form <[web\\_hosting@mail.colostate.edu](mailto:web_hosting@mail.colostate.edu)>  
**Date:** Monday, September 18, 2023 at 9:58 AM  
**To:** CSUS mailchimp <[csus\\_mailchimp@Mail.colostate.edu](mailto:csus_mailchimp@Mail.colostate.edu)>  
**Subject:** New submission from Contact us

**\*\* Caution: EXTERNAL Sender \*\***

<b>Name</b>
Bill Anthony
<b>Email</b>
<a href="mailto:wm_anthony@sbcglobal.net">wm_anthony@sbcglobal.net</a>
<b>Message</b>
It has been many a year since I have witnessed a programs football team as dirty as CSU'S. If that's all you can muster against an opponent then God help you. The blatant intentional hits on CU was appalling. Shame on you!

Sent From: CSU System - <https://csusystem.edu>  
how



**From:** [ilcotcof@proton.me](mailto:ilcotcof@proton.me) <[ilcotcof@proton.me](mailto:ilcotcof@proton.me)>  
**Sent:** Monday, September 18, 2023 9:22 AM  
**To:** CSUS Board <[csus\\_board@Mail.Colostate.edu](mailto:csus_board@Mail.Colostate.edu)>  
**Subject:** Subject: Urgent Action Required: Addressing Intentional Misconduct in Football - Henry Blackburn

**\*\* Caution: EXTERNAL Sender \*\***

Dear Board of Governors,

I hope this message finds you well. I am writing to bring to your attention a matter of utmost concern regarding the recent conduct of one of our football team members, Henry Blackburn.

During the game on Saturday, Henry Blackburn's actions displayed disturbing, intentional and flagrant misconduct, which was clearly targeted and designed to injure an opposing player. This conduct has not only tarnished the reputation of our university but also threatens the safety and integrity of the game itself.

It is imperative that the university takes swift and decisive action to address this issue. To uphold the dignity of our program and ensure a fair and safe playing environment, I respectfully request that the following actions be taken:

1. Suspend Henry Blackburn from the football team for the remainder of the season.
2. Suspend Henry Blackburn from the university for the remainder of the semester.

These actions are necessary to demonstrate our commitment to sportsmanship, integrity, and the well-being of our student-athletes. By taking such measures, we can send a clear message that intentional misconduct will not be tolerated within our institution.

I urge the Board of Governors to act swiftly in this matter to protect the reputation of our university and maintain the integrity of our football program. Your attention to this issue is greatly appreciated.

Thank you for your consideration.

**From:** System contact form <[web\\_hosting@mail.colostate.edu](mailto:web_hosting@mail.colostate.edu)>

**Date:** Monday, September 18, 2023 at 11:41 AM

**To:** CSUS mailchimp <[csus\\_mailchimp@Mail.colostate.edu](mailto:csus_mailchimp@Mail.colostate.edu)>

**Subject:** New submission from Contact us

**\*\* Caution: EXTERNAL Sender \*\***

**Name**

Sharon Archer

**Email**

[sharon-archer@comcast.net](mailto:sharon-archer@comcast.net)

**Message**

I am a college football fan. I am discussed by the attitude of the head coach and players during the game against CU.

The head coach made the statement "That's how rivalries are supposed to be" It was very apparent, by the penalties, that the CSU players were out to hurt the other players. I am writing to you to do something about this. If that is the education young men are getting at CSU it is shameful.

My first reaction was: fire the coach - take Blackburn off the team for the late hit sending a player to the hospital - suspend each player that was penalized for dangerous blocking at least 2 games if not more.

Closing, I thought higher education was just that. Very disappointed in CSU.

Sent From: CSU System - <https://csusystem.edu>

# APPENDIX III

*Higher Ed Readings*

### **Regional comprehensive universities: separate and unequal**

*Inside Higher Ed; August 1, 2023*

Doug Eskew, a professor of English at CSU Pueblo, argues that in order to truly be champions of diversity, equity, and inclusion, university systems should integrate their budgets and spend equal amounts of money and resources per student at both flagships and regionals. In the current system, Prof. Eskew argues, a regional university that educates more poor students and students of color is left to spend far fewer dollars per student and encourage “more practical” paths of study like CLEP exams and job training that lead to a less educated student body and low faculty morale, and contribute to the growing view in society that much of college is not an opportunity to learn for learning’s sake, but rather a waste of time and money.

### **Let’s stop pretending college degrees don’t matter**

*New York Times; August 21, 2023*

While there is a growing narrative in society and the media around the “death of the degree” evidence suggests the movement (such as it truly exists) may do little to expand economic opportunity and may actual hurt those who would benefit the most from pursuing higher education. College graduates earn almost 75% more than their counterparts with only a high school degree. Many studies that look at actual hirings rather than just job postings show that employers may be hiring *more* college grads, not less. And many blue-chip tech firms – often associated closely with this narrative – still require a degree for 70-90% of job listings. And while degree alternatives can play a valuable role in society, they aren’t a substitute for the broad education, targeted skills, and social capital gained in college; in fact, much of the growth in alternative credentials may come from people who already have degrees and are looking to supplement with additional skills.

### **The WSJ/College Pulse college rankings: measuring outcomes, not inputs**

*Wall Street Journal; Sept. 6, 2023*

The Wall Street Journal has published a U.S. college ranking list since 2016, and this year they have refined their methodology. New criteria now focuses on three factors: student outcomes (70%), like graduation rates, graduate salaries, and a new emphasis on the value added by colleges; learning environment (20%), which is now based on student and recent-student

surveys rather than a school's reputation or wealth; and diversity (10%) of both students and faculty looking at metrics of racial, ethnic, and socioeconomic backgrounds as well as disability status.

### **Gen Z values college, but affordability concerns remain**

*Higher Ed Dive; Sept. 15, 2023*

As colleges are preparing for an expected drop-off in high school graduates starting in 2026, on the heels of a current multi-year trend of enrollment declines, they will be relying on Gen Z's perceptions of college and its affordability to keep their institutions afloat. 87% of Gen Z members aged 12-15 deemed college important, with Gen Z women rating it more important than men, Democrats rating it more important than Republicans, and Black and Hispanic students rating it slightly more important than white students. But the numbers take a dip when the conversation changes to affordability: only slightly more than half of white and Hispanic college-bound students think they can pay for their education, and only 39% of Black students agree.

### **Tony Frank: On rivalry**

Check out the latest chancellor's letter from Dr. Tony Frank and CU President Todd Saliman.

### **CSU Spur: September update (Water in the West registration is open!)**

Check out the latest news from CSU Spur.

### **North American Agricultural Advisory Network: September update**

Check out the latest news from the NAAAN.

### **Together We Grow: September update**

Check out the latest news from Together We Grow.

### **ColoradoCast: Q3 2023**

Check out the latest short-term economic forecast from the Colorado Futures Center.

