BOARD OF GOVERNORS MEETING
February 8-9, 2024
CSU Pueblo
Occhiato Student Center, Ball Room

WEDNESDAY, FEBRUARY 7, 2024

Board informal dinner – Rosario's, 1110 W Highway 50, Pueblo, CO 81008 *(social)* 6:00 p.m.

THURSDAY, FEBRUARY 8, 2024

Board Breakfast, Guests Inner-city students and rural students (CSU Pueblo) - Foyer 8:00 a.m.

COMMENCE BOARD MEETING, Occhiato Student Center, Ball Room 9:00 a.m.

BOARD MEETING – CALL TO ORDER

1. **PUBLIC COMMENT** (15 min) (5) 9:00 a.m. – 9:15 a.m.

2. **BOARD CHAIR'S AGENDA** (1hr 10 min) (6) 9:15 a.m. – 10:30 a.m.
   - CSU Pueblo Excellence in Teaching Award (5 mins) (7)
   - Student Mental Health Services (8)
     - CSU – Dr. Blanche Hughes (9)
     - CSU Pueblo – Dr. Marie Humphrey(25)
     - CSU Global – Dr. Becky Takeda Tinker (45)

BREAK (10 min)

3. **CHANCELLOR'S REPORT** (1 hr 30 min) (50) 10:40 a.m. – 12:10 p.m.
   - Bylaws Changes: (51)
     - Article VII – Committees (name change from Real Estate/Facilities Committee to Real Estate/Facilities and Cybersecurity Committee
     - Article XI – Expense Reimbursement and Event Policy (clarification that Board members are provided access to events to perform official duties)
   - Magellan Top of Mind Survey (1 hr)
   - CSU Brand and Reputation (15 min) (53)
   - CSU Global Rankings (80) (10 min)

LUNCH – CSU Pueblo Branding and Marketing Refresh and CSU Lasers Presentations - Foyer (1 hr)

4. **CSU-PUEBLO REPORTS** (40 min) (83) 1:10 p.m. – 1:50 p.m.
   - Student Report – Presented by Gavin Graham (10 min) (84)
   - Faculty Report – Presented by Jonathan Pluskota (10 min) (86)
   - President's report – Presented by Armando Valdez(20 min) (90)
     - Nursing presentation (10 min) (99)

5. **CSU GLOBAL REPORTS** (35 min) (101) 1:50 p.m. – 2:25 p.m.
   - Student Report – Presented by Laxman Adhikari (10 min) (102)

- Faculty Report – Presented by Lisa Eiden-Dillow (10 min) (105)
- President's Report – Presented by Becky Takeda Tinker (15 min) (107)

BREAK (10 min)

6. ANNUAL ENGAGEMENT AND EXTENSION REPORT (1 hr) (137) 2:35 p.m. – 3:35 p.m.

- James Pritchett, Vice President for Engagement and Extension
- Lindsey Shirley, Associate Vice President for Engagement and Extension
- Eric McPhail, Extension Field Director
- Sue Schneider, Extension State Specialist, Health
- Rebecca Hill, Extension State Specialist, Ag and Resource Economics
- Deryn Davidson, Extension State Specialist, Sustainable Landscape

7. CSU REPORTS (40 min) (160) 3:35 p.m. – 4:15 p.m.

- Student Report – Presented by Nick DeSalvo (10 min) (161)
- Faculty Report – Presented by Andrew Norton (10 min) (164)
- President's Report – Presented by Amy Parsons (20 min) (165)

8. ACADEMIC AND STUDENT AFFAIRS COMMITTEE (30 min) (186) 4:15 p.m. – 4:45 p.m.
Polly Baca, Chair

- New Degree Programs: (207)
  - CSU: Graduate Certificate in Food-Energy-Water Systems
  - CSU: Graduate Certificate in One Health
  - CSU: Rename The Leadership, Entrepreneurship, Arts Advocacy and the Public (LEAP) Institute for the Arts
  - CSU Pueblo: Reorganization of College of Health, Education and Nursing (CHEN) to the independent School of Nursing (SON) and the College of Health and Education (CHE)
  - CSU Pueblo: Rename BS in Middle School Mathematics Education to BS in Middle School Mathematics: 6-8 Teacher Preparation
  - CSU Global: Graduate Certificate in Digital Health Technology
  - CSU Global: Master of Science Degree in Healthcare Analytics (M.S.)
  - CSU Global: Bachelor of Science in Operations Management and Supply Chain Management
  - CSU Global: Bachelor of Science in Legal Studies
  - CSU Global: Undergraduate certificate in Azure AI Automation
  - CSU Global: Undergraduate certificate in Financial Analytics
  - CSU Global: Undergraduate certificate in Long-Term Care Administration
  - CSU Global: Undergraduate certificate in Operations and Supply Chain Management
  - CSU Global: Undergraduate certificate in Patient Safety and Healthcare Quality
  - CSU Global: Undergraduate certificate in Public Health Leadership
  - CSU Global: Undergraduate certificate in Python and Data Analytics
  - CSU Global: Undergraduate certificate in Python Application Development
- Academic Calendar
  - CSU Fall 2026 to Summer 2028 (257)
  - CSU Fall 2028 to Summer 2030 (261)
- Faculty Manual Changes:
  - CSU Faculty/AP Manual Section J; Rights and Responsibilities Related to Inventions and Creative Works (265)
  - CSU Faculty/AP Manual Section K; Resolution of Disputes (301)

- Federal Postsecondary Student Success Grant

Community Welcome Reception for Armando Valdez – El Pueblo, History Museum 5:00 p.m. – 7:00 p.m.
301 N Union Ave, Pueblo, CO 81003

BOARD DINNER – DCs on B Street, 115 W B Street, Pueblo *(social)* 7:00 p.m.

FRIDAY, FEBRUARY 9, 2024

Board Breakfast, CSU Pueblo Football Coach, Phil Vigil and Student Athletes - Foyer 8:00 a.m.

RECONVENE BOARD MEETING 9:00 a.m.

9. AUDIT AND FINANCE COMMITTEE (1 hr 45 min) (327) 9:00 a.m. – 10:45 a.m.

Louis Martin, Vice Chair

Finance Items (1 hr 15 min) (330)

- State Budget Update (331)
- FY 24 2nd Quarter Financial Statements (340)
- Campus Budget Scenarios with Enrollment Update and Tuition Discussion (346)
- Strategic Funding Discussion (346)
- Approval of FY 2024 CSU System Reserve Transfer (350)
- CSU System Treasury Update (353)

Audit Items (30 min)

- Internal Audit Dashboard (358)
- Status of FY 23-24 Audit Plan (359)
- Review of Audit Reports Issued (363)
- Status of Past Due Audit Recommendations (368)

BREAK (10 min)

10. ANNUAL ATHLETIC REPORTS (1 hr) 10:55 a.m. – 11:55 a.m.

CSU Pueblo – Paul Plinske, Athletic Director (372)
CSU – Joe Parker, Athletic Director (387)

11. APPROVAL OF CONSENT AGENDA (5 min) (419) 11:55 a.m. – 12:00 p.m.

Colorado State University System

- Minutes of the November 20, 2023 Academic and Student Affairs Committee
- Minutes of the November 27, 2023 Audit and Finance Committee
- Minutes of the November 29, 2023 Evaluation Committee
- Minutes of the November 30-December 1, 2023 Board and Committee Meetings
- Minutes of the December 15, 2023 Special Board Meeting

Colorado State University

- Graduate Certificate in Food-Energy-Water Systems
- Graduate Certificate in One Health
- Rename The Leadership, Entrepreneurship, Arts Advocacy and the Public (LEAP) Institute for the Arts
- Fall 2026 to Summer 2028
- Fall 2028 to Summer 2030
- Faculty/AP Manual Section J; Rights and Responsibilities Related to Inventions and Creative Works

- Faculty/AP Manual Section K; Resolution of Disputes

Colorado State University Pueblo

- Reorganization of College of Health, Education and Nursing (CHEN) to the independent School of Nursing (SON) and the College of Health and Education (CHE)
- Rename BS in Middle School Mathematics Education to BS in Middle School Mathematics: 6-8 Teacher Preparation

Colorado State University Global Campus

- Graduate Certificate in Digital Health Technology
- Master of Science Degree in Healthcare Analytics (M.S.)
- Bachelor of Science in Operations Management and Supply Chain Management
- Bachelor of Science in Legal Studies
- Undergraduate certificate in Azure AI Automation
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- Undergraduate certificate in Long-Term Care Administration
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- Undergraduate certificate in Patient Safety and Healthcare Quality
- Undergraduate certificate in Public Health Leadership
- Undergraduate certificate in Python and Data Analytics
- Undergraduate certificate in Python Application Development

LUNCH BREAK (20 min)

12. EXECUTIVE SESSION (1 hr) (420) 12:20 p.m. – 1:20 p.m.

13. EVALUATION COMMITTEE (1.5 hr) (421) 1:20 p.m. – 2:50 p.m.

ADJOURN BOARD MEETING 2:50 p.m.

Next Board of Governors Board Meeting: May 2-3, 2024, CSU Fort Collins

APPENDICES

I. Correspondence (423)
II. Construction Reports (433)
III. Higher Ed Readings (445)

Section 1

Public Comment

Section 2

Board Chair's Agenda

2023
Excellence in Undergraduate Teaching Award

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

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

Board of Governors
Excellence in Undergraduate
Teaching Awards.

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

The Board believes,

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

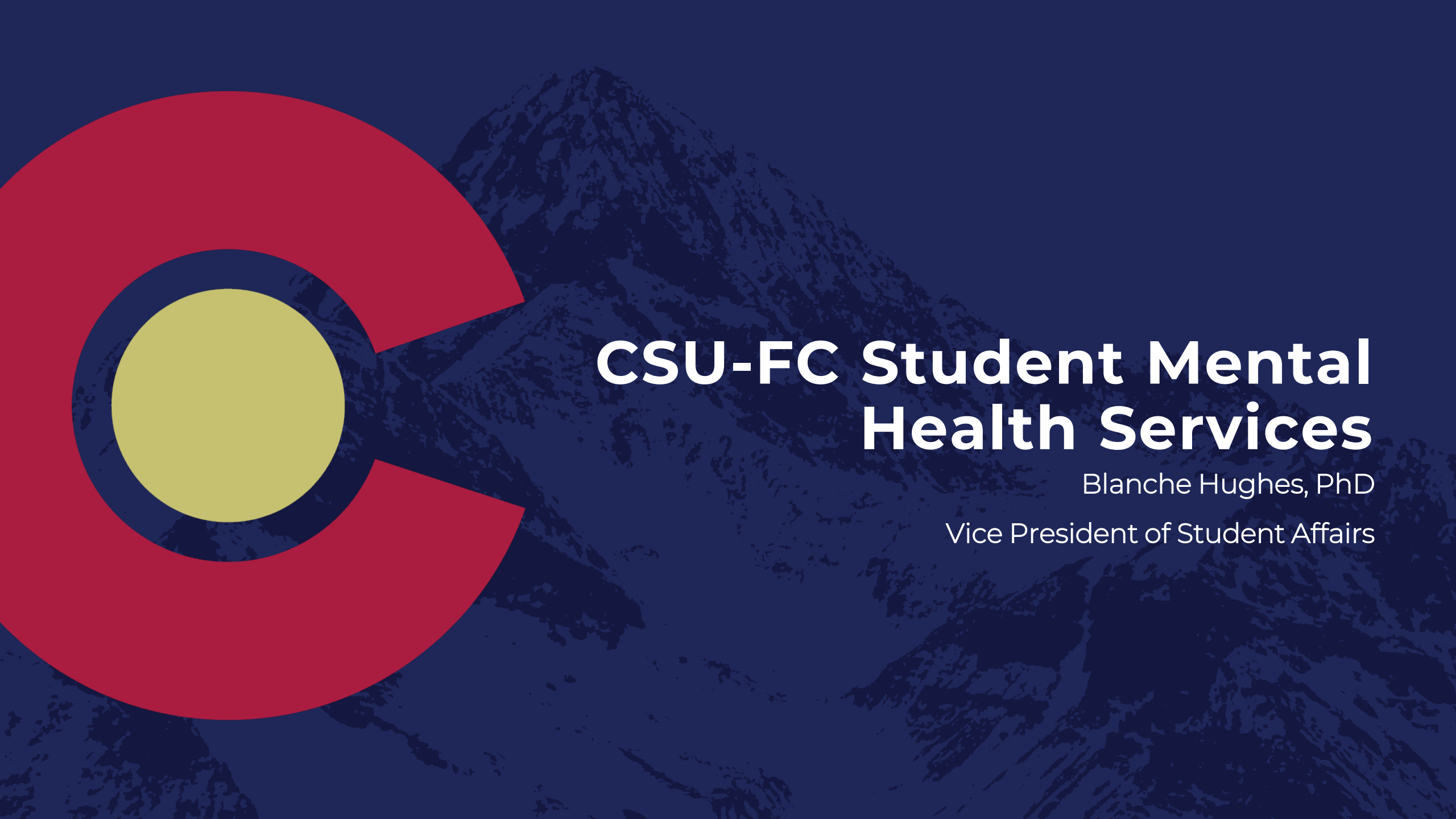
Dr. Kevin Duncan
Colorado State University Pueblo

Dr. Kevin Duncan, Distinguished University Professor and Professor of Economics in the Hasan School of Business, is the recipient of the 2023 CSU Pueblo Faculty Excellence Award in Teaching and Student Learning award.

Dr. Duncan received his B.A. Economics from University of California-and his Ph.D. in Economics from University of Utah Riverside. He joined the faculty of the then Southern Colorado in 1994 after havering served as a faculty member at the University of San Diego and Eastern Washington University.

Dr. Duncan is a prolific researcher, having published numerous peer reviewed journal article and proceedings. Dr. Duncan has given several legislative testimonies and declarations on wage related issues to legislatures of several states. His recommendations have also been implemented in several states. And all the while, Dr. Duncan has never relented on his dedication to the primary role of faculty at CSU Pueblo: Teaching and Learning.

Dr. Duncan has received several awards in teaching and scholarship at the Hasan School of Business and at Colorado State University Pueblo. This is actually the second time he has been recognized at the university level for his dedication to students, teaching and learning: He was awarded Provost's Award for Excellence in Scholarship in 1996. He is highly regarded by his students and peers. His students are particularly appreciative of course materials he develops en lieu of expensive textbooks that include activities and applications relative to the course materials and the current practices within Economics. His student's note, "Dr. Duncan is very approachable. We like his down to earth, entertaining, and engaging lectures. We like the pace, quality and formats of his classes, the simulations, and collaborations, the test reviews, the grading system." The students expressed their appreciation for his enthusiasm, the examples he gives from everyday life, and the time that he provides to explain difficult topics.



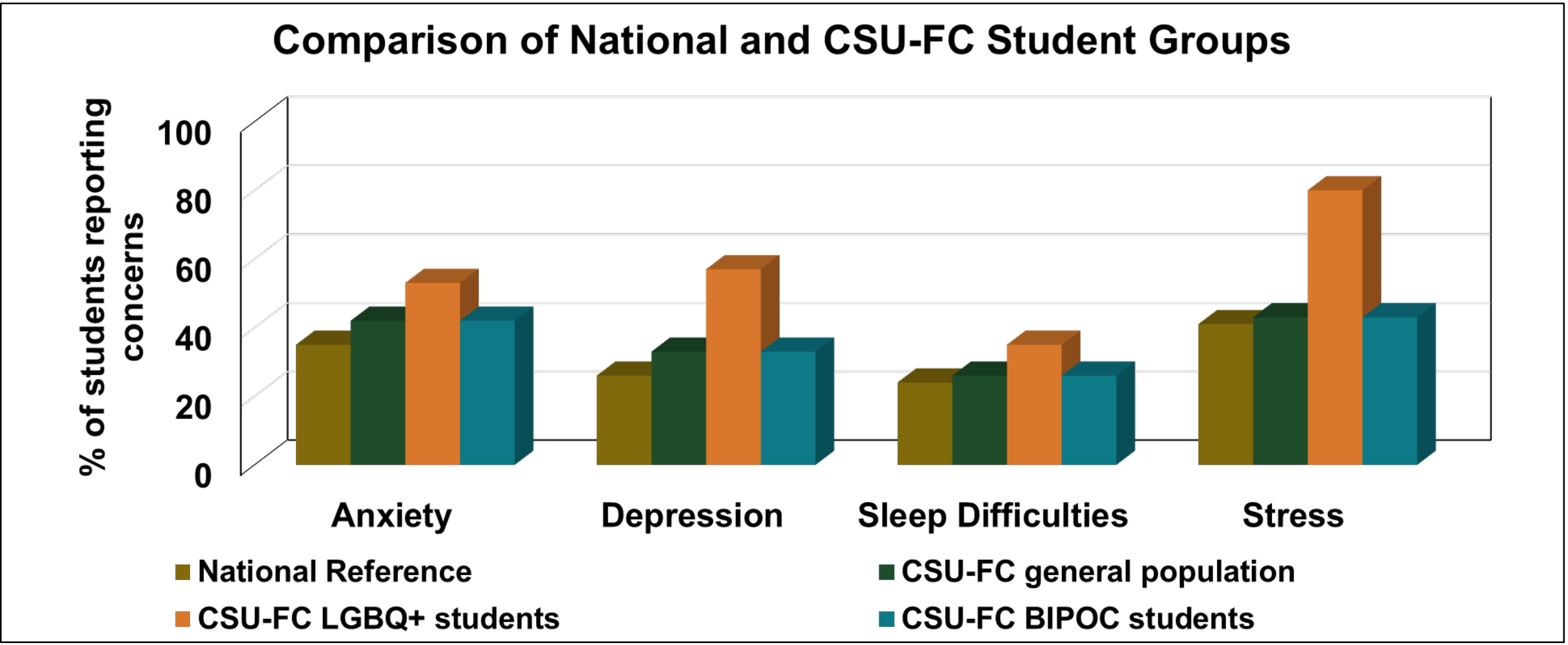
CSU-FC Student Mental Health Services

Blanche Hughes, PhD

Vice President of Student Affairs

What do we know about students' mental health concerns at CSU-FC?