**Regional comprehensive universities: separate and unequal**  
*Inside Higher Ed*

In the wake of the Supreme Court's ruling on affirmative action and college admissions, universities across the country have issued statements upholding their commitment to a diverse student body. The university system that employs me, for instance, stated they "value and foster diversity." Our system's flagship, Colorado State University, Fort Collins, stated that the court's ruling would not affect the undergraduate admissions process because that process "assesses the student holistically through a wide range of factors." The statement goes on to say, "We are extremely proud that a full 28 percent of these students [last year's incoming class] are from diverse backgrounds."

The CSU campus where I work is 175 miles to the south of the flagship. While the flagship is 72 percent white (and proud of it), 53 percent of students at the Pueblo campus are nonwhite. And while students at the flagship have a median family income of \$122,000 per year, students in Pueblo have a median family income of \$68,900.

The CSU Pueblo statement regarding the Supreme Court's ruling doesn't mention what percentage of our students are from "diverse backgrounds," nor does it mention their socioeconomic status. The Pueblo statement takes the necessity that, in order to balance its own budget, it must accept 94 percent of applicants and turns it into a virtue. "CSU Pueblo takes great pride in our high acceptance rates," the statement says and, as if it has a choice in the matter, adds, "Rather than boasting how many students we keep out, we boast about the number of students we let in."

On a national level, some commentators, like Richard D. Kahlenberg, have called for student socioeconomic status to be considered in the admissions process. As Kahlenberg writes, class-conscious admissions could create both racially and socioeconomically diverse classes—and would come at a time when "the income achievement gap has grown to be twice as large as the racial gap." I personally support a pivot to class-conscious admissions at flagship campuses. Yet, even if flagship campuses were to institute class-conscious admissions, the university system itself might still treat poor, working-class and nonwhite students unequally.

At the campus where I am on the faculty, for instance, the largely working-class and nonwhite students arrive on campus already disadvantaged by the educational system. On average they arrive underprepared and require more resources to succeed than richer, whiter students. Nevertheless, our university system spends almost three times more on student instruction at the flagship campus—\$13,700 per student in Fort Collins versus \$4,787 in Pueblo. The reasoning behind the inequity is both familiar and untenable: students are supported differently because each campus is required to have its own budget. From my own experience, any suggestion that the budgets be combined for the sake of diversity, equity and inclusion is met with disdain.

Perhaps now is a good time to demand more equitable policies. At this moment when universities are reaffirming their commitments to diversity, equity and inclusion, perhaps it is a good time to question the policies that work against these same commitments. In my own context, inequities are supported by a requirement that the poorer, browner campus maintain and balance its own budget. The result is a “ghettoized” campus where disadvantaged students remain disadvantaged. The result, moreover, is a regional comprehensive campus that is treated as separate and unequal.

Other university systems are no better. A recent article in *The Chronicle of Higher Education* describes a nationwide disparity between hobbled regional comprehensives and thriving flagships and suggests that regional publics have become a bit uppity over time, with “their own hopes to be more like mini-flagships.” Such hopes, the article tells us, have been harbored by faculty “educated at more-prestigious institutions.” The result has been “mission creep” beyond regional comprehensives’ original “practical missions more akin to those of community colleges.” The presumption is that students at regional comprehensive universities should just get job training—as though working-class students couldn’t possibly become better citizens and people by studying for the sake of learning. And the thing standing in the way of a return to those better days when the poor and working-class got job training are the elite-educated professors who refuse to accept their places.

My own institution has pursued “a renewed commitment to student success, engagement and career preparation.” Behind this rhetoric are policies that provide poor, working-class and nonwhite students a “more practical” education. We are seeing initiatives on campus that sacrifice the quality of education for a quicker and easier-to-attain degree. Students are, for example, encouraged to take CLEP (College-Level Examination Program) exams rather than the university’s own general education courses. The result is an emerging view that assumes degree requirements are not opportunities to learn but are instead wastes of time and money.

Students are not the only ones who suffer. The message to faculty is loud and clear: your classes are a nuisance, check off boxes on a degree plan; the university values your teaching so little that they encourage students to avoid taking your classes. It is, then, no wonder faculty morale is low. No wonder students are disengaged. No wonder administrators increasingly regard the faculty with contempt.

One part of solving the problems I have pointed out here is to treat the faculty, staff and students at a regional comprehensive campus exactly the same as you treat faculty, staff and students at a flagship campus. That equity begins by spending the same amount of money and resources per student in both places, by integrating the budgets and by ceasing to ghettoize campuses that serve students of color and the poor and working class. We should not accept this kind of unequal treatment in any aspect of public life—especially not from university systems that claim to be the champions of diversity, equity and inclusion.



## **Let's stop pretending college degrees don't matter**

*The New York Times*

Scanning the headlines, it would be easy to believe that a college degree is becoming increasingly irrelevant in a fast-evolving job market.

Fourteen states, including 10 in the past year alone, have dropped degree requirements for many state jobs. The trend is gathering steam at many high-profile businesses, notably tech firms like IBM and Accenture. All this comes as college enrollment has dropped, with an assist from a tight job market and worries about student debt.

In a world marked by continued racial disparities in employment and economic well-being, there is a growing outcry that expensive college degrees represent a barrier rather than a steppingstone. The argument goes: Many talented people, including disadvantaged minorities, may possess the skills needed for many white-collar roles without holding the formal credentials listed as prerequisites.

These advocates, who can be found on the left and the right, mean well. Nonetheless, a look at the data suggests the skills-based hiring movement may actually amount to little more than populist virtue signaling. The evidence so far suggests that the movement may do little to expand economic opportunity. What's worse, it sends a degree-skeptical message that risks hurting rather than helping those who most would benefit most from pursuing an education beyond high school.

As always, it's useful to look at what economists call "revealed preferences" — or what people do, regardless of what they say.

The economic advantage of getting a college degree remains at just about an all-time high when compared with the average earnings of Americans with only a high-school diploma. In recent years, a typical college graduate earned a median wage premium of more than \$30,000, or almost 75 percent more than those who had completed just high school, a 2019 New York Fed analysis found.

In April 2022, a major study by the Society for Human Resource Management, or S.H.R.M., found that 71 percent of executives said that some alternative

credentials are equivalent to a bachelor's degree. But only 58 percent of supervisors (most likely beneath those executives on the organization chart) concurred, a figure that fell to 36 percent for human resources professionals, or those typically closest to hiring decisions.

In another experiment by S.H.R.M., hiring managers and human resources professionals evaluated hypothetical job applicants with traditional degrees more highly than those with alternative credentials, particularly when the job ad used strict degree requirements. This was the case even when the latter were viewed as more likely to have the technical skills needed for the job.

Another study often cited as evidence of declining employer interest in college degrees doesn't fully capture what's happening. The Burning Glass Institute's "Emerging Degree Reset" report from last year pointed to a decline in degree requirements for middle-skill jobs in particular. But the analysis was based on online job postings, not actual hiring decisions. A later data analysis found that in some key respects, "employers are hiring more (not less) college grads."

What about all the Silicon Valley firms so often associated with the "death of the degree" narrative? Here, too, revealed preferences are, well, revealing.

Degree requirements in formal job listings remain in the 70- to 90-percent range at blue-chip firms like Google, Apple and Intel. Even much-hyped alternative-credential programs — like the online Grow with Google certificates, which offer professional training in high-demand tech fields like cybersecurity and digital support — aren't designed to get certificate holders hired at Google.

Maggie Johnson, Google's vice president of education and university programs, told me that although the company has made a small number of hires from top coding boot camps, "I still doubt that boot camp graduates can learn new languages and technologies as quickly as someone with" a computer science degree.

There is a reason college graduates earn so much more, and it isn't just because they've got an extra piece of paper. The huge growth in the wage premium for college degrees reflects not state bureaucracies or corporate HR policies, but century-long economic changes that generate more jobs requiring the abilities and knowledge acquired in college.

The broad education and targeted skills that college graduates usually obtain prepare them for career success. That includes analytical and communications abilities, tailored preparation in popular subjects like business, nursing and computer science, or liberal arts majors that have significant long-term benefits. When undergrads are also able to develop their social capital to build professional networks, so much the better. It's a category error to treat college degrees like dubious occupational licenses that have become barriers to entry in certain fields.

College degree alternatives may still play a worthwhile role for some students. For all the benefits that accrue to earning traditional two- and four-year degrees, large populations of learners need something different. Tailored, short-term, skills-based programs and credentials in everything from data science to graphic design should be widely accessible — and they should be simple to acquire and reacquire over a lifetime, to meet changing needs. Whenever possible, students should be able to combine them, over time, into two- or four-year degrees. Remember, much of the growth in skills-based credentials seems to be coming from people who already have degrees and want to supplement them with additional skills. They're taking a "both/and" approach to get ahead, not giving up on degrees altogether.

We often hear that the strong preference for degrees isn't fair to the majority of Americans who didn't go to college. But that majority is falling fast, and the percentage of college-educated American adults is pushing 50 percent when associate degrees are included. And while the percentage of Black and Latino college graduates is significantly lower, it is far higher than a few decades earlier. In fact, in 1960, only 41 percent of Americans had completed high school. It might have been plausible then to argue that plenty of dropouts had great talents and were unfairly penalized by high school diploma requirements. But it would have been badly misguided to oppose efforts to vastly improve high school graduation rates, which stand at 91 percent today.

College degree requirements aren't sacred. But they reflect the unmistakable reality that higher education helps people do well.

## **The WSJ/College Pulse college rankings: measuring outcomes, not inputs**

*The Wall Street Journal*

Going to college is one of the biggest investments most students will ever make, and choosing a college is one of life's biggest decisions—that's why so many applicants and their families need a trusted guide.

The Wall Street Journal has published a U.S. college ranking since 2016 and, working with our research partners College Pulse and Statista, this year's edition makes some important improvements to our methodology.

We no longer reward colleges' wealth or reputation in and of themselves. Gone is the survey of academics on schools' reputations. Gone are the rewards for instructional spending and the assumption that the quality of education is largely dictated by how expensive it is to produce.

In their place we've expanded the importance of student outcomes: graduation rates and graduate salaries. Critically, we now put greater emphasis on measuring the value added by colleges—not simply measuring their students' success, but focusing on the contribution the college makes to that success.

Some colleges doing great things for students who would otherwise struggle have previously received relatively low marks in our rankings. By contrast, some colleges doing less for students who would do well regardless of where they went to school have previously been lauded.

Our new ranking rebalances this. To calculate the value added by colleges, we estimate how well their students would do regardless of which college they attended, taking into account the factors that best predict student outcomes. The colleges are rewarded for their students' success over and above that estimate. These scores are combined with raw graduation rates and graduate salaries. In other words, success in absolute terms is still taken into account, but with the value added given greater emphasis than previously.

The idea is that a college whose graduates earn a median salary of \$60,000 10 years after enrollment and would have earned a median \$50,000 if they

had gone to a different college is, at least for that metric, more impressive than one whose graduates earn a median salary of \$80,000 but would have earned a median \$90,000 had they gone elsewhere. Median salaries, of course, are just that: They are the middle of a range of salaries earned by graduates who take any number of paths after college.

For students, we believe this ranking will help them identify which colleges will do the most to help them graduate and make more money.

### **Three components**

College scores in our ranking are based on three factors: student outcomes, accounting for 70% of the rankings; the learning environment at 20%; and diversity, at 10%.

The ranking is constructed by applying rigorous statistical analysis to official government data, combined with responses from one of the largest independent surveys of verified students ever conducted in the U.S.

In addition to the analysis of graduation rates and graduate salaries outlined above, we factor in the cost of attendance against salary performance when considering student outcomes. To do that we start with average net price: the average annual overall cost of attending the college for students who receive federal financial aid, including tuition and fees, room and board, and books and supplies, taking into account any grants and scholarships. We base the total for four years on the student's cost for freshman year. Costs often rise through a student's college career, but our four-year estimate gives us a figure we can use to compare schools based on the current first-year cost.

We divide the estimated total net price for four years of attendance at a college by the median salary of its graduates over and above that of high-school graduates in the state where the college is located. We end up with an estimate of how quickly the salary boost attributable to college attendance pays for the cost of college.

As an example, consider our top performer on this metric, Baruch College, where the estimated average net price across four years is \$7,744. The

additional median annual salary its graduates enjoy over and above that of high-school graduates in New York state is \$45,078—so an education at Baruch pays for itself in just two months by this measure.

To analyze the learning environment in each college, we asked its students and recent graduates about it, rather than rely on the school's reputation or wealth. We commissioned one of the largest-ever independent surveys of verified college students and recent alumni in the U.S., undertaken by College Pulse, to gather their views on the quality and frequency of learning opportunities and career preparation at their school, their satisfaction with its learning facilities, and an overall recommendation score.

Finally, we include a measure for diversity, combining metrics about the racial, ethnic and socioeconomic backgrounds and disability status of students and faculty with the experiences of students on campus via the survey. We think exposure to people from diverse backgrounds is a positive for students in itself.

### **Focusing on the full cost**

Some final notes on our new methodology:

Instead of debt after graduation, we now use net price to better reflect the full financial burden on students who receive federal financial aid and their families—including any loans they may need. A singular focus on debt would punish colleges for enrolling students with lower family incomes, who are more likely to require loans to cover college costs.

We don't factor in selectivity, which we consider to be an input, rather than an outcome for which the college should be rewarded. And we don't rely on self-reported data submitted to us by schools.

None of this is to say that making money is the most important outcome for students. Every student is different, and their goals for what they want out of college are different. To that end, our rankings offer a few other measures by which you can evaluate schools.

If you want to know the best colleges to have a great experience while you're there, for instance, we've separated out a Student Experience ranking just for that.

We also want to showcase the colleges doing the most for those with the least. For that, we offer a Social Mobility ranking—the colleges doing best on salaries and graduation rates while taking in the highest proportion of low-income students.

And for those who really do care entirely about incomes, we have a ranking based purely on Salary Impact.