National College Health Assessment, 2021 data



What mental health resources are available to CSU-FC students?

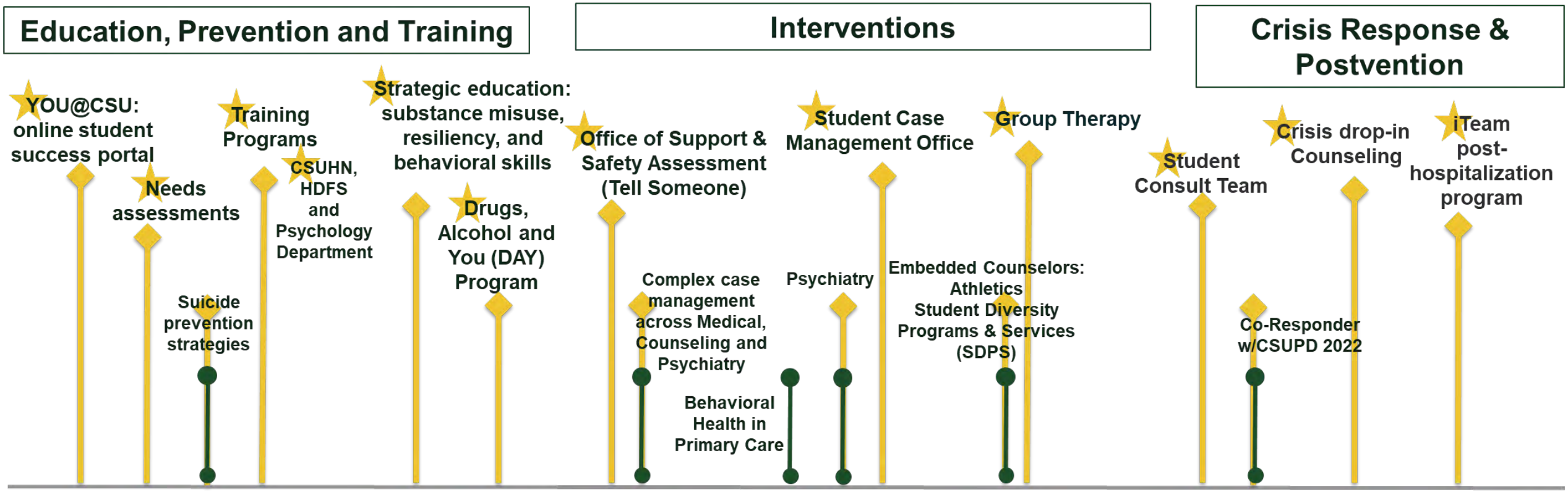
	FTE	Annual budget	Annual volume
• **CSU Health Network (CSUHN)**			
Counseling and Psychiatry Services	65	$3,000,000	31,000 encounters
Health Education and Prevention Services (HEPS)	7	$1,095,000	100,000 contacts
Primary Care Behavioral Health	2	$200,000	540 encounters
• **Office of Support and Safety Assessment**	5	$540,000	800 reports
• **Police Department Co-Responder**	1	~$100,000	144 Co-responses
• **Student Case Management**	5	$405,000	3,800 cases
• **Student Consult Team**	11	*n/a*	300+ consults
• **Office of Title IX Programs and Gender Equity**	8	$593,000	576 reports

Where are CSU-FC mental health services strong?

Continuum of care and interventions – CSUHN programs and services that are on par with or exceed peer institutions

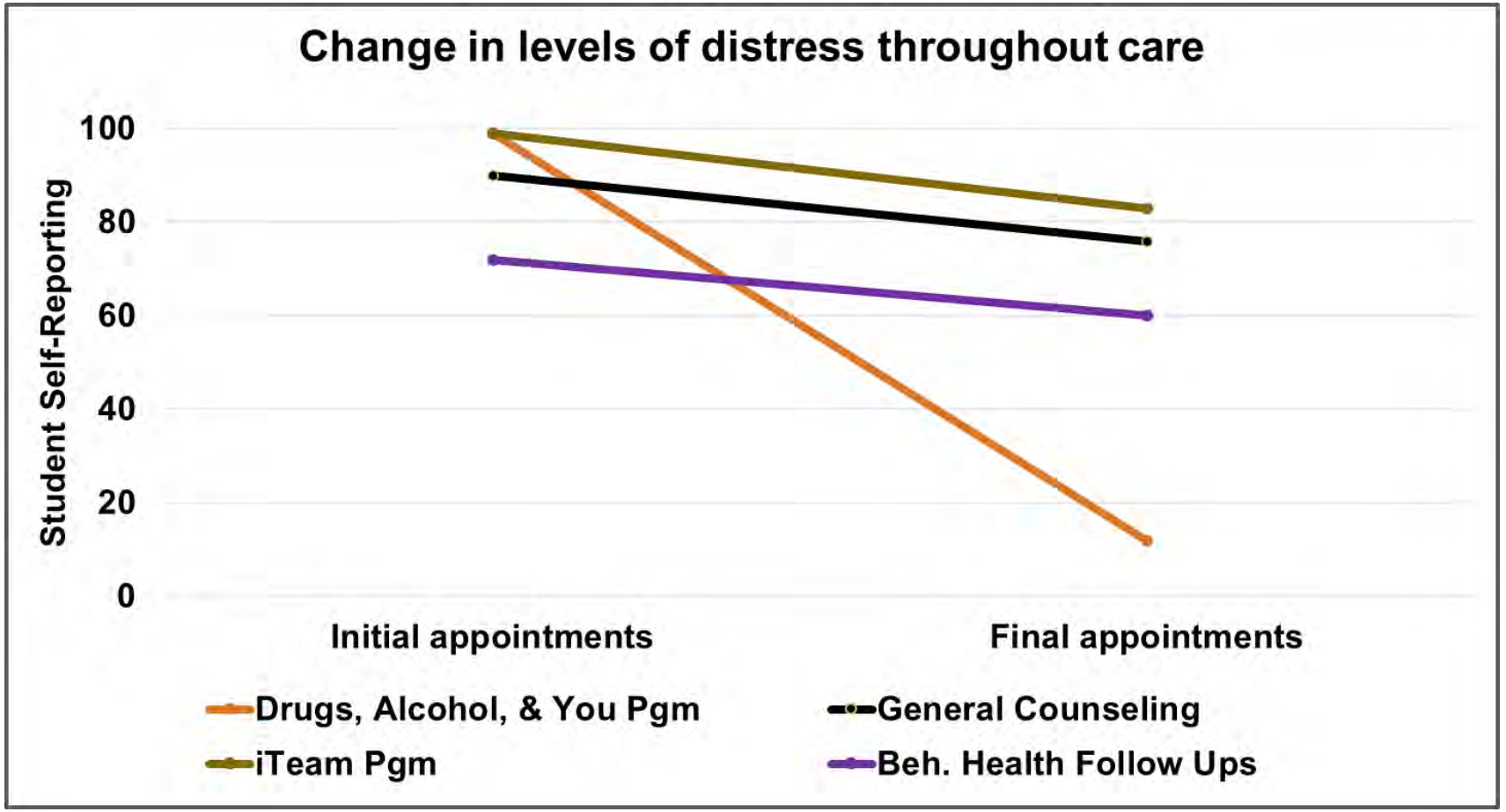
★ = CSU provides innovative, high quality and/or high impact support

● = CSU is on par with public university peers



What impact does clinical counseling have?

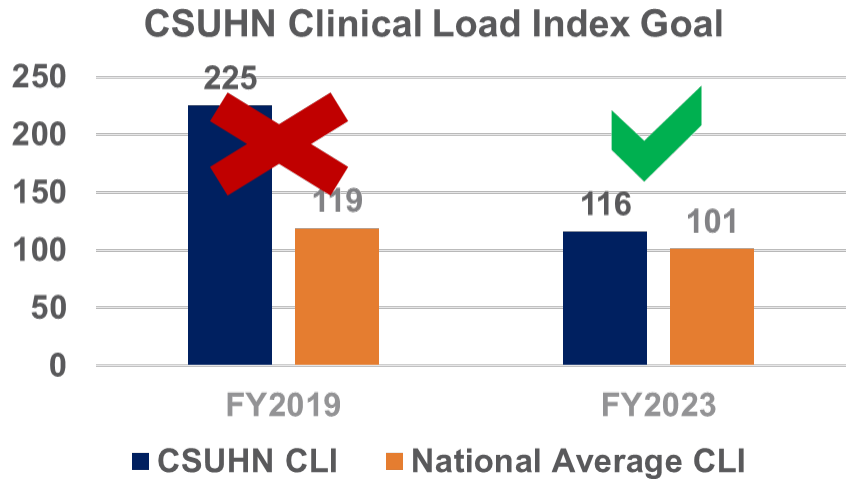
13–20% of students utilize Counseling Services each year (National average is 6–10%)



What are our challenges?

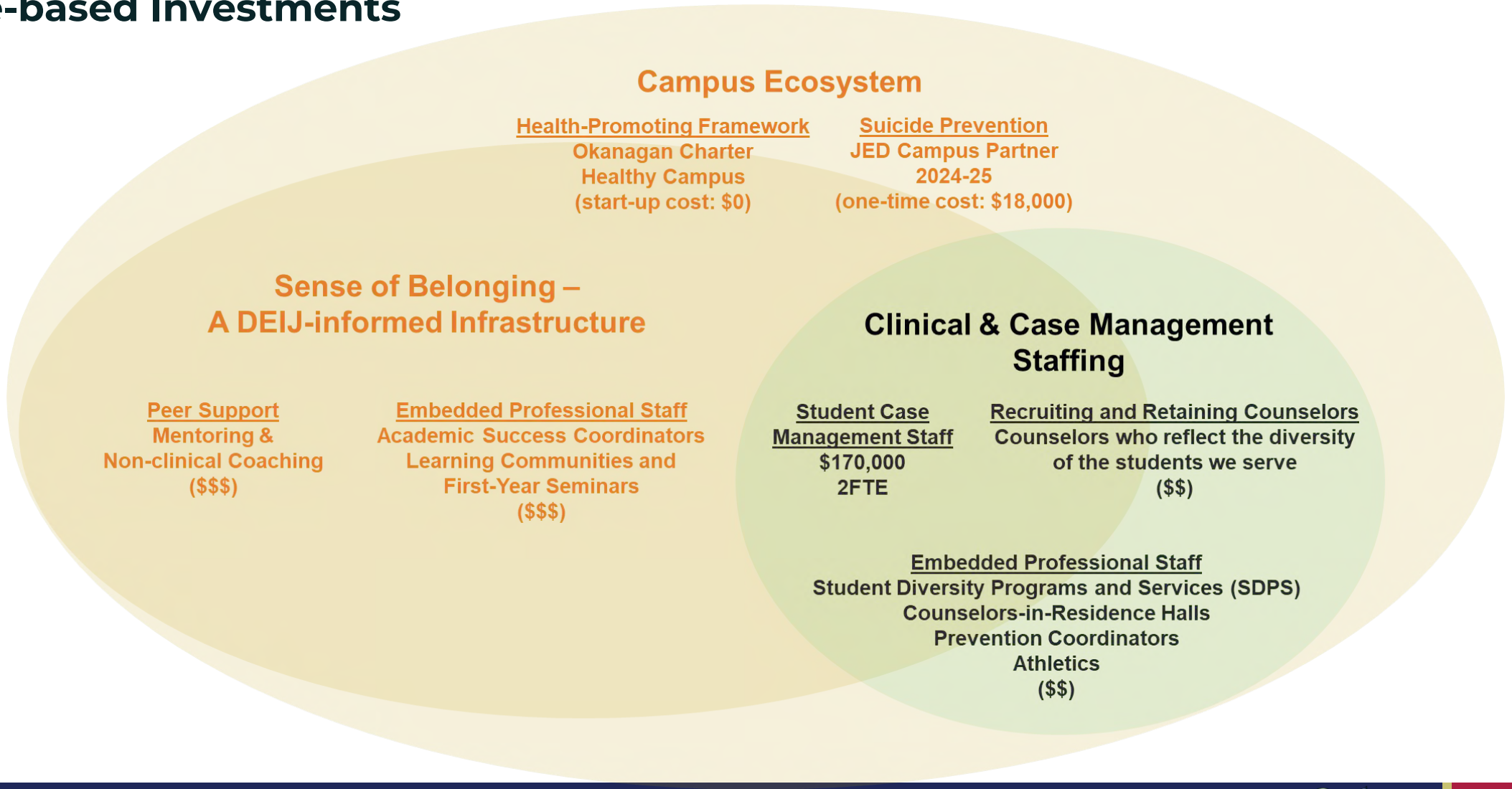
Need to align resources with messaging, staffing, and overall student impact

- **Counseling Clinical Load Index (CLI)**
  - Set boundaries on scope of clinical care (Counseling v. crisis ER)
  - Maintain CLI closer to national average
- **Disordered Eating Care and Treatment**
  - Reset boundaries on scope of care to triage increasing caseload
- **Student Case Management Staffing**
- **Title IX – case resolution timelines**
- **Campus – ecosystem and sense of belonging, especially with students holding minoritized identities**



How might we best improve mental health care for CSU-FC students?

Evidence-based Investments



Report on CSU-Fort Collins Mental Health Services: January 2024

Blanche Hughes, PhD, Vice President of Student Affairs
Laurel Halsey, MBA, Executive Director of the CSU Health Network

Background

In 2004, Dr. Richard Kadison, former chief of the Mental Health Service at Harvard Health Services authored a book about the student mental health crisis.[1] He shared the following insights regarding student mental health:

- Students had high levels of stress, anxiety, depression, and sleep difficulties.
- Financial worries, social fears, and cultural and familial pressures exacerbated troubles.
- Equitable care for those with marginalized identities was an ongoing challenge.
- There must be awareness of the impact of "the web" on this young generation.
- Effective student support included prevention and education about mental health, coordination of care, adequate staffing in campus mental health centers, preventing suicides, and building communities of care.

Twenty years later, almost 450 million students have enrolled in undergraduate and graduate programs in the U.S.[2] The world has seen unimaginable disasters, incredible technological developments, and cultural upheavals. After all these eventful years and hundreds of millions of individual students, the current situation is:

- Students have high rates of stress, anxiety, sleep difficulties, and depression. Students with minoritized identities experience higher rates of impact:

	National Reference 2021 (n =33,204)	CSU-FC GenPop 2021 (n =430)	CSU-FC Gen Pop 2019 (n = 945)	CSU-FC LGBQ+ 2021 (n =316)	CSU-FC LGBQ+ 2019 (n =235)	CSU-FC BIPOC 2021 (n =430)	CSU-FC BIPOC 2019 (n =490)
Anxiety	35%	42%	39%	53%	57%	42%	36%
Depression	26%	33%	32%	47%	51%	33%	29%
Sleep Difficulties	24%	26%	30%	35% ($p < 0.01$)	43%	26%	30%
Stress	41%	43%	50%	80%	73%	43%	47%

Keele, Monica, DVM, MPH, and National College Health Assessment Survey Data 2019 and 2021

- Finances, social safety, familial expectations, and cultural pressures exacerbate troubles.
- Culturally responsive care is an ongoing effort.
- Students continue to wrestle with the positive and negative forces of the internet.

[1] Kadison, Richard, MD. *College of the Overwhelmed.* San Francisco, Jossey-Bass, 2004. 296 pages.
[2] "Fast Facts," National Center for Education Statistics: https://nces.ed.gov/fastfacts/; and Korhonen, Veera, College enrollment in public and private institutions in the U.S. 1965-2031. Statista.com, August 29, 2023

- Health education and prevention services, counseling staff, care coordination teams and care communities have significant positive impact within their scope.

These rates have been increasing over time in volume and complexity. Therefore, while there is nothing terribly new to say about the struggles students face and means of assistance, we are at an important crossroads for supporting CSU students.

This report summarizes (1) student assessments, events, and incidents that inform CSU-FC's mental health program and service delivery, (2) the strengths and challenges of current efforts, and (3) opportunities to align investments in mental health to maximize student impact. Most importantly, our goal is to holistically support students to thrive and have a sense of belonging at Colorado State University.

Assessing Scope of Current Needs

Surveys and Interactive Assessments

Every two years the CSU Health Network (CSUHN) invites a random sample of 6,000 students to provide input on their health and wellbeing through the American College Health Association's National College Health Assessment (ACHA/NCHA). CSUHN further disaggregates select student groups with marginalized identities to compare their mental health status with the general student body. As noted above, the two most recent NCHA surveys in 2019 and 2021 show that the CSU students remain at or above national data in terms of struggling with anxiety, depression, sleep, and stress.