What constitutes a good college is almost inevitably subjective and a source of contention. But if you want to prioritize learning environment and career preparation, and choose the college that will do most to make sure you graduate and maximize your earnings, that's the focus of this ranking. We hope that this will be a vital resource—and will help you trust your decisions when considering one of the biggest and most exciting choices of your life.

## **Gen Z values college, but affordability concerns remain**

*Higher Ed Dive*

Higher education's future hinges on whether Gen Z values college and believes it's affordable. Colleges have already been grappling with multi-year enrollment declines, and they are now staring down the so-called demographic cliff — an expected dropoff in high school graduates starting around 2026 due to declining birth rates during the Great Recession.

“Enrollment rates will, likely at best, remain stagnant — and, at worst, decline,” Tara Nicola, a senior consultant at Gallup, wrote in a report summarizing the survey results.

The report defines Gen Z as those between ages 12 and 26. The youngest members of Gen Z were slightly more likely to value higher education.

Of those between ages 12 and 15, 87% deemed college important. That's compared to 82% of those from ages 22 to 26 who said the same — even though they are the most likely members of Gen Z to have completed an undergraduate degree.

Some demographic groups valued higher education more than others.

Gen Z women were more likely than men to rate college as important, 87% versus 80%. And the vast majority of Gen Z Democrats, 93%, said higher education was important, compared to only 75% of Republicans — a pattern consistent with other polls on the subject, Gallup said.

Black and Hispanic students were also slightly more likely than White students to value a college education.

A little over half of surveyed K-12 students said their parents have pressured them to get into “a good college.” Students who said college is “very important” were almost five times as likely to feel this pressure than those who rated it as “not too important,” 29% versus 6%.

Concerns about college affordability also differed across racial and ethnic groups. Over half of White college-bound students, 57%, said they think they



could pay for higher education, compared to 56% of Hispanic students and 39% of Black students.

These concerns could contribute to disparities in college-going rates.

In 2021, 57% of Hispanic students and 58% of Black students enrolled in college right after high school, according to federal data. That's compared to 64% of White students and 84% of Asian students.

Gallup's findings are based on a survey of 3,114 respondents conducted online from April 24 to May 8.



**Community focus | Statewide engagement | Global impact**

The CSU System includes three campuses: [CSU in Fort Collins](#), [CSU Pueblo](#), and [CSU Global](#).



This month marked the return of what is arguably Colorado's greatest college rivalry: the Rocky Mountain Showdown between our state's largest public research universities, Colorado State and the University of Colorado. While football is clearly in the spotlight around the Showdown, it gives us a chance to celebrate all CU and CSU have to offer our great state year-round.

It's also an opportunity to showcase Colorado's rich higher education ecosystem overall, which offers affordable, accessible opportunities for anyone who wants to improve their lives through learning. And even though our students compete on the field, CSU and CU are united in sending a strong message that higher education in Colorado is accessible and within reach of anyone who wants to earn a degree.

Most people in the US continue to believe that a college education offers a great return on investment – [one that goes far beyond increased earnings](#) – and yet, many young people today are hesitant to make that investment in themselves because of misperceptions about what it actually costs to go to college.

But the reality is that if you want a college education in Colorado, there are resources and support to make it happen without taking on overwhelming debt. At both CU and CSU, students who qualify for Pell Grants typically don't have to pay any tuition and fees at all. There are generous scholarships available for military veterans, rural students, and those who are the first in their families to go to college. And once you enroll, you'll have a support system of advisers, counselors, and faculty who are invested in helping you succeed.

We want every member of our campus communities to find connections that allow them to feel a strong sense of belonging. That is why our universities work hard to reach out and stay connected to every corner of our state, and why we invest significantly in pre-collegiate programs so that students at a young age can begin to think about their career and education options. And it's why we're deliberately working to reduce what students pay

out of pocket by providing grants and scholarships, expanding transfer opportunities, 530 encouraging concurrent enrollment during high school, and providing alternative pathways to a degree to meet the needs of individual students.

Supporting those students who want to earn a four-year or advanced degree in Colorado matters to the future of our state. Together, the campuses of the CU and CSU System deliver around 70% of the undergraduate degrees earned in Colorado and more than 90% of the graduate and professional degrees. We educate 100% of the doctors and veterinarians earning their credentials in Colorado, and 34% of the nurses. We account for \$1.9 billion in research funding every year, which equates to the creation of 54,000 jobs.

Combined, the CSU and CU campuses graduated nearly 30,000 students last year – graduates who will go on to rewarding and diverse job opportunities made possible through their college education. They'll become scientists, engineers, medical providers, teachers, and other professionals. They'll drive Colorado's economy for generations to come and improve the quality of life for our entire state and nation.

CU and CSU will continue working together – and in partnership with our great system of colleges and universities statewide – to ensure all have the access and opportunity to pursue their educational dreams. That's where Colorado really wins.

*Todd Saliman is the president of the University of Colorado.*

*Tony Frank is the Chancellor of the Colorado State University System.*

## LATEST AT THE CSU SYSTEM



— Join us Nov. 8-9 for the 6th Annual [Water in the West Symposium](#), hosted at the new [CSU Spur](#) campus in Denver for the first time! This year's conference, with the theme Next Gen Water: From AI to Gen Z, will focus on people and organizations that are leveraging new technology and innovation, changing policy, and managing our evolving workforce and will feature a keynote from Joe Fuller, professor of Management Practice at Harvard Business School and co-leader of Managing the Future of Work. More details to come, [get your tickets today!](#)

— CSU Todos Santos – the CSU System's international hub in Baja California Sur, Mexico – recently got a fresh [new brand and website](#), to accompany expanded opportunities for academic programming, Spanish immersion, and community engagement. The deadline to [apply for the Spring 2024 semester program](#) at CSU Todos Santos is Oct. 1.

— The Colorado Futures Center recently released the ColoradoCast, a short-term (~6 month) economic forecast for the Colorado economy, for the third quarter of 2023, which shows the state's economy continuing to grow modestly through the early part of 2024. The model continues to show the Colorado economy averting recession, sustaining year-over-year annual rate growth of 1-2%. [Read the full report.](#) 531

— Nature-based solutions are increasingly being recognized as critical tools for making progress towards climate and biodiversity goals. The 5th Annual CSU Salazar Center International Symposium on Conservation Impact, Oct. 11-12 in Denver, will build connections between existing efforts across sectors and the continent, with diverse thought leaders sharing innovations and best practices for creating a more nature-positive future. [Learn more and register for the Symposium.](#)

## CAMPUS SPOTLIGHTS

— **CSU Fort Collins** [has the best interdisciplinary sustainability curriculum](#) among all institutions listed in the Association for the Advancement of Sustainability in Higher Education's [Sustainable Campus Index Rankings](#). CSU also ranked No. 4 overall among doctoral institutions with 88.13 points, making nine times in a row that CSU has been in the index's top 4.

— **CSU Pueblo** and Pikes Peak State College [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.