The CSUHN manages "YOU@CSU," an online support tool built for CSU-FC students, through which every student can build their profile and receive customized resources and recommendations for their individual mental health. This foundational technology is complemented by an interactive screening program for students whose profile indicates clinical counseling could be helpful.

Office	FTE	Annual budget	Annual volume
CSU Health Network (CSUHN)			
Counseling and Psychiatry Services	65	$3,000,000	31,000 encounters
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Snapshot of current mental health resources available to CSU-FC students

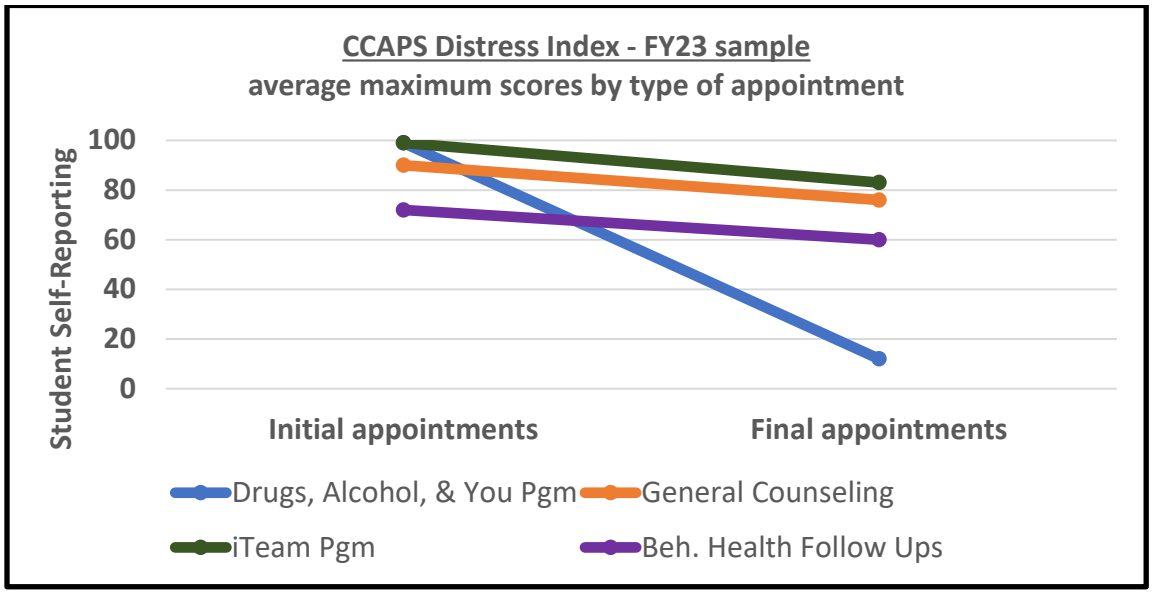
Programs, Metrics, and Impact

CSU-FC has many strong supports throughout the Division of Student Affairs and in other campus areas. In the continuum of health education, prevention services, mid-level clinical interventions and crisis response, these are known for innovation and quality:

- Health Education and Prevention Services (HEPS)
  In FY23, 4,500 students attended workshops promoting positive skills and behavioral responses to stress and other pressures. HEPS also houses *CREWS,* a student group that engages their peers about alcohol misuse. In FY23 alone, *CREWS* contacted students over 6,000 times to reflect on alcohol use and make pledges toward reducing harm. Including management of mandated trainings on sexual assault prevention and substance misuse, HEPS made 100,000 contacts with students in FY23. (data from CSUHN databank).

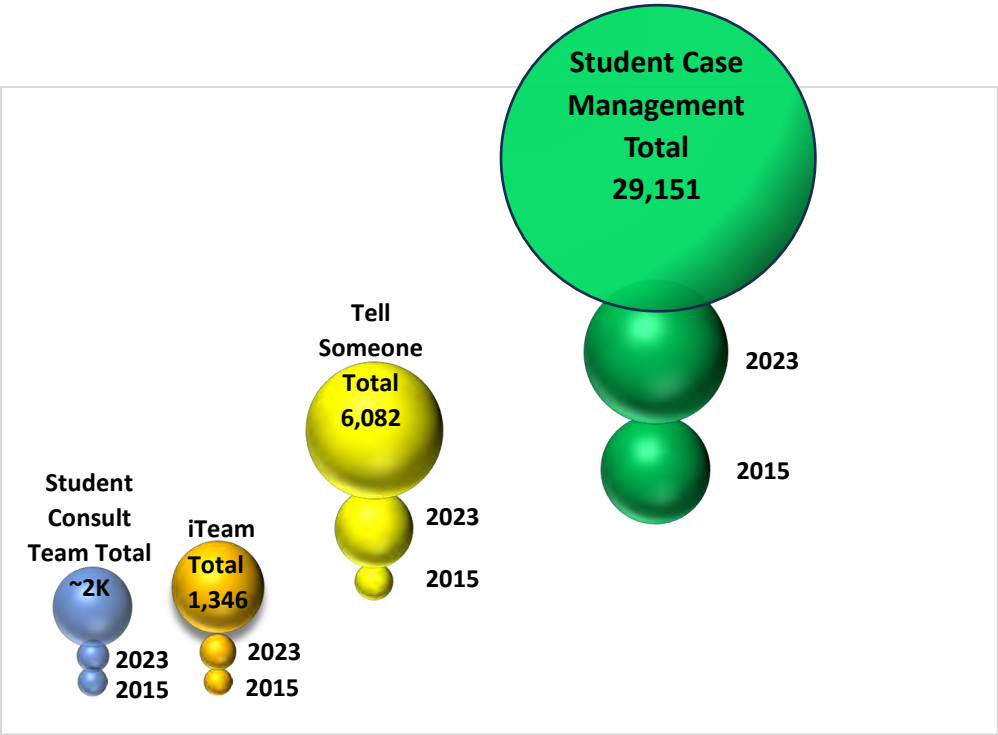
- Training
  The Department of Psychology, The Prevention Research Center in the Department of Human Development and Family Studies, and the CSU Health Network house extensive training programs for the next generation of mental health practitioners.

- Clinical interventions that reduce psychological distress
  The Counseling Center Assessment of Psychological Symptoms (CCAPS) is a brief assessment administered to assess treatment effects. The "Distress Index," is the level of psychological distress the student is experiencing. This graph illustrates the positive impact of four mental health clinical interventions in FY23. Students' highest levels of distress in final appointments were significantly lower compared to initial appointments.



CSU-FC students' CCAPS Distress Index Scores. CSU Health Network data, 2023

- Campus Programs that Identify and Respond:



Relative volume of cases: 2015, 2023, and cumulatively 2015 – 2023. Division of Student Affairs data.

The **Student Consultation Team** manages hundreds of high-risk cases per year, most involving a component of suicidal ideation. Students who are hospitalized for mental health reasons and seek to re-engage with their academic goals after hospitalization are often candidates for **iTeam**, an intensive post-hospitalization program of approximately twelve weeks. Since inception, the number of students accepted annually into iTeam ranges from 115 to 199 per year. A review of the last five semesters of participation shows that 90% persist toward graduation. (data from the CSUHN databank).

The Office of Support and Safety Assessment (SSA) manages the **Tell Someone** reporting tool, where any student, faculty or staff member can report concerns by telephone, email, or website. SSA triages reports to appropriate offices and is a lead partner in risk management. Since 2015, SSA has triaged 224 – 969 reports annually (data from Office of Support and Safety Assessment databank). Similarly, the volume of student cases managed by **Student Case Management (SCM)** has grown significantly. In 2015 SCM worked with 1,888 students experiencing life issues that negatively impacted academic success; in 2023, there were 3,800 cases. Depending on the concerns, case resolution ranges from a few weeks to several months. SCM handled 29,151 cases in the past nine years. (data from Student Case Management databank).

One of the outstanding aspects of CSU-FC support is how these teams work together to stabilize students in acute distress and facilitate their return to academics. These partners continuously

manage and coordinate the most complicated student cases, conducting structured support plans to assist the student's return to academic progress. Most students engaged through the post-hospitalization partnership continuum stabilize sufficiently to proceed with academic goals and graduate.

- Counseling Services that support Inclusion and Belonging

In addition to Embedded Counselors in Student Diversity Programs and Athletics, Group Therapy programs support students in managing anxiety, depression, body image, neurodiversity, and minoritized identities on a predominately white campus. In 2023, Drug and Alcohol workshops were updated to be inclusive to a wider audience, and workshops such as *Latina Wellness* and *Trauma Recovery Skills* were added. There were more than 3,500 group therapy and workshop appointments in FY23, and 640 students helped through the Drug, Alcohol and You (DAY) program. (data from CSUHN databank).

- The Academic Environment

Faculty and staff have a significant impact on student mental health. The Committee for Teaching and Learning, TILT, and the Faculty Council have set the stage by helping promote students' mental health resources in course syllabi templates, in agenda items and in classroom practices. Faculty members who adopt mental health resources in their syllabi help center students in the beliefs that their mental health matters and there are supportive resources.

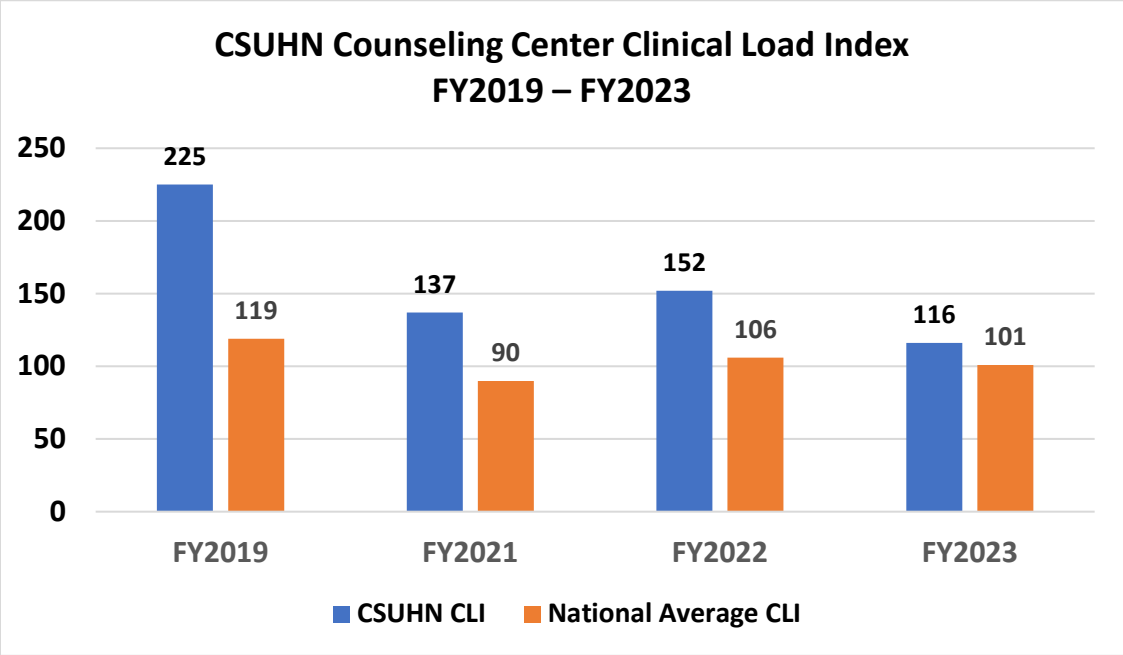
Likewise, when Faculty work collaboratively with students around class absences, rather than applying shame-building and punitive consequences, students believe the campus sees them as individuals and cares about their future. Academic environments that promote strong cohesion between students, faculty, and staff, such as in the Warner College of Natural Resources and the College of Agricultural Sciences are at the pinnacle of good practices.

Challenges

Counseling and Psychiatry services run at full speed and hire additional contract staff to support demand during the fall and spring semesters. An analysis of 2022 appointment data from the CSUHN databank showed that 686 students (2% of all enrolled students) utilized 50% of 1-1 appointments. CSU-FC's clinical capacity is starkly misaligned with current expectations that every student can have up to five pre-paid visits, whereas with current funding and staffing levels, this is impossible.

Further analysis is possible through the Center for Collegiate Mental Health's *Clinical Load Index* (CLI), an analytical tool that helps estimate standardize annual caseloads in college counseling

centers. In years of highest demand, CSU-FC Counseling Services reached a CLI in the 97th percentile of the national reference data (560–660 campuses participating annually).



Comparison of CSU-FC Counseling Center Clinical Load Index to national reference data. CLI Report for CSU-FC, Center for Collegiate Mental Health, 2023.

Clinical overload is keenly felt by staff, students, faculty, and administration whose expectations are acutely different from experience. The 2023 CLI for CSUHN Counseling Services shows that caseloads are now closer to national reference data; however, there is still much work to align capacity with expectations.

Four other challenges bear mentioning due to the direct effect on individual and group mental health:

- Disordered eating: 1 out of 7 students utilizing medical services have a diagnosed eating disorder (data from the CSUHN databank). This amounted to almost 2,000 students in 2023. All eating disorders necessitate highly specific mental health care within interdisciplinary complex case management. CSUHN is revisiting its threshold for providing campus-based care due to this extremely high volume.

- Student Case Management (SCM): The SCM Team requires more staffing to handle a significantly increasing workload. Funding SCM so that they can recruit and retain case managers with identities that reflect the student population is similarly important.

- Title IX case management: Due to an increase in reporting and increased federal requirements attached to Title IX procedures in recent years, the timelines for CSU-FC Title IX office to resolve complaints continue to increase. Students who seek assistance

and protection suffer the additional mental burden of being in limbo for many months with issues that have harmed them. This also creates predictable and broader negative impact between CSU and those in whom the student has confided.

- Campus ecosystem and sense of belonging: The overall campus environment for promoting mental health is mixed. The Colorado Department of Higher Education designated CSU-FC as a Healthy Minds Campus in recognition of the campus commitment in supporting the health and well-being of students, including increasing access to mental health services, raising awareness, and introducing campuswide prevention practices.

  At the same time, needs remain. A qualitative study on why undergraduate students leave CSU[3] showed that 44% of students cited negative social experiences and 21% cited negative academic experiences. CSU-FC students experience feelings of isolation in large classes, bureaucratic processes, understaffed support teams with overworked employees, and sometimes campus colleagues who do not feel accountable if their words and actions create harmful dynamics with students.

  There are tremendous examples of positive impact occurring within certain academic and administrative areas, and the results are compelling evidence that integrative practices with students are the way to go.

Opportunities

Investing in student mental health needs to show both results and value, creating a persuasive argument that investments need to be grounded in evidence and economies of scale. Traditionally, there has been much discussion regarding the counseling staff-to-student ratio, with professional mental health associations recommending a ratio of around 1:1,000. If pursuing this endpoint, CSU-FC would need at least two hundred more clinicians to conduct regular meetings with every student, at an additional operating cost of at least $25 million per year. This is a clear diseconomy of scale and contrary to the complex mix of student mental health needs.

Which investments, then, are the best use of resources? Given that existing effective support programs do look quite different from each other, an optimized strategy should be more nuanced, likely along these lines:

- Expand clinical and case management staff:
  - Increase Student Case Management staff to keep pace with volume and intensity of student issues; increase salaries for Case Managers to recruit and retain staff.

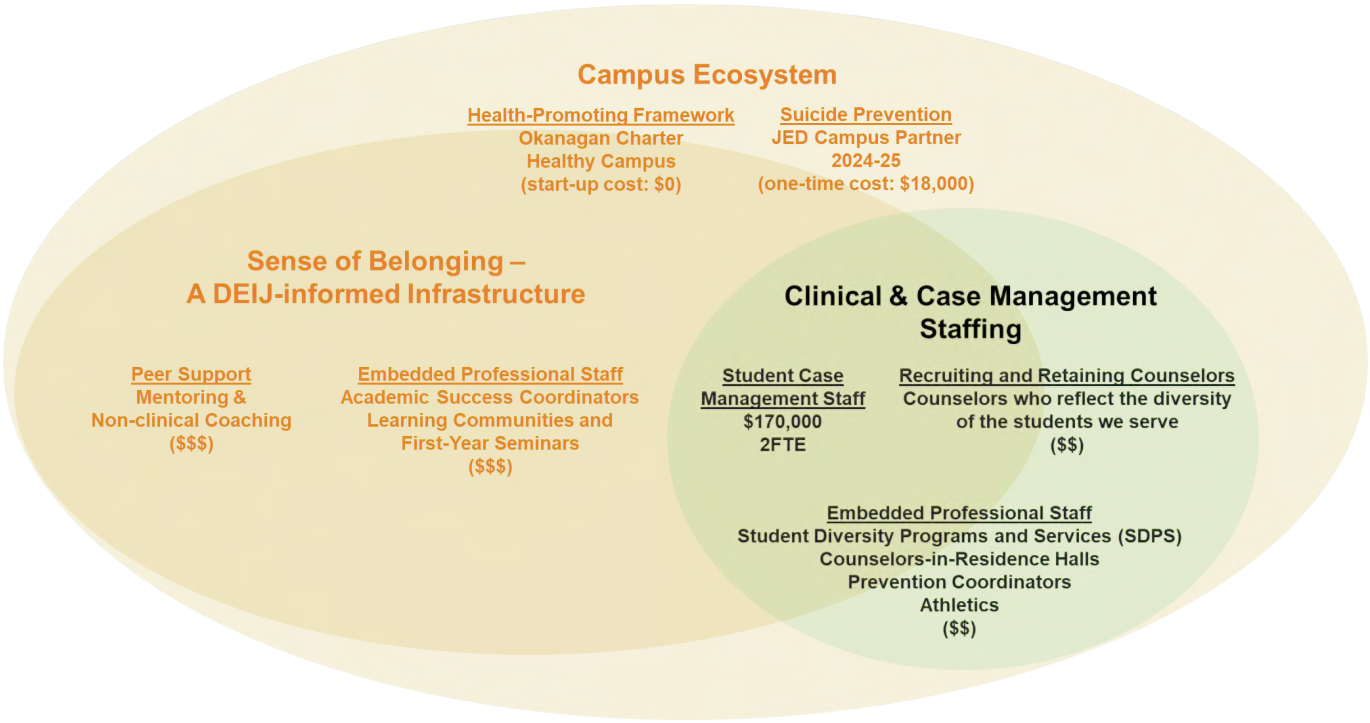
[3] *Qualitative Study on Why Students Leave CSU*. Institute for Research in the Social Sciences (IRISS), 2022.