— **CSU Global** [named Dr. Audra Spicer provost](#) on Sept. 1. In her role, Dr. Spicer will continue to help lead the institution and drive the University's academic efforts toward mission achievement, including program management, curriculum design and delivery, accreditation statuses, educational policies and processes, and faculty management. Dr. Spicer served as interim provost since June 2023 and has been with the University for over a decade in multiple roles.

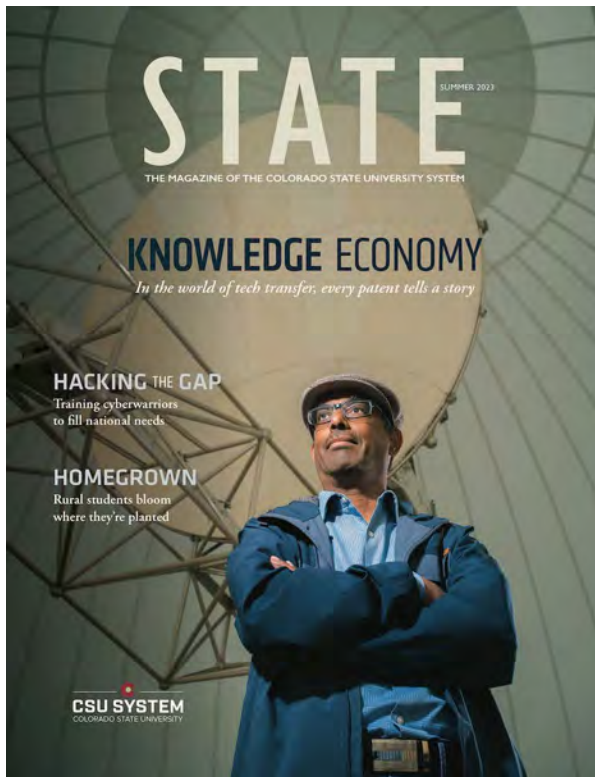
## HIGHER EDUCATION LANDSCAPE

— A lawsuit against Yale University over its affirmative action policies [was dropped](#) on Thursday after the university agreed to make significant changes to its admissions policies. (*Inside Higher Ed*)

— A [delay by the Biden administration](#) in issuing new Title IX rules and regulations likely means that Trump-era rules will stay in place for another academic year. (*Inside Higher Ed*)

— A [new poll](#) from Gallup and Walton Family Foundation found that 85% of Gen Z students in K-12 schools view college as important, but only 62% plan to pursue higher education after they earn their high school diploma and only about half of college-bound Gen Z students believe they will be able to afford a postsecondary education. (*Higher Ed Dive*)

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## Read the latest issue of **STATE**<sup>532</sup>

*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 programs](#) 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](mailto: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!



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# food. water. health.

THE MONTHLY *Newsletter* FROM CSU SPUR



*CSU Spur*, the CSU System's campus at the [National Western Center](#), is 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.



## WHAT IS CSU SPUR?



JOIN US FOR WATER IN THE WEST



The 6th Annual [CSU Spur Water in the West Symposium](#) will be hosted Nov. 8-9 in the Hydro building at CSU Spur, exploring Next Gen Water: From AI to Gen Z. Virtual options are available; [register today!](#)

The Water in the West Symposium is a unique offering in water conferences, bringing diverse stakeholders together to share solutions to water challenges across sectors and creating collaborative problem-solving opportunities. With the opening of the Hydro building in January 2023, this is the first year that the symposium will be hosted at CSU Spur.

Reach out to [waterinthewest@colostate.edu](mailto:waterinthewest@colostate.edu) with any questions, or if you are interested in sponsoring the 2023 Symposium.

## CSU SPUR TROUT RELEASED



The first group of 15 rainbow trout raised at CSU Spur were released into Clear Creek Canyon Park earlier this month!

The trout are part of Denver Trout Unlimited's "[Trout in the Classroom](#)" program, a hands-on educational initiative designed to teach students about aquatic ecosystems and trout conservation. As one of the classrooms participating in the program, CSU Spur received trout eggs, which hatched into fry and then grew into fingerlings before being released into the wild!

[View more photos from the release](#), and keep an eye out for the next group of baby trout coming to CSU Spur soon!

## GIRL SCOUTS DAY AT CSU SPUR



60 Girl Scouts attended Girl Scout Day at CSU Spur in 2022.

[Girl Scout Day at CSU Spur](#) is Oct. 21! Get ready for an interactive day of learning about food, water, and animal and human health!

Activities include:

- Designing a custom Girl Scout patch
- Observing a live veterinary procedure
- Creating horse enrichment for the horses of the Temple Grandin Equine Center
- Making healthy snacks
- Investigating plant illness and learning how to diagnose plants
- Learning about water quality with the Denver Water education team
- Exploring river ecosystems



- Designing a custom Girl Scout patch
- Exploring interactive exhibits and content

[Learn more and register!](#)

## ARE YOU FOLLOWING US ON SOCIAL?

- ✓ Colorado facts
- ✓ POPCORN
- ✓ A summer recap

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? Made pizza in Terra? Checked out the virtual reality in Vida? Tag us on social [@CSUSpur](#)! And don't forget to review us on Yelp! and/or Google.

## QUICK HITS

— **EDUCATION FOR ADULTS, TOO:** Did you know you can take biology courses at CSU Spur and earn credit toward a bachelor's degree? Or get your construction management certificate in just seven months? Check out the [full CSU Spur course catalog](#) to explore all the options! No time for a class? No problem! CSU Spur has something for everyone: [PreK](#) to [grey](#), [families](#), [faculty](#) and [scientists](#), [event planners](#), and all other curious people!

— **JOBS WITH SPUR:** Positions are open at CSU Spur for an events manager, an office manager, and part-time educators. Western Daughters, the cafe in Hydro, is also looking for team members with experience (or a willingness to learn) bartending, coffee and food prep, catering, and customer service. [View all job postings.](#)

— **2ND SATURDAY:** The next [2nd Saturday at CSU Spur](#) is Oct. 14 and the theme is innovation station. Activities will include a solar eclipse viewing at 10 a.m. — we'll see you there!

— **DENVER STARTUP WEEK:** CSU Spur is a sponsor of [Denver Startup Week](#), the largest FREE entrepreneurial event in the world where thousands of innovators from around the world gather for to develop and celebrate innovation. Register today!

— **MEET THE AUTHOR:** Join us for a reading and Q&A session with Camille T. Dungy, author of "Soil: The Story of a Black Mother's Garden," hosted by the Denver Public Library on Oct. 7! The event is free and [registration](#) is encouraged.

— **SUPPORTING STUDENTS:** The CSU Spur Scholarship was created in 2021 to support students from the neighborhood surrounding CSU Spur and is for students who live in 80216 and have been accepted to a CSU System school. Students are awarded \$2,500 per year for up to four years; funds may be used to cover tuition and fees, textbooks, housing, or food. Learn how you can [support the scholarship.](#)

— **VOLUNTEER AT SPUR:** Spur is looking for volunteers who will lead the way in

connecting children, families, and community members to hands-on science and real-world solutions. The next informational webinar is 6-6:45 p.m. on Oct. 19; [learn more and register](#). 537

— **GUIDED TOURS:** CSU Spur volunteers are hosting guided tours of all three CSU Spur buildings from 10-11:30 a.m. on Oct. 11 and Nov. 15. [Register to join a tour](#), but reminder: tours are NOT required to visit CSU Spur.