    - Increase Academic Success Coordinators who offer holistic academic advising within the colleges.
    - Increase Counseling staff salaries to compete more effectively for counselors of diverse backgrounds and reduce turnover to metropolitan areas.
    - Increase Embedded Counselors to (a) serve more fully students with minoritized identities on campus and (b) serve specific student groups in their environments, specifically students in residence halls and student-athletes.

- Setting clinical counseling boundaries:
    - Maintain a Clinical Load Index in the 60-80% range of national reference data.
    - Utilize the campus infrastructure partners to support non-clinical needs.

- Building a Sense of Belonging infrastructure:
    - Establish robust peer support with peer mentoring and peer coaching.
    - Continue to expand first year seminars to support students in transition to college.
    - Expand learning communities.
    - CSU could expand current student assessments to include evaluating implementation of these approaches, with timely adjustments when indicated.

- Establishing a next-level campus ecosystem:
    - CSU adoption of a guiding framework that promotes health in policies and operations, such as the Okanagan Charter developed by the International Health-Promoting Universities and Colleges Network or the ACHA Healthy Campus Framework.



In conclusion, we very much look forward to supporting the Board's commitment to student success. Students who are not held back by loneliness, fear, or shame have more space for creativity and innovation. Nothing is more rewarding in our professional lives than students who reach their academic goals, who stay connected with the CSU community, and who have positive impact on their next environments due to what they have learned and lived at CSU.

References and further reading

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2. About the National College Health Assessment Survey. ACHA, 2023. 2pp. Weblink
3. Building Effective Care Teams in a Hybrid World. Burke, Dwight, MS et al. Mantra Health, 2023. 16pp. Weblink
4. Healthy Minds Campus Checklist. Colorado Department of Higher Education. 5pp. Weblink
5. Investing in Student Mental Health. Healthy Minds Network Research Team (Lipson, Sara Ketchen et al). American Council on Education, 2019. 14pp. Weblink
   *Keywords: return on investment, campus integration
6. Measuring and Promoting Thriving in College. Flaherty, Colleen. Inside Higher Ed, 2023. 5pp. Weblink
   *Keywords: student-faculty interaction, engaged learning, peer interaction.
7. Navigating a Path Forward for Mental Health Services in Higher Education. Gorman, Kimberly S., PHD et al. Association for University and College Counseling Center Directors, March 2023. 34pp. Weblink
8. Okanagan Charter. International Health-Promoting Universities, 2015. 12pp. Weblink
   *Keywords: health-promoting universities, call to action, framework
9. Qualitative Study on Why Students Leave CSU. Lahoff, Rachel, MA and Cantwell, Allison M., PhD. Institute for Research in the Social Sciences (IRISS), 2022. Weblink
10. Six Considerations for Student Mental Health in Higher Education for the 2023-24 Academic Year. Chessman, Hollie; Montero, Armando; Cruz, Tabitha. American Council on Education, 2023, 11pp. Weblink
    *Keywords: staffing, evidence-based practices, trauma-informed approaches
11. The ACHA Healthy Campus Framework. ACHA Healthy Campus Leadership Team (Brauer, Nikki, MS, COEE, CWPM, CHWC et al). ACHA, 2023. 23pp. Weblink
    *Keywords: infrastructure, community, culture, Okanagan Charter
12. What Works for Improving Mental Health in Higher Education. Abelson, Sara; Lipson, Sarah Ketchen; Eisenberg, Daniel. American Council on Education, 2023. 15pp. Weblink
    *Keywords: sense of belonging, evidence-based investments, peer support

COLORADO STATE UNIVERSITY PUEBLO

Student Mental Health Update

Board of Governors Meeting

February 2024

CSU SYSTEM
COLORADO STATE UNIVERSITY

CSU Pueblo Student Mental Health Update Overview

- Trends
- Student services utilization
- Current plan to address mental health
- Comparison of programs and services
- Aspirations

Mental Health by the Numbers*

1 in 5 U.S. adults experience mental illness

1 in 20

1 in 20 U.S adults experience serious mental illness

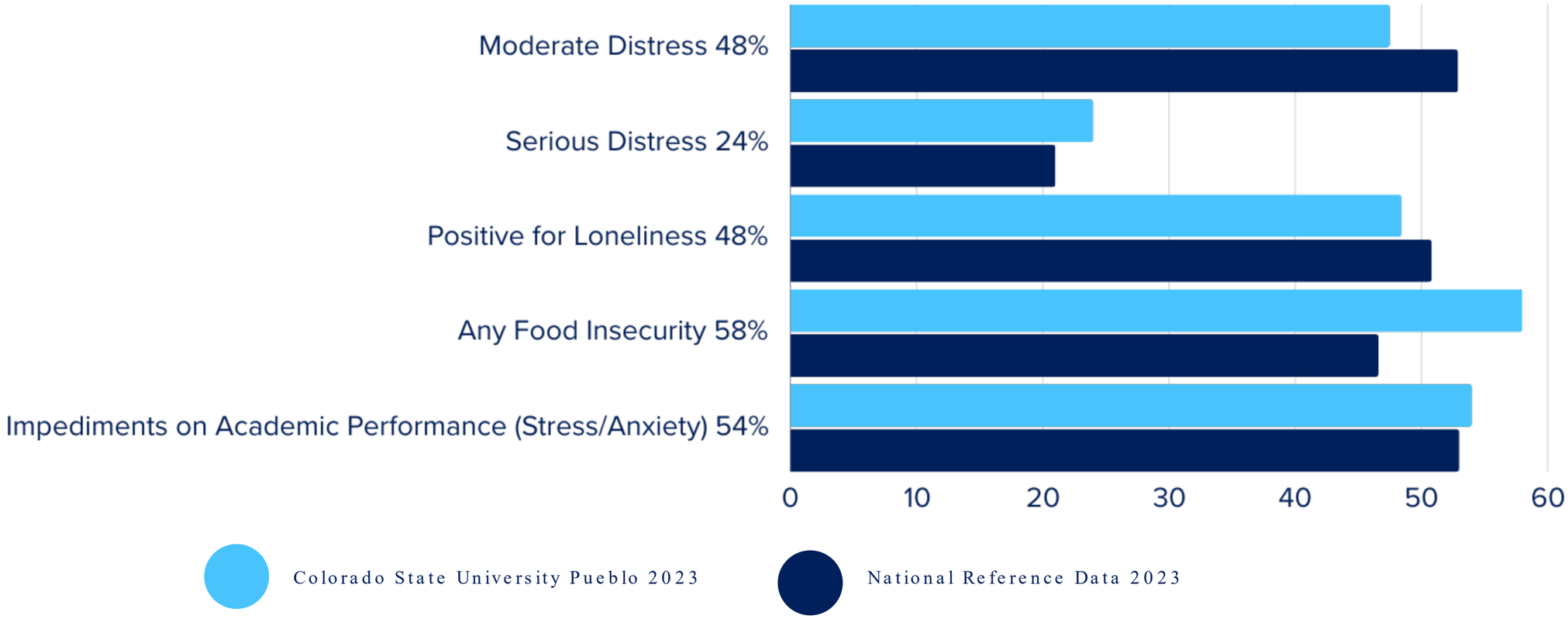
20.7%

Annual prevalence of mental illness among Hispanic or Latino adults

National Alliance on Mental Illness. (2023, April). Mental health by the numbers. NAMI; National Alliance on Mental Illness. https://www.nami.org/mhstats

National College Health Assessment Biannual Student Survey Data

In Spring 2023, Colorado State University Pueblo was able to implement the American College Health Association National College Health Assessment for the first time. This has allowed us to create a baseline for future assessment data to be collected and compared in the future.



Wolfpack Counseling Center Staff and Services

The Student Counseling Center is a campus resource available to all currently enrolled individuals who pay student fees. The counseling center supports the system's strategic priority goal of promoting a "whole person" approach through resources and opportunities for student.

Our services include 8 sessions of:

- Individual Counseling
- AcuWellness

Student crisis appointments and medication consults at no charge.

Other services include Education/Prevention programs for students, faculty, and staff.

Our staff include:

- Associate Dean of Student Affair's Operation
- Full-time Counseling Center Coordinator
- 4 part-time counselors
  - 1 at 32 hours per week
  - 1 at 24 hours per week
  - 2 at 20 hours per week
- 2 Masters of Social Work Interns
  - 1 at 20 hours a week
  - 1 at 8 hours a week

Peer Institutions

SCHOOL	COLORADO STATE UNIVERSITY-PUEBLO	CALIFORNIA STATE UNIVERSITY-STANISLAUS	UCCS	UNIVERSITY OF SOUTH CAROLINA-UPSTATE	WASHBURN UNIVERSITY	EMPORIA STATE UNIVERSITY
Director	vacant	Masters	PSY D	Masters	Masters	
Ph.D.			3			
Counselors	4 (2.5 FTE)	5	5	5	3	5
Marriage & Family		4	1			
Psychiatrist				X		
Psychiatric Nurse Practitioner	1					
Admin Coordinator	1	1				X
Admin Support		1				
Crisis/On-call counselor/service	X	x	X			
Interns			X	X	X	
Art Therapist	X			X		
BIT Team	X				X	
1-1	X	X	X	X	X	X
Couples	X	X	X	X		X
Groups		X	X	X		
Crisis	X	X	X	X	X	X
Workshops/Presentations	X	X	X	X	X	X
Testing			X	X		
Consultations: Student, Faculty, & Staff Face to Face or by phone	X	X	X			
Bio-Feedback Room	X			X		
Auricular Acupuncture	X					
D&A				X		X
Limited # of Sessions	8				8	

Triage Metrics

Students report their presenting issues during initial triage contact. Below are the top presenting issues that are reported by students seeking services at the Wolfpack Counseling Center. These are the top complaints as of the Fall 2023 semester.

Anxiety and Stress

Symptoms of Depression

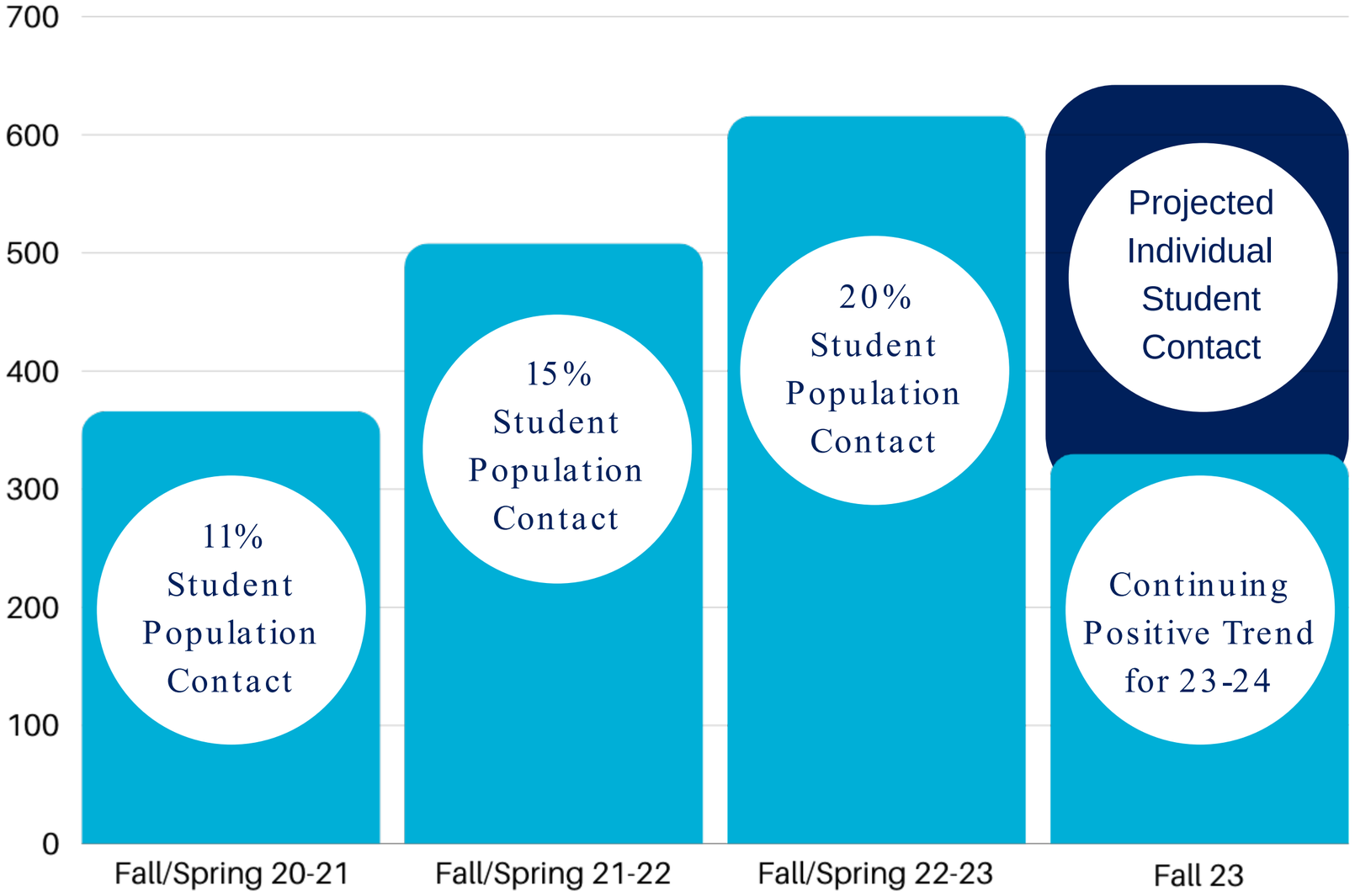
Trauma

Issues Concerning Basic Needs

Lack of Motivation and Hopelessness

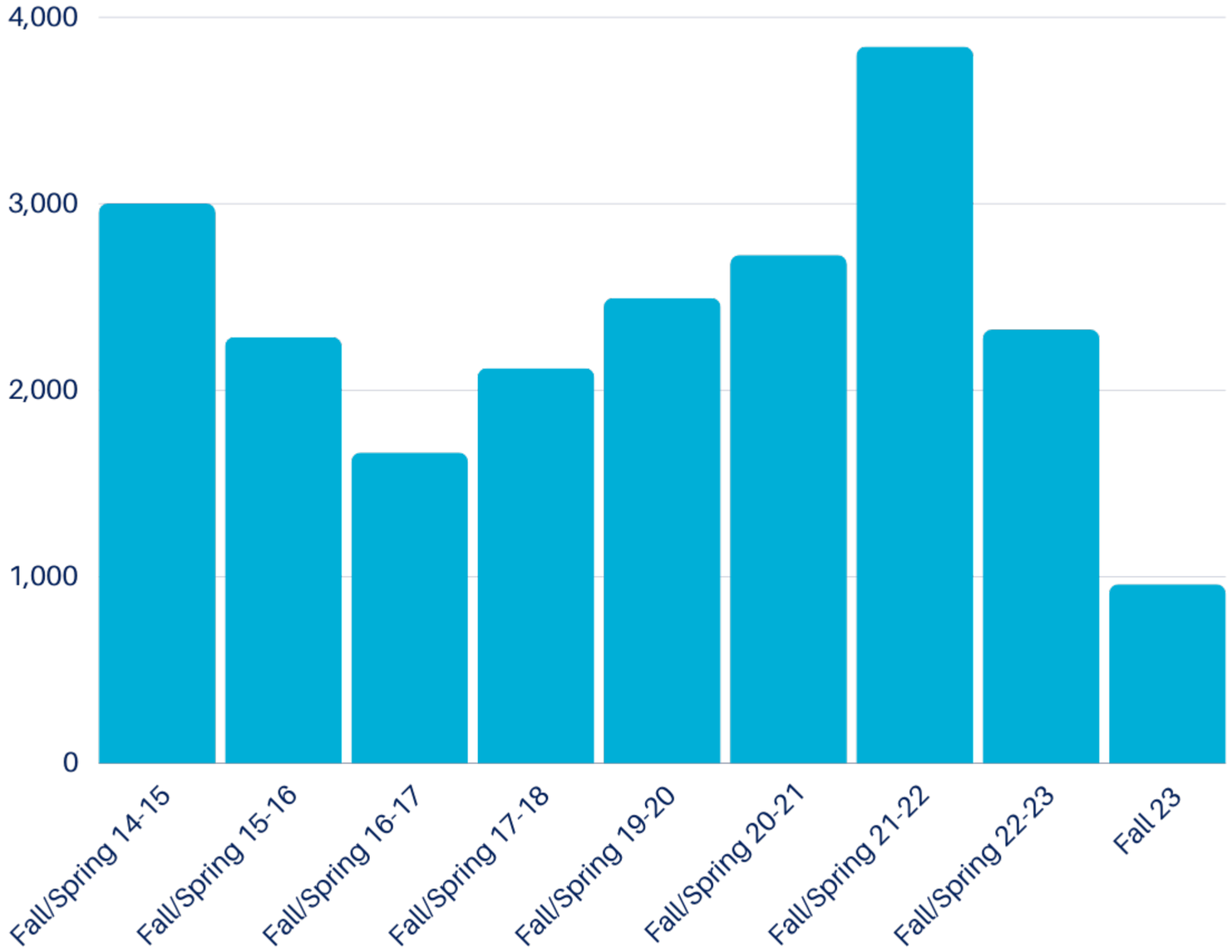
Total Individual Students Seen

- From FY20 to FY21 there was a 39% increase in total individual students seen.
- From FY21 to FY22 there was a 21% increase.
- With a total of 300 individual students seen in the Fall, the Center is already trending to show another significant increase.