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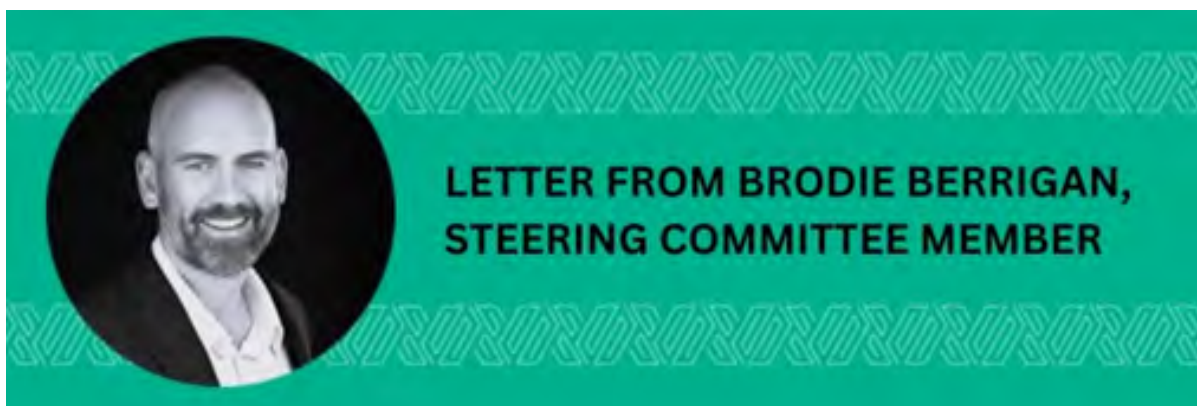
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The [North American Agricultural Advisory Network \(NAAAN\)](#) promotes engagement among Canadian, Mexican, and U.S. agricultural and rural development advisory services and their counterparts worldwide. It is headquartered at the [CSU Spur campus](#) at the National Western Center in Denver.



The idea behind agricultural extension services is pretty straightforward and for the most part widely accepted. It involves the dissemination of knowledge, information, and technical expertise from experts, researchers, and institutions — including academia — to farmers and rural communities. Extension services can be government-run, provided through educational networks, or offered by private sector consultants or crop input suppliers. The approach and scope of these services can vary depending on the country, culture, and unique agricultural challenges faced by different communities.

As a result, how extension services are provided on the ground is a totally different ball game and one that each jurisdiction in North America approaches differently. We have a lot to learn from each other and the need to use this knowledge exchange to promote and improve extension services may be more needed than ever before. The agriculture sector, like so many others, finds itself caught in a strong current of change. For farmers, this means adapting to a changing climate while at the same time expanding production to meet both domestic and global food security needs. It also means preparing the next generation of farmers to meet these challenges.

As Canada's largest general farm organization, representing approximately 190,000 farm families from coast to coast to coast, the Canadian Federation of Agriculture's objectives in becoming a part of the North American Agricultural Advisory Network (NAAAN) are deeply rooted in our commitment to advocating for the financial welfare of Canadian farmers and advancing sustainable agricultural practices. However, we also believe firmly in creating a platform for dialogue and knowledge sharing that aligns with the broader goals of the NAAAN.

A central component of the success of the NAAAN is our dedication to the establishment of Country Hubs. These hubs will serve as focal points for engagement, information dissemination, and partnership building at the national level. By nurturing these hubs, we aspire to cultivate a strong foundation of information sharing and coordination among diverse stakeholders within Canada. These hubs will become vibrant centers where ideas are exchanged, best practices are shared, and innovative solutions are developed to empower our farmers and drive sustainable growth.

Canada, Mexico, and the United States have each identified unique priorities and areas of focus for their respective Country Hubs. By focusing on both meeting the sustainability challenges of today (both economic and environmental) and supporting the next generation of farmers, we have “beaucoup du pain sur la planche,” as our francophone colleagues may say.

Through the NAAAN and our Country Hubs, we have an opportunity to build a stronger, more interconnected North American agricultural community that thrives on the principles of knowledge sharing, collaboration, and sustainable growth.

Sincerely,  
Brodie Berrigan

*Brodie Berrigan is the director of Government Relations and Farm Policy for the [Canadian Federation of Agriculture](#). He is also a [NAAAN Steering Committee](#) member.*

## LAST CHANCE TO REGISTER FOR THE 2023 GFRAS ANNUAL MEETING!



### 14th Global Forum for Rural Advisory Services (GFRAS) Annual Meeting (GAM)

October 17-19, 2023  
Denver, Colorado, USA

Only **10 days left to register** for the Global Forum for Rural Advisory Services (GFRAS) Annual Meeting hosted by the NAAAN, Oct.17-19 in Denver, Colorado, USA. Together, we will explore the theme "Building the Next Generation of Leaders in Agriculture."

REGISTER

This event will bring together global agricultural experts and innovators dedicated to building the next generation of leaders in agriculture. The diverse lineup of speakers in rural advisory and agricultural extension, education, and leadership will inspire with stories of shaping the future of agriculture and empowering the leaders of tomorrow. To learn more, visit the [GFRAS Annual Meeting website](#).

Be sure to book a room at one of the meeting hotels with our discounted rates before Sept. 16!

BOOK THE HILTON

BOOK THE HOTEL INDIGO

## LATEST NEWS

— [NAAAN's 2023-2025 work plan](#): The NAAAN recently released its 2023-2025 work plan. Visit the [NAAAN blog](#) to explore priority areas such as hosting the 2023 GFRAS Annual Meeting, establishing Country Hubs, implementing a storytelling and marketing campaign, and potential areas of work for collaboration and advancement in agricultural extension and advisory services worldwide. Attendees of the [GFRAS Annual Meeting](#) will have the opportunity to participate in early Country Hub conversations.

— [CropLife International uses virtual reality \(VR\) for agricultural training](#): VR offers accessible and immersive learning, aiding farmers in adopting sustainable practices and informed decision-making for crop protection. While challenges like setup costs and accessibility barriers exist, VR's potential, especially when combined with Artificial Intelligence, holds promise for improving agricultural sustainability amid challenges like climate change and regenerative agriculture demands. Join the [GFRAS Annual Meeting](#) to experience CropLife International's VR demonstration in person.

## RECENT EVENTS

— [The Tri-National Agricultural Accord](#): Canada hosted the 32nd Annual Tri-National Agricultural Accord in Saskatoon, Saskatchewan in mid-August. The Tri-National Agricultural Accord represents a longstanding commitment among the senior state and provincial agricultural officials of Canada, the United States, and Mexico to work together collaboratively on agricultural trade and development issues.