Total Utilized Appointments

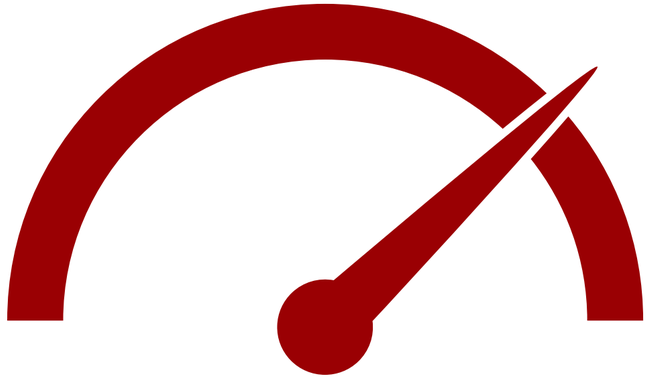
- Total appointment utilization broken down by semester
- The Counseling Center was down in Clinical capacity for the 22 -23 year.
- Despite this reduction in available hours, the Center was able to continue to service more individual students by creating clear and effective triage and treatment plans.



Clinical load index

This represents the “clients per standardized counselor” and is the standard of measurement used by the Center for Collegiate Mental Health. The optimal load index is 100.

The Counseling Center is currently at a clinical load index of 147. This is considered to be high range according to the Center for Collegiate Mental Health .

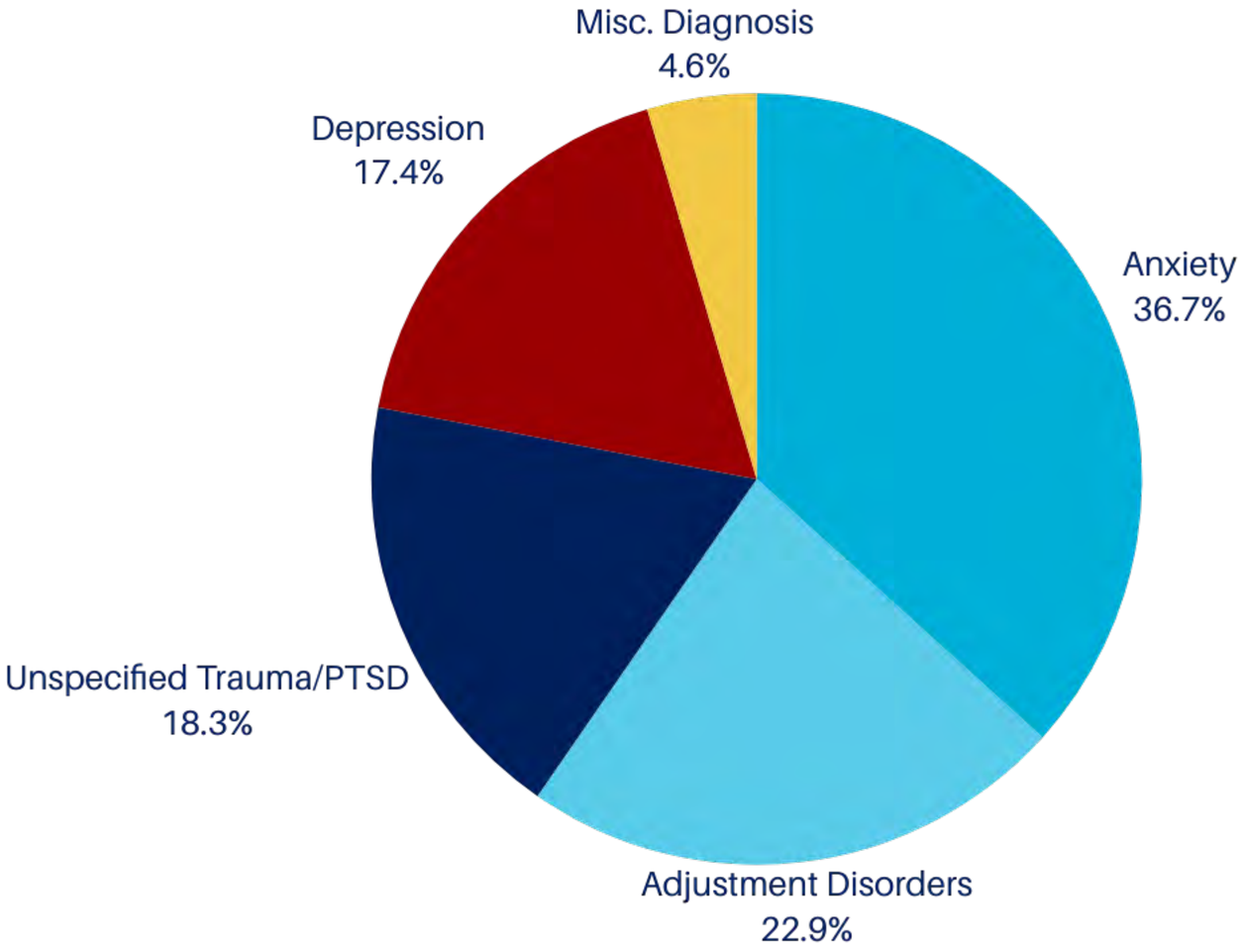


Top diagnosis given in Fall 23

Anxiety and anxiety related codes are the top diagnosis given in the Wolfpack Counseling Center.
Unspecified Trauma and PTSD is another code that has made a significant showing in comparison to previous years.

When these numbers are compared to Wolfpack Wellness Center data these numbers increase significantly.

*Note: The diagnosis codes provided are displayed as single use per individual student, not from total appointment occurrence



The Future of Mental Health at Colorado State University Pueblo

1

EQUITABLE AND COMPREHENSIVE STAFFING PATTERNS

Aligning current staffing needs with current and future growth to navigate the rapidly changing needs of the modern student

2

FURTHER IMPLEMENTATION OF CAMPUS WIDE PROGRAMMING

Promote educational campaigns that show shared responsibility for student emotional wellbeing

3

PEER REPRESENTATION

4

INCREASED AND MORE REFINED DATA COLLECTION TO SUPPORT FUTURE STRATEGIC PLANNING

Questions?

THANK you

CSU PUEBLO

Additional Mental Health Information

Board of Governors Meeting
February 2024

Context

Although mental health concerns among college students may be viewed as new issues in higher education after the pandemic, in Student Affairs/Development, the concerns have always been prevalent. This is evident in the book listed in the references: *The College of the Overwhelmed*. The book references the concerns very well and the beginnings of a surge in the numbers and types of diagnoses in the early 2000s.

Following the Virginia Tech incident, Student Affairs and other professional agencies and organizations began to create behavior intervention strategies to assist with developing and responding to various levels of student behavioral risks within colleges and universities. The development of risk assessment and behavioral strategies was revamped and instituted within colleges as Intervention, Consultation, Concerns, and CARES Teams. Today, these teams are not only used to support behavioral concerns, but also mental health as well as the overall well-being of a student.

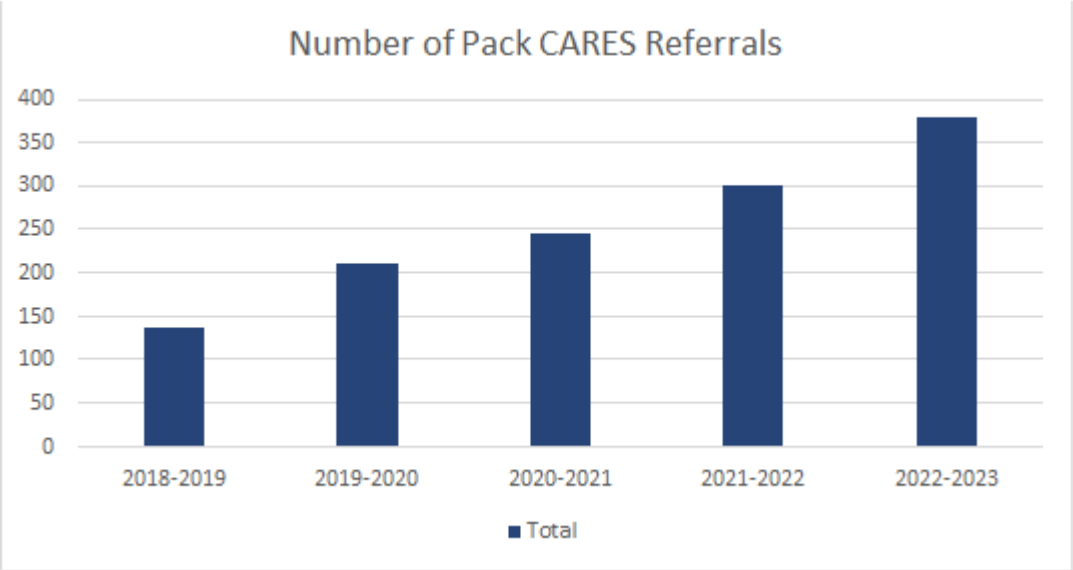
Colorado State University Pueblo is in alignment with the system's strategic goal of promoting a "whole person" approach through resources and opportunities for students. Our campus, in addition to providing mental health resources to students, provides services and resources to support the holistic well-being of our students. Below is an additional support strategy utilized by CSU Pueblo Student Affairs to assist with mental health support systems, basic needs, and overall wrap-around services.

Pack CARES

The mission of the Pack CARES team is to assist in the health, safety, and welfare of the University Community through collaborative and proactive approaches to the assessment and intervention of situations involving members of the University community that pose or may pose a reasonable threat to the safety and care of themselves and other members of the community or substantial disruption to university activities.

Through non-clinical case management, we provide support to students who may be experiencing challenging life circumstances.

Number of Pack CARES Referrals



There has been a steady increase in the number of referrals to Pack CARES over the past 5 years.

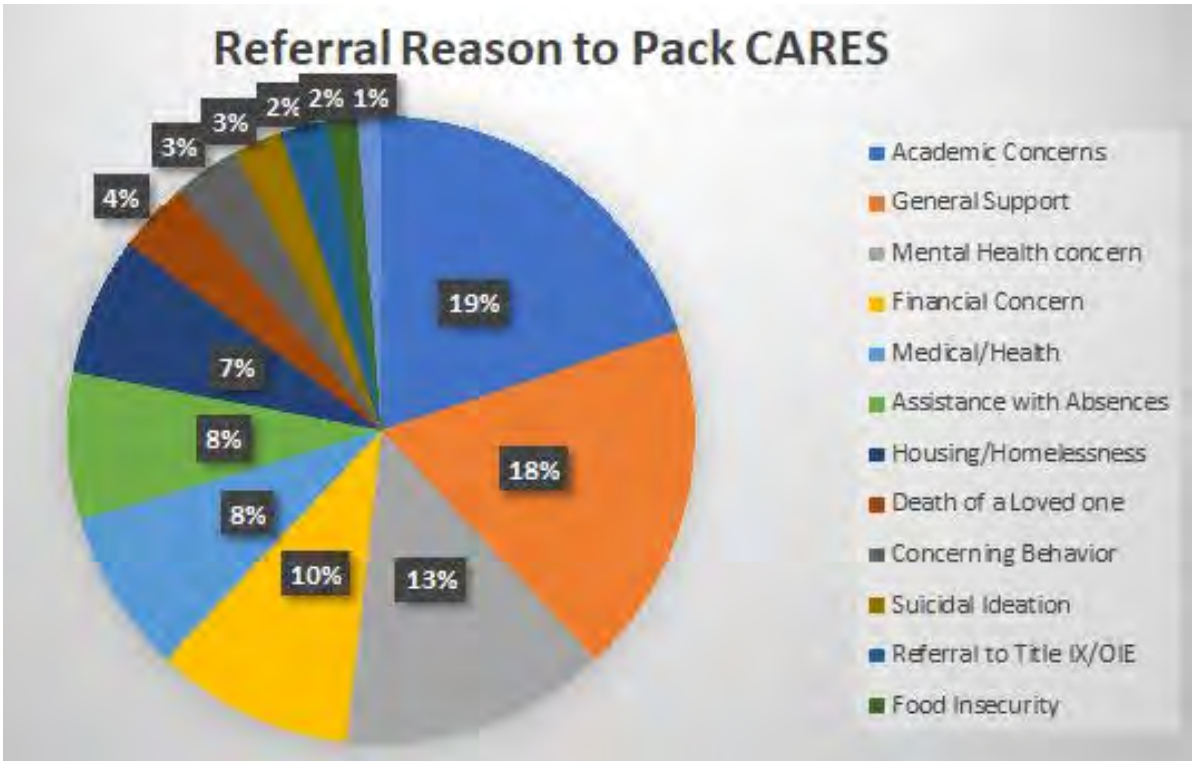
Referral Reasons

There has been an increase in the amount of referrals in nearly all areas from the previous year.

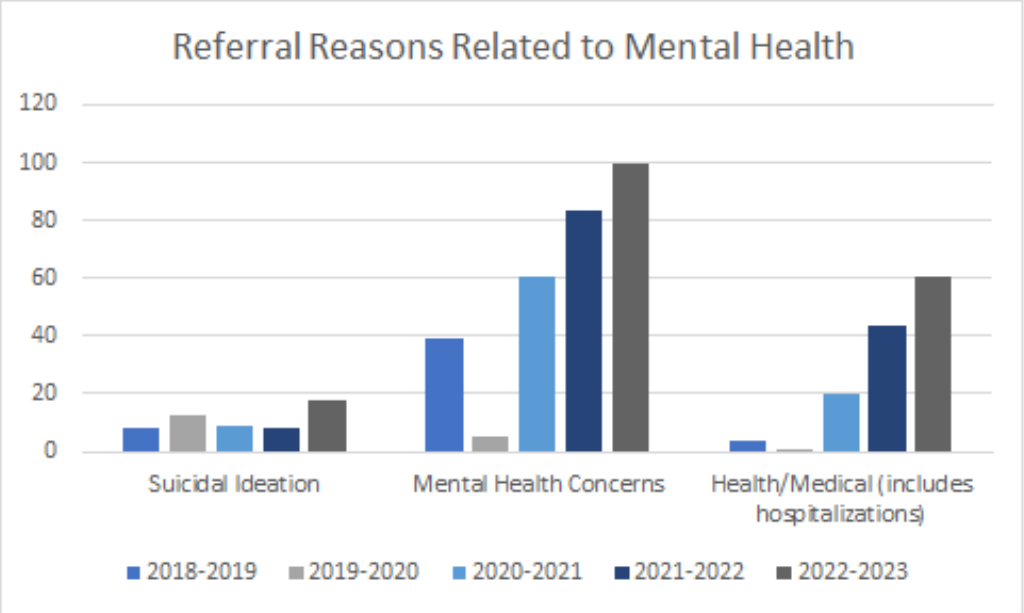
Trends:

- Concerning Behavior – Large increase, 25 this year compared to 4 last year.
- Suicidal Ideation – DOUBLE the amount of referrals compared to last year.
- Non-Students – Noticeable increase in referrals for prospective students who are not yet enrolled, or former students who have left the University
- Housing/Homelessness – Referrals for housing concerns DOUBLED from the previous year
- Office of Institutional Equity (OIE) – many referrals to/from OIE/Title IX
- Financial Concern – Large increase in referrals from the previous year.

General Support – referral reasons not indicated elsewhere. For example referral to the complaint process, students needing help communicating with professors or other offices, students requesting incompletes, or cases created with not enough referral information.