— [AFRAS network meeting in Cairo](#): The Arab-speaking agricultural extension community is actively working to create the Arab Forum for Rural Advisory Services (AFRAS) under GFRAS, aiming to unite nineteen countries across North Africa and the Middle East. During a recent meeting in Cairo, foundational documents for AFRAS were discussed, drawing lessons from other networks worldwide, including the NAAAN.

— [Extension Committee on Organization and Policy \(ECOP\)](#): In early August, the

Association of Public and Land-Grant Universities (APLU) ECOP led a dialogue on internationalizing U.S. agricultural extension and ways to extend impact beyond North America. Presentations included an overview of the Board on Agriculture Assembly's International Agriculture Section as well as an overview of the NAAAN presented by Doug Steele, vice president of Food, Agriculture & Natural Resources at APLU and NAAAN Steering Committee member, and Kerri Conway, special advisor to the CSU System Chancellor and director of International Agriculture and the NAAAN Secretariat at CSU Spur.

— **CSU leadership visits Mexico's Secretary of Agriculture**: Dr. Tony Frank, chancellor of the CSU System and chair of the NAAAN Steering Committee, and Amy Parsons, president of Colorado State University, recently visited Mexico City to meet with Victor Villalobos, Mexico's Secretary of Agriculture and Rural Development, and members of his staff. This visit aimed to strengthen collaboration and explore opportunities for agricultural partnerships, emphasizing the importance of academic exchange and research cooperation.

## FROM OUR PARTNERS

### Ministry of Agriculture and Rural Development (SADER)

- **Highlighting the contribution of indigenous peoples**: SADER is actively supporting the development of indigenous communities through federal programs and collaborations, emphasizing their vital role in agricultural progress and food security in Mexico. This effort includes initiatives such as the Production for Well-being Program, which aims to benefit producers and reverse historical neglect of rural areas, and partnerships for sustainable agri-food systems and conservation of native maize.
- **Agriculture offers information about climate scenarios**: SADER has organized agroclimatic technical round tables in various Mexican states. These discussions aim to assess climate scenarios' impact on crops and have resulted in agroclimatic bulletins that offer insights on planting dates, crop alternatives, soil moisture retention practices, and pest management, aiding producers in adapting to changing climate patterns.
- **Skills certification will strengthen the professionalism and competitiveness of the flower and ornamental chain**: SADER has established the Skills Management Committee for Vegetation, Flowers, and Trees, aimed at promoting floriculture involving over 350 species across an area of 25,039 hectares. This committee will develop proficiency standards and evaluation instruments to train, evaluate, and certify individuals within the sector, enhancing their expertise and competitiveness, with a focus on improving the quality and economic competitiveness of ornamental flower, plant, and tree production.

### United States Department of Agriculture (USDA)

- **Investing in Small Business Innovation Research (SBIR)**: USDA's National Institute of Food and Agriculture (NIFA) announced an investment of more than \$12.5 million as part of the USDA Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) programs. The Phase I awards will support 76 small businesses in conducting high-quality research that addresses critical scientific challenges and opportunities in agriculture.
- **Improving pollinator populations and pollinator health**: USDA NIFA is investing \$11.6 million in 25 projects that will focus on improving overall pollinator populations and pollinator health. NIFA's Agriculture and Food Research Initiative (AFRI), Pollinator

Health: Research and Application Program, supports projects that promote healthy <sup>542</sup> populations of animal pollinators in agricultural systems where reliance of crops on pollinators for pollination services is increasing and where declines of pollinators is evident. Pollinator health projects address the problem of declining populations of managed and wild pollinators, such as bees, wasps, flies, butterflies, moths, beetles, and bats.

- [USDA NIFA is investing more than \\$3.4 million in seven projects to ensure farmers have improved access to plant cultivars](#): The Conventional Plant Breeding for Cultivar Development Program within the [Agriculture and Food Research Initiative](#) supports public breeding efforts that provide farmers with greater access to locally and regionally adapted cultivars. Projects address later stages of cultivar development with the primary goal of producing improved, finished cultivars for public release with benefits to both producers and consumers.
- [GusNIP is changing lives in West Virginia](#) : Thanks to USDA NIFA's Gus Schumacher Nutrition Incentive Program (GusNIP), thousands in predominantly rural West Virginia are able to stretch their dollars to purchase fresh fruits and vegetables. GusNIP is a portfolio of three competitive grant programs funded through USDA NIFA with support from USDA's Food and Nutrition Service. Building on the foundation of its predecessor, the Healthy Incentive Pilot and the Food Insecurity Nutrition Incentives grant program, which operated from 2014 to 2018, GusNIP has provided more than \$270 million in funding to nearly 200 projects throughout the U.S. since its 2019 launch.
- [The 28th UN Climate Change Conference \(COP28\)](#): COP28 will be held Nov. 30-Dec. 12 at the Expo City, Dubai, United Arab Emirates. The UAE, co-lead of AIM for Climate along with the U.S., has identified the Agriculture Innovation Mission for Climate (AIM for Climate) as a flagship initiative for their COP28 presidency and a leading platform to advance food and agriculture's contributions to COP28. COP28 is an opportunity for AIM for Climate partners to raise ambition, showcase progress, and amplify their work in climate-smart agriculture and food systems innovation.
- [Subscribe to updates from the USDA NIFA](#) and read current and past issues of the [NIFA Update newsletter](#).

### **International Maize and Wheat Improvement Center (CIMMYT)**

- [Alliances with universities and research centers open the possibility of having better professionals in the field](#): Academic authorities from Universidad Mexiquense del Bicentenario and representatives of the network of Community Colleges of Fresno visited CIMMYT to outline future collaborations to strengthen university education in sustainable agriculture.
- [CIMMYT director general and cropping system scientist to receive the 2023 Glenn Anderson Lectureship Award](#): The Canadian Phytopathological Society will bestow the 2023 Glenn Anderson Lectureship Award on Bram Govaerts, director general of CIMMYT, during the upcoming International Congress of Plant Pathology (ICPP2023) on August 21 in Lyon, France.

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*[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.*



**In this issue:**

- [TWG Connect Conference advisory council](#)
- [TWG member spotlight: Imani Ruffin, Corteva Agriscience](#)
- [Member event: Green Career Week by Seed Your Future](#)
- [Green Bronx Machine Gala](#)
- [TWG virtual member sharing](#)
- [Ag and food in the news](#)
- [Call for stories](#)

Better together!

Lauren Baer  
Executive Director, Together We Grow

## **MEET THE TWG CONNECT CONFERENCE ADVISORY COUNCIL**





*TWG Connect Conference Advisory Council Members: Lauren Baer (TWG), Niki Childers (JAG), David Collier (CHS – not pictured), Dr. Theresa Cooper (Iowa State University), Dan Harr (Scoular), Randy Irving (Nutrien), Dr. Moses Kairo (University of Maryland Eastern Shore), Dr. Antonio McLaren (1890 Universities Foundation), Philomena Morrissey Satre (Land O'Lakes), LaKisha Odom (Foundation for Food & Agriculture Research), Jeannette Robles (ADM), Dr. Quentin Tyler (Michigan State University), Ted Wells (STEMconnector)*

TWG has assembled a top-notch group of professionals across industry, higher education, and NGOs to serve on the TWG Connect Conference advisory council. In the coming months, the council will provide direction to enhance and expand the next annual conference, which will take place May 1-2, 2024, at CSU Spur in Denver, Colorado.