Mental Health and Pack CARES

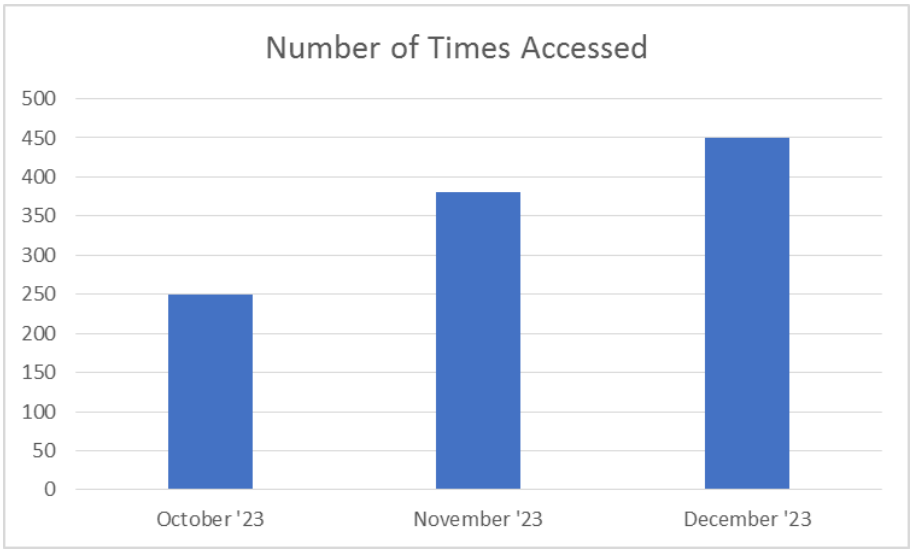


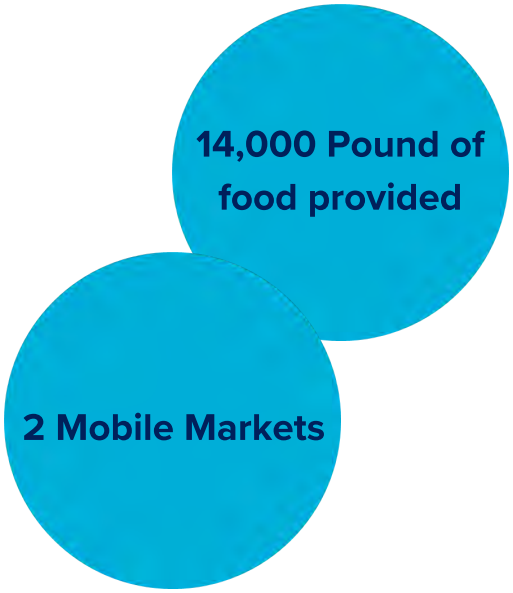
There has been an increase overall with the number of Pack CARES referrals for students experiencing suicidal ideation, mental health concerns, and general health/medical concerns.

Addressing Food Insecurity, Pack Pantry

According to our recent SkyFactor assessment, 36% of CSU Pueblo students are food insecure vs the national average of 23% (McKibben et al., 2023).

Additionally, students who are experiencing both housing insecurity and food insecurity are 2.5 times more likely to report mental health challenges and over five times more likely to experience suicidal ideation then their materially secure peers (Broton et al., 2022)





The Center for Advocacy and Support has supplied the Pack Pantry with over 14,000 pounds of food and hosted 2 mobile food markets in Fall of 2023.

Other ways the Pack CARES team addresses student basic needs is emergency housing, Single Stop, case management, and emergency aid.

References

Abelson, S., et al., Higher Education: Handbook of Theory and Research, 2022. Mental health in college populations: A multidisciplinary review of what works, evidence gaps, and paths forward. https://link.springer.com/referenceworkentry/10.1007/978-3-030-76660-3_6?noAccess=true

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Broton, K.M., Mohebali, M., and Lingo, M.D. (2022). Basic Needs Insecurity and Mental Health: Community College Students' Dual Challenges and Use of Social Support. Community College Review 2022, Vol. 50(4) 456–482. https://doi.org/10.1177/00915521221111460

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https://www.acenet.edu/Documents/Six-Considerations-Student-Mental-Health.pdf

McKibben, B., Wu, J., Abelson, S. (2023). New Federal Data Confirm that College Students Face Significant and Unacceptatble Basic Needs Insecurity. *The Hope Center*. https://hope.temple.edu/npsas#

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CSU GLOBAL

Student Mental Health Services
February Board of Governors Meeting

February 8-9, 2024

Student Mental Health Support

In a 2023 survey, 65% of CSU Global students indicated that they receive mental health services either through:

- Employer sponsored insurance,
- The military or other government assistance,
- Or privately purchased insurance or through their church.
- *An additional 29% stated they don't need or want these services.*

However, for those students who indicated otherwise, in 2023 CSU Global:

- Partnered with ESPYR to provide support services to all students (and PT faculty),
- Which includes live and telephonic counseling and website resources.
- A link to ESPYR is included in the main student portal toolbar.

Student Mental Health Support

In its work with ESPYR, CSU Global service usage data reflects that in 2023:

- 39 students utilized ESPYR's counseling resources for the following needs:
  - General information only (12)
  - Work/life balance (10)
  - Emotional (8)
  - Interpersonal (3)
  - Other (6)
- 881 students also accessed information from the ESPYR website (~ 10% engagement)

Employee Mental Health Support

In 2023, CSU Global also provided employee mental health services through the below providers:

- New York Life Employee Assistance Program
    - Available to all staff
- CIGNA Emotional Wellbeing Employee Assistance Program
    - Available to all benefited staff
- Colorado State Employee Assistance Program
    - Up to 8 counseling sessions/year for CO residents; Information only for non-CO residents

COLORADO STATE UNIVERSITY
GLOBAL
™

Section 3

Chancellor's Report

The Board of Governors
of the Colorado State University System
Meeting Date: February 8-9, 2024
Action Item

MATTER FOR ACTION:

Approval of revised Bylaws for the Board of Governors of the Colorado State University System.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approves the following revised Board Bylaws:

- Article VII – Committees (changing the Real Estate/Facilities Committee to the Real Estate/Facilities and Cybersecurity Committee)

- Article XI – Expense Reimbursement and Event Policy (clarification that Board members are provided access to events to perform official duties)

EXPLANATION: Presented by Jason L. Johnson, General Counsel, Colorado State University System, and Dr. Tony Frank, Chancellor, Colorado State University System.

From time to time and in accordance with best practices, the Board of Governors updates or amends its Bylaws and Policy and Procedures Manual. The modification to Article VII of the Bylaws modifies the Real Estate/Facilities Committee and renames it the Real Estate/Facilities and Cybersecurity Committee. This change provides for additional Board oversight of cybersecurity measures along with System and Institutional information technology staff. The modification to Article XI of the Bylaws recognizes that Board members are regularly asked to attend events to perform their duties, and that they are reimbursed for reasonable expenses and provided access to events at no charge.

The revisions to Articles VII and XI are shown in Exhibit A to this Action Item.

Upon approval of the aforementioned revised Bylaws, the Bylaws of the Board of Governors of the Colorado State University System will be amended accordingly.

_____ _____ _____

Approved Denied Board Secretary

_____

Date

EXHIBIT A

ARTICLE VII – COMMITTEES

The Real Estate/Facilities and Cybersecurity Committee

The Real Estate/Facilities and Cybersecurity Committee shall be comprised of at least three (3) Voting Members of the Board and two (2) Advisory members. It is responsible for assessing, managing, evaluating, and recommending acquisition or other disposition of the real estate holdings of the Board, its Institutions and related entities. It is also charged with creating and implementing the real estate policies of the Board. Further, the Real Estate/Facilities and Cybersecurity Committee is responsible for reviewing cybersecurity measures intended to safeguard the confidentiality, integrity, and availability of valuable information and data, as well as protecting computer systems and networks for the System and its Institutions. It will exercise oversight along with System and Institutional information technology staff to address cybersecurity risks.

ARTICLE XI - EXPENSE REIMBURSEMENT AND EVENT POLICY

Board members will be reimbursed for reasonable and necessary expenses incurred in the performance of their duties. Board members are regularly asked to attend events as they discharge their duties as members of the Board of Governors and are provided access to such events at no charge in accordance with applicable policies, regulations, and laws.

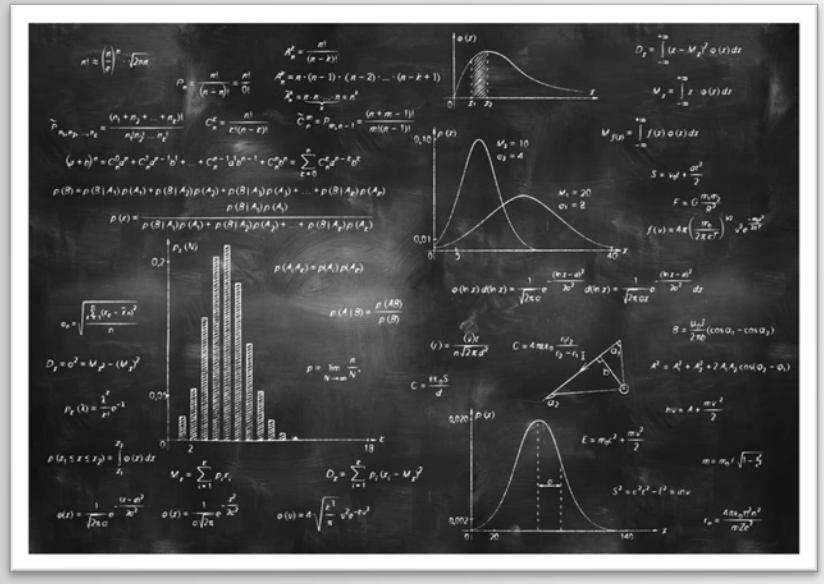
CSU System 2023 Image and Awareness Survey

December 5th 2023 to January 16th, 2024

CSU SYSTEM
COLORADO STATE UNIVERSITY
FORT COLLINS | PUEBLO | GLOBAL

Magellan Strategies
Your Trusted Survey Research Partner

Survey Methodology

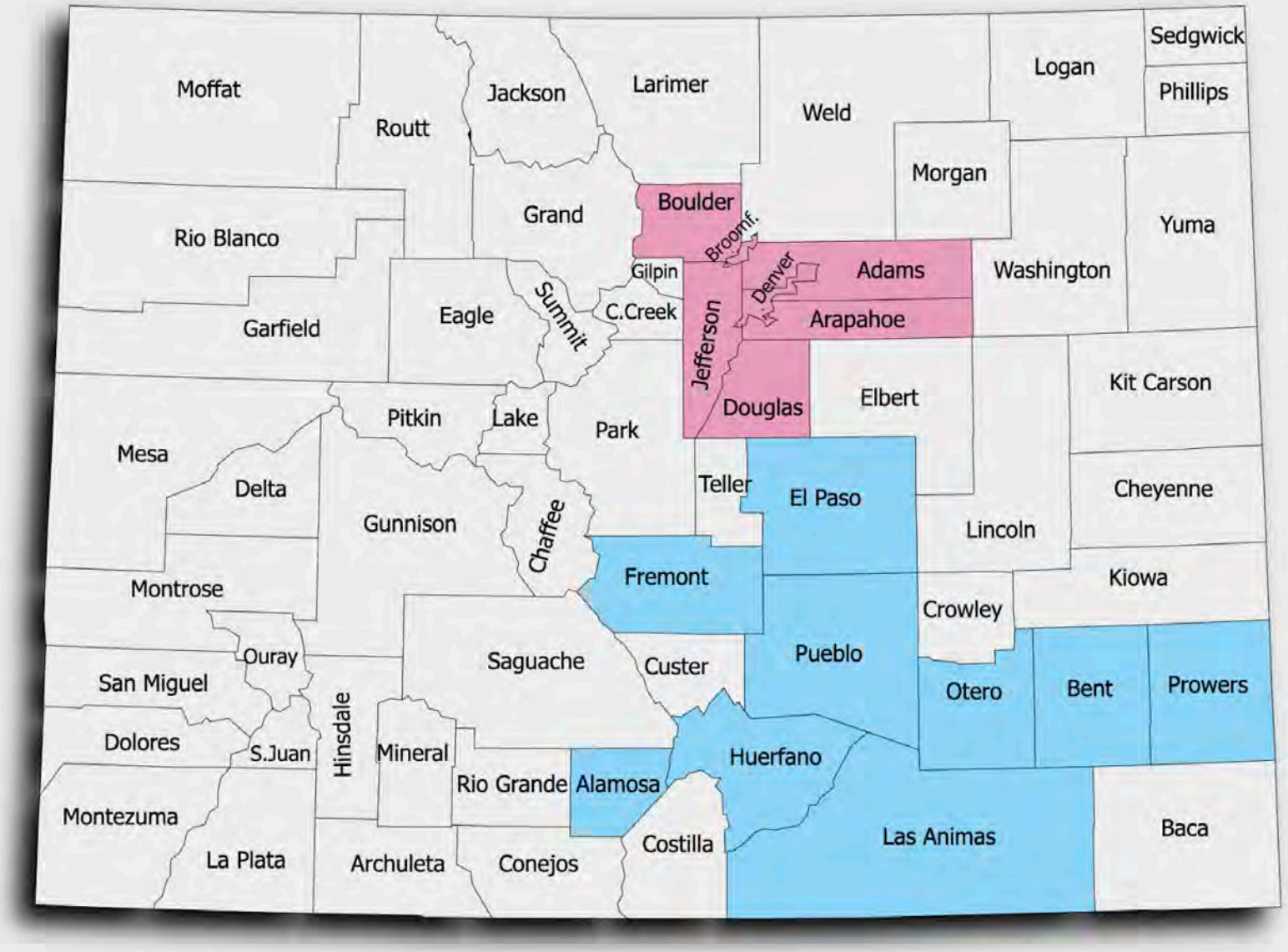


Magellan Strategies is pleased to present the results of an online survey of 1,569 registered voters in the state of Colorado. The interviews were conducted from December 5th, 2023, to January 16th, 2024.

The overall survey responses have a margin of error of +/- 2.5% at the 95% confidence interval. Population subgroups will have a higher margin of error than the overall sample.

The survey data was weighted to be representative of voter registration demographics for the state of Colorado.

CSU Image and Awareness Survey - Metro and Southern Regions



Survey Goals and Objectives

- Measure and understand the attributes that have the most importance when recommending or choosing a college or university.
- Identify the colleges and universities in Colorado the people think provide the highest quality of education to their students and graduates.
- Understand the reasons why Colorado high school students choose an out-of-state college or university.
- Measure opinions of CSU students and alumni recommending CSU to a friend or relative.

Survey Goals and Objectives

- Measure the familiarity and opinions of the three CSU System schools and campuses.
- Measure opinions regarding the importance of an online education being associated with an accredited university like CSU.
- Identify the most attributes students are looking for in an online university.
- Measure opinions of the value of a degree from one of the CSU System's schools.
- Measure and understand opinions regarding the CSU System's affordability.

Survey Goals and Objectives

- Measure the awareness of the CSU Fort Collins and Pueblo offering no tuition or fees for households with incomes less than $75,000.
- Measure and understand the awareness of the “degree cost proportion” between the state of Colorado and a student. In addition, identify what Coloradan’s think is appropriate.
- Measure opinions of statements about the CSU System and its campuses.
- Measure awareness of the CSU Systems advertising and marketing.
- Compare the 2023 survey results to the 2022 survey.

Important Attributes When Recommending or Choosing a College or University

Thinking now about colleges and universities. Please indicate the importance of the following attributes when recommending or choosing a college or university.

Important Attributes of a College or University

Please indicate the importance of the following attributes when recommending or choosing a college or university. (Options were very important, somewhat important, not too important, and not important at all.) (Among All Respondents)

2023 Rank	2022 Rank	Change	College or University Attribute	Very & Somewhat	Very Import.
1	3	↑	Affordable tuition	98%	87%
2	1	↓	Producing graduates well-prepared for the workforce	97%	85%
3	2	↓	Producing graduates who are well-prepared for life	97%	84%
4	5	↑	A safe campus for students	95%	83%
5	4	↓	Opportunities for internships & hands-on work experience	95%	72%
6	7	↑	Having an option for in-person learning	95%	71%
7	8	↑	A reputation for academic quality	95%	69%
8	6	↓	Institutional scholarships and financial aid	94%	76%
9	10	↑	Up-to-date tech in the classrooms, labs, and residential halls	94%	64%
10	8	↓	A friendly and supportive campus	93%	66%

Important Attributes of a College or University

Please indicate the importance of the following attributes when recommending or choosing a college or university. (Options were very important, somewhat important, not too important, and not important at all.) (Among All Respondents)

2023 Rank	2022 Rank	Change	College or University Attribute	Very & Somewhat	Very Import.
11	13	↑	Rigorous academic programs	91%	51%
12	11	↓	A focus on character-building and ethical conduct	88%	56%
13	9	↓	Access for low-income and first-generation students	87%	64%
14	15	↑	Highly respected graduate programs	84%	44%
15	16	↑	Opportunities for students to work with faculty	84%	41%
16	19	↑	A campus location known for an excellent quality of life	78%	30%
17	12	↓	The campus welcomes diverse students w/different backgrounds	77%	54%
18	18	↔	Option for hybrid learning	76%	42%
19	17	↓	Online learning options offered	76%	41%
20	16	↓	Outreach programs that serve community needs	75%	33%

Important Attributes of a College or University

Please indicate the importance of the following attributes when recommending or choosing a college or university. (Options were very important, somewhat important, not too important, and not important at all.) (Among 817 Metro Respondents, MoE +/- 3.43%)

2023 Rank	2022 Rank	Change	College or University Attribute	Very & Somewhat	Very Import.
1	3	↑	Affordable tuition	97%	85%
2	1	↓	Producing graduates who are well-prepared for life	97%	84%
3	2	↓	Producing graduates well-prepared for the workforce	96%	85%
4	4	↔	A safe campus for students	95%	83%
5	7	↑	An option for in-person learning	95%	72%
6	5	↓	Opportunities for internships & hands-on work experience	94%	71%
7	9	↑	A reputation for academic quality	94%	70%
8	6	↓	Up-to-date tech in the classrooms, labs, and residential halls	94%	61%
9	8	↓	Institutional scholarships and financial aid	93%	77%
10	10	↔	A friendly and supportive campus	92%	65%