Thanks to each of you for your time and guidance as TWG continues to grow its programs to better serve its members and the broader agriculture and food sector!

## TWG MEMBER SPOTLIGHT



MEMBER SPOTLIGHT

## IMANI RUFFIN

Inclusion, Diversity, and Equity (ID&E)  
Consultant, Corteva Agriscience



Imani Ruffin is the Inclusion, Diversity, and Equity (ID&E) Consultant at [Corteva Agriscience](#). We asked Imani to share some insights into her background and DEI work, as well as what excites her about the agriculture industry.

**TWG:** Why is diversity important to you and your organization?

**Ruffin:** Agriculture is a beautifully unique organization in terms of its expansiveness and how it spans across the world and touches different cultures and people... We understand that at Corteva Agriscience. Our mission in this space is to boldly embrace the power of inclusion, diversity, and equity to enrich the lives of our employees, and strengthen the performance of our company, while advancing equity in agriculture.

[Read the full interview](#). And thank you, Imani, for your commitment to DEI and TWG!



**STEM** | **Business** | **Design** | **Logistics** | **Marketing**

**MEMBER EVENT:** [Green Career Week](#) is Oct. 2-6. Seed Your Future created this opportunity to help businesses easily connect with students to increase awareness of the breadth of careers working with plants, flowers, and produce. Check it out and make plans to participate! If you have questions, email Jazmin Albarran, Seed Your Future Executive Director, at [jalbarran@seedyourfuture.org](mailto:jalbarran@seedyourfuture.org).

## SUPPORT AN IMPORTANT CAUSE



Stephen Ritz and the [Green Bronx Machine](#) are hosting the [Inaugural Grow Something Greater Gala](#) to support and raise funds for the GBM mission and programs. Stephen brought down the house when he spoke about the work of GBM at the TWG Connect Conference in April 2023.

Check it out and support this important work bringing agriculture, nutrition, and learning to classrooms in the Bronx and around the world!

## JOIN US FOR TWG VIRTUAL MEMBER SHARING

The Workforce Next and Best Practices Working Group will meet from 9-10:30 a.m. MDT on Oct. 24. The topic for this session will be announced closer to the meeting.

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](mailto:lauren.baer@colostate.edu).

## AG & FOOD IN THE NEWS

- [Trash to treasure: Renewable energy system could capture farm fertilizer runoff and recycle it](#)
- [Irrigating from space: using remote sensing for agricultural water management](#)
- [Digital twinning: Emerging technology could revolutionize agriculture, researchers find](#)
- [Want to eat like Barbie? Get some beets](#)
- [Building the future with precision ag focus](#)
- [The week in agrifoodtech: Builders Vision to invest \\$1.1bn in climate, Walmart and other corporates expand regen ag](#)
- [No-kill chicken tastes like chicken. Because it is.](#)

## WE NEED YOUR STORIES!

Help us tell your stories to expand the frame for how young people understand careers in the food and agriculture sector! We are looking for recorded video content answering the following questions.

- How are you impacting the world?
- What are the most interesting parts of your job or your day?
- What are your goals and how are you achieving them?
- What are you doing to drive innovation in food & agriculture?
- How do you critically apply your work to your daily life?

Connect with us and share your story by contacting Russell Schiller at [russell.schiller@colostate.edu](mailto:russell.schiller@colostate.edu) and follow us on social at the links below!

[Instagram](#) | [Twitter](#) | [LinkedIn](#) | [Facebook](#) | [TikTok](#) | [Threads](#)

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The [ColoradoCast](#) is a short-term (~6 month) economic forecast for the Colorado economy developed by the [Colorado Futures Center](#), a 501(c)(3) organization that serves as part of the [Colorado State University System](#) and is dedicated to informing economic, fiscal and public policy issues impacting community economic health and quality of life.

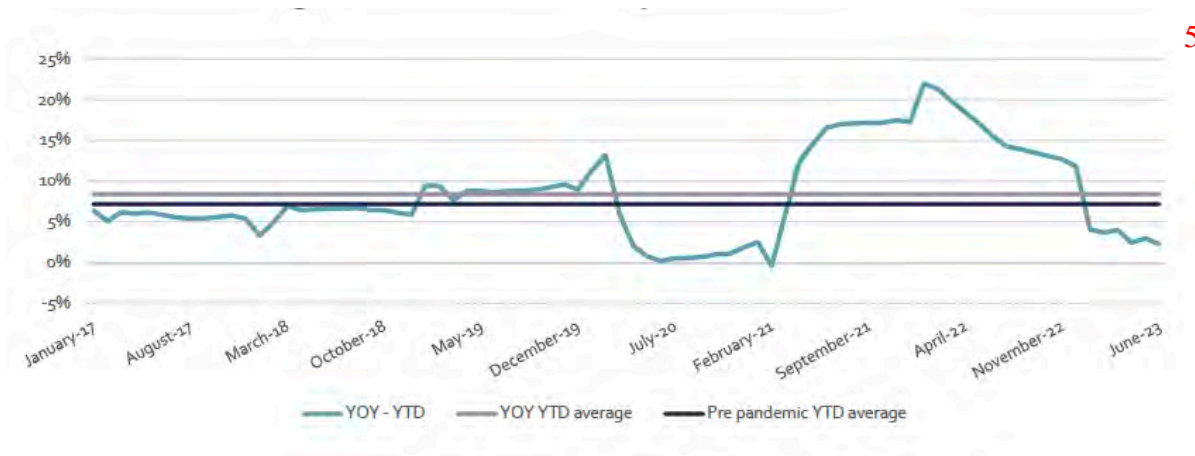
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## LATEST REPORT FORECASTS MODEST GROWTH

Colleagues,

The Colorado Futures Center recently released the ColoradoCast for the third quarter of 2023, which shows the state's economy continuing to grow modestly through the early part of 2024. The model continues to show the Colorado economy averting recession, sustaining year-over-year annual rate growth of 1-2%. Of late, the ColoradoCast has proven to slightly underperform actuals, suggesting that this growth forecast is on the conservative side.

However, weaknesses in the consumer, both locally and nationally are beginning to reemerge, and the requirement to begin repayment of student loan debt in the fourth quarter of 2023 will place additional burden on household budgets. Given the importance in the consumer for sustaining economic growth, we have introduced a new Consumer Spotlight feature to the ColoradoCast. This shows 2023 year-to-date retail sales slowing to below medium-term trend in Colorado and slight increases in credit card delinquencies nationally.



Year-over-year change in year-to-date retail sales

[Read the full report](#) with the expanded spotlight on the consumer.

Thank you,

Dr. Phyllis Resnick  
Executive Director and Lead Economist, Colorado Futures Center

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