Important Attributes of a College or University

Please indicate the importance of the following attributes when recommending or choosing a college or university. (Options were very important, somewhat important, not too important, and not important at all.) (Among 817 Metro Respondents, MoE +/- 3.43%)

2023 Rank	2022 Rank	Change	College or University Attribute	Very & Somewhat	Very Import.
11	11	⟷	Rigorous academic programs	91%	53%
12	12	⟷	A focus on character-building and ethical conduct	90%	56%
13	15	↑	Access for low-income and first-generation students	85%	63%
14	13	↓	Opportunities for students to work with faculty	84%	42%
15	14	↓	Highly respected graduate programs	83%	44%
16	16	⟷	Campus that welcomes diverse students w/diff. backgrounds	81%	59%
17	19	↑	Option for hybrid learning	76%	42%
18	20	↑	Campus location is known for an excellent quality of life	76%	29%
19	18	↓	Online learning options offered	75%	41%
20	17	↓	Outreach programs that serve community needs	74%	33%

Important Attributes of a College or University

Please indicate the importance of the following attributes when recommending or choosing a college or university. (Options were very important, somewhat important, not too important, and not important at all.) (Among Southern Respondents, 365n, +/- 5.1% MoE)

2023 Rank	2022 Rank	Change	College or University Attribute	Very & Somewhat	Very Import.
1	4	↑	Affordable tuition	99%	91%
2	6	↑	Producing graduates well-prepared for life	97%	86%
3	7	↑	A reputation for academic quality	97%	72%
4	1	↓	Producing graduates who are well prepared for the workforce	96%	85%
5	5	↔	Institutional scholarships and financial aid	96%	79%
6	2	↓	Opportunities of internships & hands-on work experience	96%	72%
7	3	↓	A safe campus for students	95%	85%
8	9	↑	Rigorous academic programs	95%	51%
9	7	↓	An option for in-person learning	94%	71%
10	11	↑	A friendly and supportive campus	93%	67%

Important Attributes of a College or University

Please indicate the importance of the following attributes when recommending or choosing a college or university. (Options were very important, somewhat important, not too important, and not important at all.) (Among Southern Respondents, 365n, +/- 5.1% MoE)

2023 Rank	2022 Rank	Change	College or University Attribute	Very & Somewhat	Very Import.
11	10	↓	Up-to-date tech in the classrooms, labs, residence halls	92%	69%
12	13	↑	Highly respected graduate programs	89%	52%
13	15	↑	Access for low-income and first-generation students	88%	69%
14	14	↔	A focus on character-building and ethical conduct	87%	57%
15	12	↓	Opportunities for students to work with the faculty	84%	40%
16	16	↔	A campus location that is known for an excellent quality of life	80%	32%
17	18	↑	Online learning options offered	78%	44%
18	19	↑	An option for hybrid learning	78%	43%
19	17	↓	Outreach programs that serve community needs	77%	33%
20	20	↔	A campus that welcomes diverse students w/diff. bckgrounds	75%	48%

Opinions & Impressions of Education Quality at Colorado Colleges and Universities

Please name three colleges or universities in Colorado that provide the highest quality of education to their students and graduates.

Opinions of Colorado Colleges and Universities Having the Highest Quality of Education

Please name three colleges or universities in Colorado that provide the highest quality of education to their students and graduates.

Rank	All Respondents	Percent
1	Un. of Colorado Boulder	34%
2	Colorado State Univ.	31%
3	Colorado School of Mines	26%
4	University of Denver	24%
5	Metro State of Denver	12%
6	Un. of Northern Colorado	10%
7	Colorado College	10%
8	Regis University	6%
9	Colorado Mesa University	6%
10	CSU Pueblo	4%

Rank	Metro Region	Percent
1	Un. of Colorado Boulder	37%
2	Colorado State University	27%
3	Colorado School of Mines	27%
4	University of Denver	17%
5	Metro State of Denver	15%
6	Colorado College	11%
7	Regis University	8%
8	Un. of Northern Colorado	7%
9	Colorado Mesa University	1%
10	Colorado Christian Univ.	1%

Rank	Southern Region	Percent
1	Colorado State University	28%
2	Un. of Colorado Boulder	25%
3	Colorado School of Mines	22%
4	CSU Pueblo	14%
4	Colorado College	14%
5	University of Denver	14%
6	Un. of Northern Colorado	7%
7	Metro State of Denver	4%
8	Regis University	4%
9	Colorado Mesa University	3%

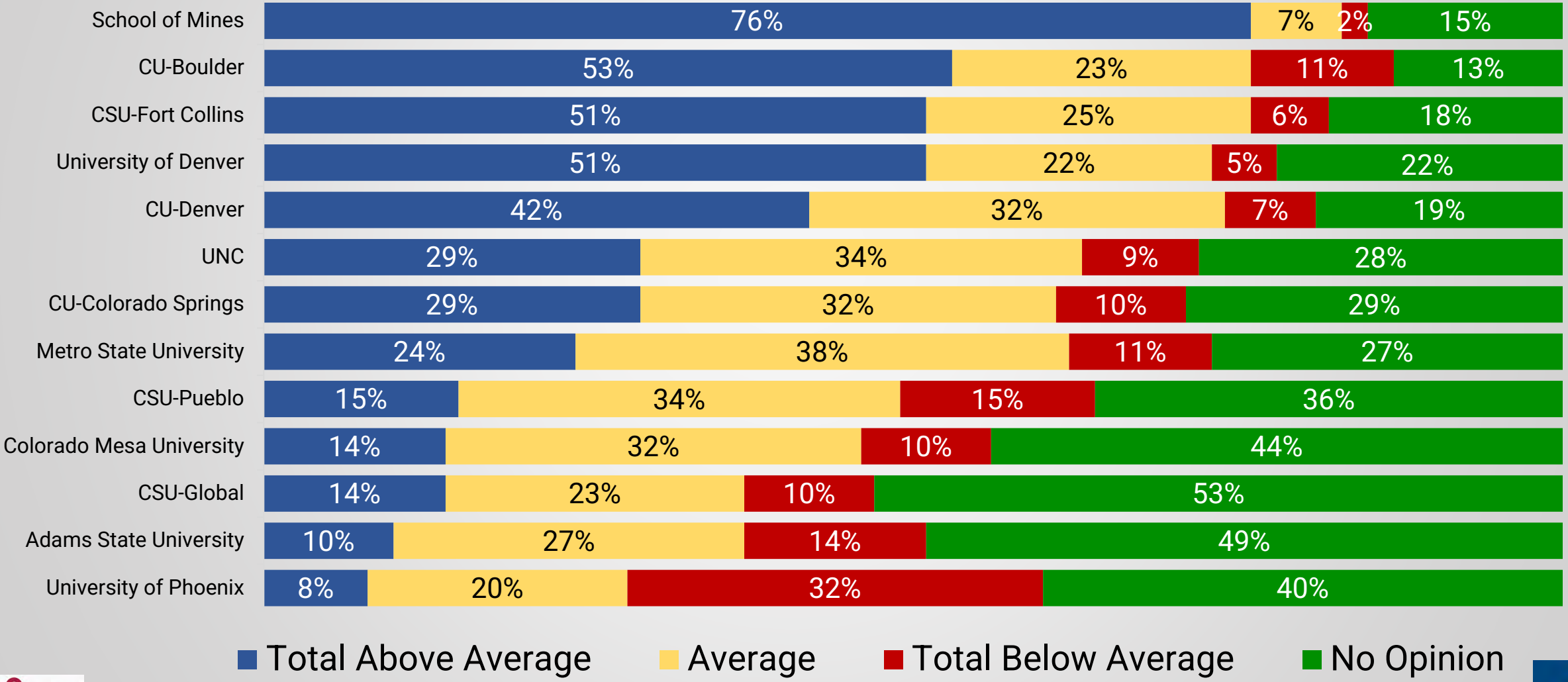
Impressions of Education Quality of Colorado Schools

Please rate your impressions of the overall quality of education for the following schools. (Response options were well above average, above average, average, below average, and well below average. *Responses from 2022 were very or somewhat favorable combined.) (All Respondents)

2023 Rank	2022 Rank	Change	College or University	Total Above Avg	Average
1	1	⇔	Colorado School of Mines	76%	7%
2	3	↑	University of Colorado Boulder	53%	23%
3	2	↓	Colorado State University Fort Collins	51%	25%
4	4	⇔	University of Denver	51%	22%
5	5	⇔	University of Colorado Denver	42%	32%
6	7	↑	University of Northern Colorado	29%	34%
7	8	↑	University of Colorado CO Springs	29%	32%
8	6	↓	Metropolitan State University Denver	24%	38%
9	10	↑	Colorado State University Pueblo	15%	34%
10	9	↓	Colorado Mesa University	14%	32%
11	13	↑	Colorado State University Global	14%	23%
12	12	⇔	Adams State University	10%	27%
13	11	↓	University of Phoenix	8%	20%

Image Rating of Colorado's Colleges and Universities

Please rate your impressions of the overall quality of education for the following schools. (All Respondents)



CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

Image Rating of Colorado's Colleges and Universities

Please rate your impressions of the overall quality of education for the following schools. (Metro Region)

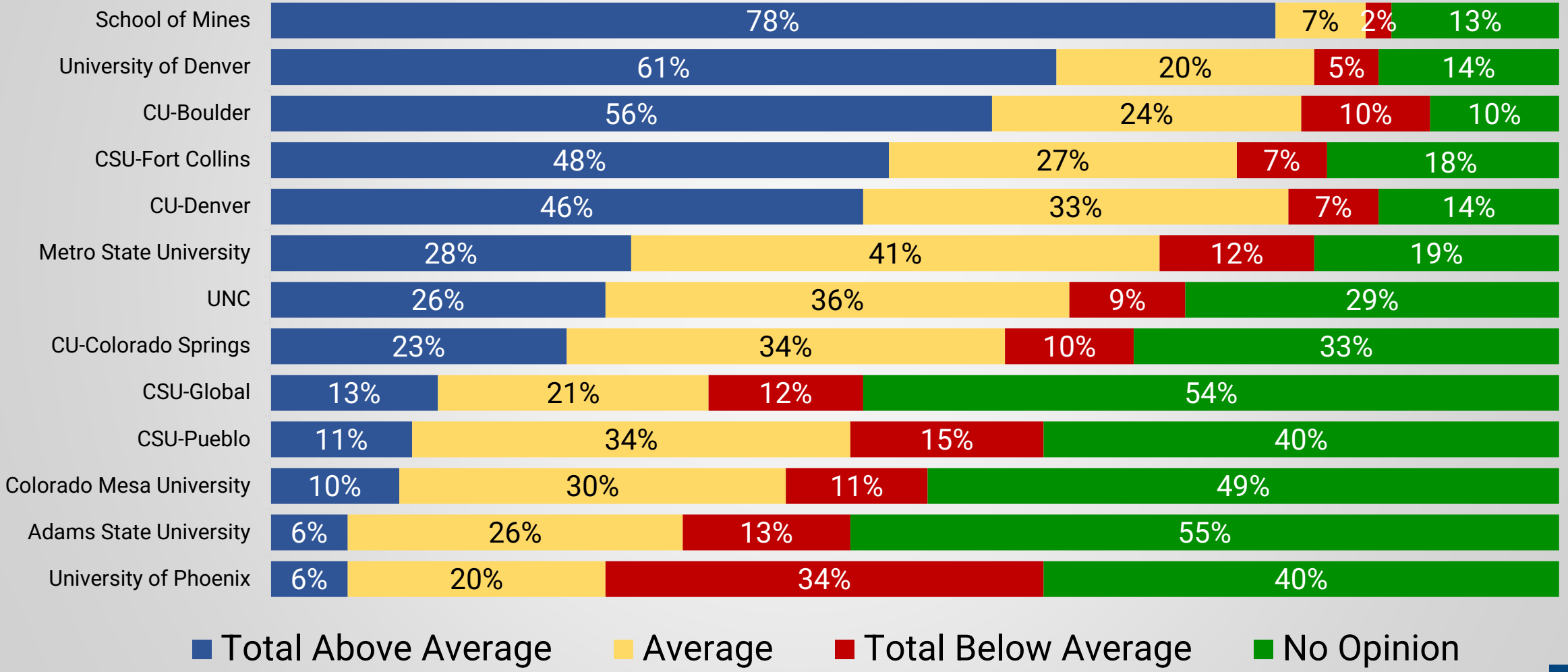
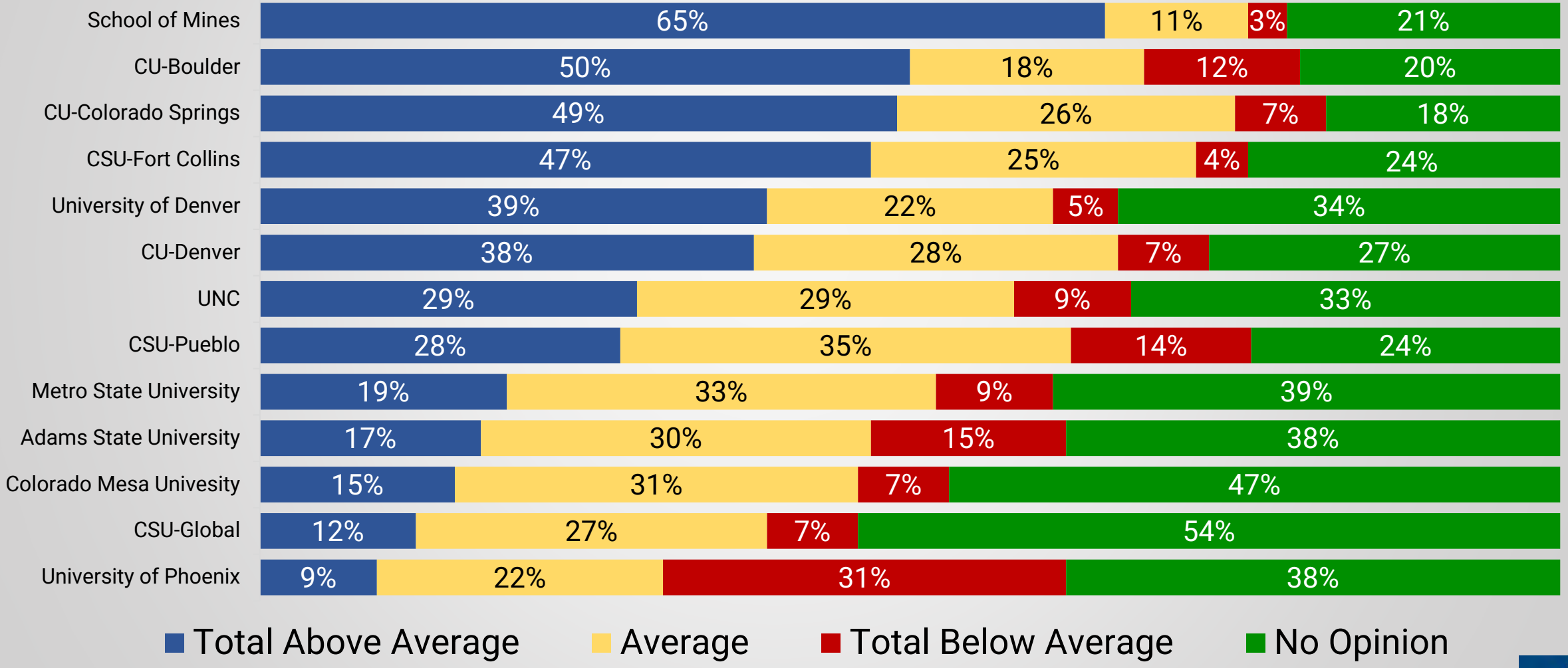


Image Rating of Colorado's Colleges and Universities

Please rate your impressions of the overall quality of education for the following schools. (Southern Region)



Reasons Why Colorado High School Graduates Attend Out-of-State Colleges & Universities

Please provide the name of the college or university you are currently attending or did attend and describe why you chose to attend that school rather than enrolling in a college or university in Colorado.

(Asked to 123 Colorado High School graduates who attended an out of state college or university in past 10 years)

Reasons Why Colorado High School Graduates Attended an Out-of-State College or University

Please provide the name of the college or university you are currently attending or did attend and describe why you chose to attend that school rather than enrolling in a college or university in Colorado. (Asked to 123 CO High School grads who attended an out of state college or university in the past 10 years)

Themes
Financial considerations, scholarship money, more affordable than a CO school
Enrolled because of a specific degree offered by the school, was a top school for that degree
They wanted to experience a different environment than Colorado

Ole Miss. I got the full "college experience" for less than the cost of in-state tuition at CU or CSU. Colorado is too expensive and does not produce nearly enough groundbreaking research, exceptional scholars, or cool sports teams to justify the price. Colorado universities are playgrounds for rich, degenerate Californians. **– Female, 18-34, Jefferson County**

University of Wyoming. It has a better engineering program and is cheaper than Colorado colleges, even with out-of-state tuition. **– Male, 18-34, Weld County**

University of South Dakota. Way cheaper, and I still get in-state tuition, a smaller campus and community, much nicer people, a good business program, and good activities **– Female, 18-34, Phillips County**

Casper College in Casper, Wyoming. I chose this college because tuition and board was extremely cheap. Cheaper than just the tuition at any of the colleges/universities in Colorado. **– Male, 18-34, Pueblo County**

City University of New York - Hunter College. Chosen while on a traveling assignment in New York City for the opportunity to pay a state school price and receive Ivy League medicine training during clinicals at NYC hospitals. **– Female, 35-44, Denver**

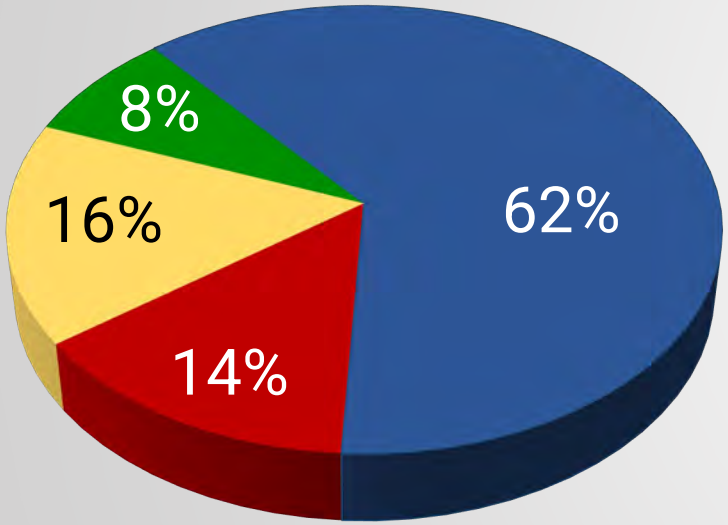
University of Iowa. Because there are very few MFA in book arts opportunities anywhere in the country. **– Female, 18-34, Arapahoe County**

Northeastern State University Oklahoma College of Optometry. There were no optometry schools in Colorado to choose from. **– Male, 35-44, Adams County**

CSU System Image Rating

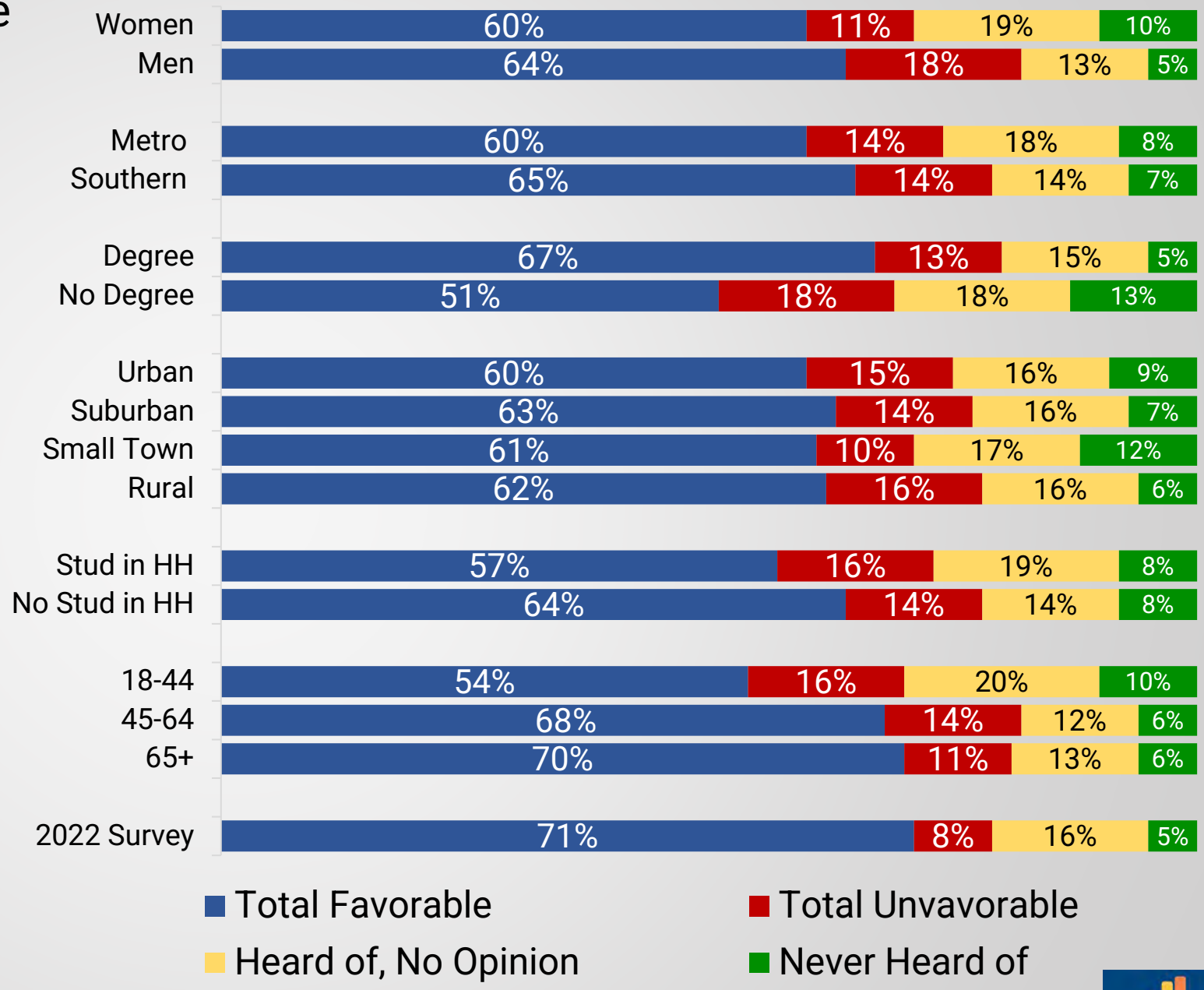
How favorable is your opinion of the Colorado State University System, which includes CSU in Fort Collins, CSU Pueblo, an online university called CSU Global, and CSU Spur in Denver?

How favorable is your opinion of the Colorado State University System, which includes CSU Fort Collins, CSU Pueblo, an online university called CSU Global, and CSU Spur in Denver?



- Total Favorable
- Total Unfavorable
- Heard of, No Opinion
- Never Heard Of

Very Favorable	24%
Smwt Favorable	38%
Very Unfavorable	5%
Smwt Unfavorable	9%



CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

The Decline in CSU System's Favorable Image Rating by Population Subgroup

How favorable is your opinion of the Colorado State University System, which includes CSU Fort Collins, CSU Pueblo, an online university called CSU Global, and CSU Spur in Denver?

	All Resp.	Men	Wom.	Metro	South	Degree	No Degree	Urban	Subub.	Small Town	Rural
Change	-9	-11	-9	-10	-5	-9	-11	-10	-12	-8	-6
2023 Favorable	62%	64%	60%	60%	65%	67%	51%	60%	63%	61%	62%
2022 Favorable	71%	75%	69%	70%	70%	76%	62%	70%	75%	69%	68%

	All Resp.	Student in HH	No Stud. in HH	18-44	45-64	65+
Change	-9	-14	-8	-15	-7	-5
2023 Favorable	62%	57%	64%	54%	68%	70%
2022 Favorable	71%	71%	72%	69%	75%	75%

Why 62% Have a Favorable Opinion of the CSU System

Please describe the reasons for your opinion of the Colorado State University System

Themes
Academic Reputation and Quality
Affordability and Accessibility
Connections and Reputation

Colorado is pretty well known for its higher education and this network contributes to that designation. **– Male, 35-44, Adams County**

We attended a session at the Colorado Spur in Denver and like the idea of giving Coloradans a way to explore the different disciplines like agriculture and veterinarian work. CSU Global is a good compromise for those far away from school, and the other locations like CSU Pueblo are a good balance to get similar disciplines. One suggestion is to increase options for academia or disciplinary work so that students can continue to have more options. **– Male, 18-34, Arapahoe**

It is a good system serving a huge number of students and doing it well. I am not super familiar with all the campuses, maybe they need to promote themselves better so regular people know more about their accomplishments? **– Female, 45-54, Eagle County**

Haven't attended any of these schools but they all have good reputations aside being unaffordable for an average person without loans. **– Male, 18-34, Fremont County**

I think we have some really good schools, but I'd like to see them more affordable and have more diversity of opportunities. **– Female, 45-54, La Plata County**

They seem to be more realistic about things that have made Colorado thrive in the past, agriculture, industry, and oil and gas specifically that when compared to CU. **– Male, 35-44, Mesa County**

Fort Collins campus has always had an excellent reputation particularly in the veterinarian sciences. **– Male, 55-64, Summit County**

I am a CSU Pueblo alumnus, and had exceptionally favorable experiences there with regard to academic rigor, etc. **– Male, 55-64, Pueblo County**

Reasons Why 62% of Respondents Have a Favorable Opinion of the CSU System

The top three themes among respondents with a favorable opinion of the CSU System are:

Academic Reputation and Quality

Multiple respondents expressed positive sentiments about the academic programs, faculty, and quality of education provided by the Colorado State University System. Specific mentions of strong programs include veterinary medicine, agriculture, engineering, and natural resources. Graduates are often portrayed as well-prepared for their careers, and the system is commended for offering diverse and competitive academic opportunities.

Affordability and Accessibility

Affordability is a recurring theme, with in-state tuition discounts being appreciated by respondents. The system's accessibility, including multiple campuses and online programs, is highlighted as a positive factor, contributing to a wide reach and diverse enrollment. There is recognition of the system's role in providing opportunities for students, including scholarships and grants.

Connections and Reputation

Many respondents cite personal connections, either through their own attendance, family members, or colleagues, as contributing to their favorable opinion. The reputation of specific campuses and positive word-of-mouth play a significant role in shaping perceptions.

Why 14% Have an Unfavorable Opinion of the CSU System

Please describe the reasons for your opinion of the Colorado State University System

Themes
Political Bias and Ideological Concerns
Quality of Education & Relevance
Financial Issues and Affordability

All higher education is a waste of money. The ROI is not there, and my generation is suffering to start families and enter the work force because of it. **– Female, 35-44, Boulder County**

The school is really expensive with not many benefits. The one in Colorado Springs had very few class options with limited professors to choose from. Very few online courses. **– Female, 18-34, El Paso County**

The very first question asked while checking out the campus was what are your pronouns. We walked out immediately. **– Male, 45-54, La Plata County**

College seems to be more about indoctrinating students than encouraging critical thinking and preparing them for a vocation. **– Male, 65+, Pueblo County**

I know too many people that went to every school in Colorado that don't use what the school taught them! Professors in this era follow a woke agenda that is the downfall of our society and has been allowed to run rampant for too long now. **– Male, 45-54, Weld County**

Does not prepare kids to work. Too focused on political correctness and storing to small percentages of the population instead of focusing on high- quality education. Too much opinion as fact indoctrination of impressionable kids. Too much “tolerance at all costs” unless your view is different than mine, then no tolerance at all. Not teaching kids to think but telling them what to think. **– Female, 45-54, Jefferson County**

Focus on academics to have our citizens accel and lead the world in medicine, technology and tradesmen. Provide the skills to succeed; do not interject politics! **– Male, 65+, Gilpin County**

Some of their degrees are focused more on making money than providing graduates who are prepared for their field. It’s more about checking the boxes and paying the bills than creating a community that supports students in their growth. **– Female, 35-44, Denver**

Reasons Why 14% of Respondents Have an Unfavorable Favorable Opinion of the CSU System

The top three themes among respondents with an unfavorable opinion of the CSU System are:

Political Bias and Ideological Concerns

Many respondents express dissatisfaction with what they perceive as a strong liberal or woke bias within the universities. Complaints include the prevalence of left-leaning professors, the emphasis on political correctness, and the belief that the education system prioritizes political agendas over academic quality.

Quality of Education and Relevance

Concerns about the overall quality of education include a perception of lower standards, lackluster programs, and a disconnect between faculty research and teaching. Criticisms of specific programs, such as teacher preparation, and the belief that certain degrees (e.g., gender studies or art history) provide little value in preparing students for the workforce.

Financial Issues and Affordability

Widespread complaints about the high cost of tuition and the financial burden placed on students. Skepticism about the return on investment (ROI) of a college education, with concerns that graduates may struggle to find well-paying jobs in their chosen fields.

Impressions of CSU System Campus Attributes

Please indicate your impression of the following attributes at the Colorado State University Fort Collings/Pueblo campus.

COLORADO STATE UNIVERSITY

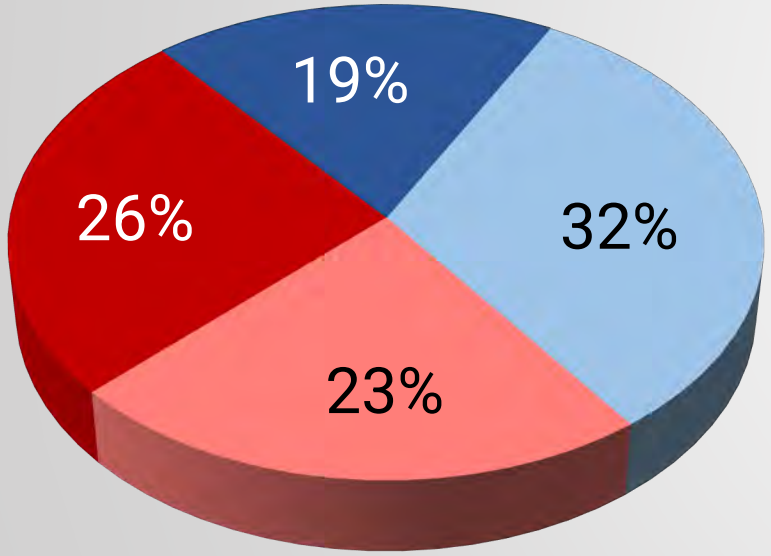
COLORADO STATE UNIVERSITY PUEBLO

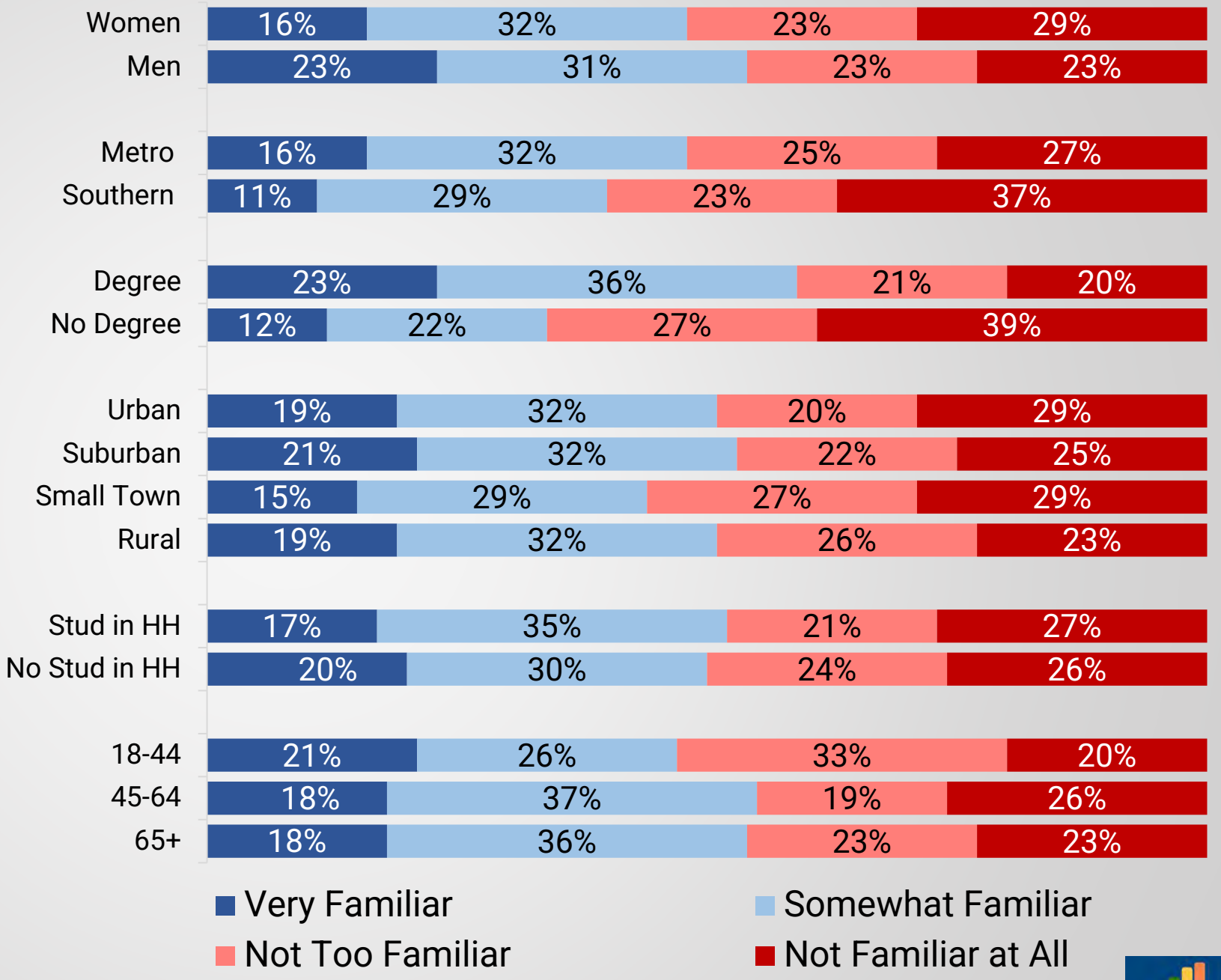
CSU SYSTEM COLORADO STATE UNIVERSITY FORT COLLINS | PUEBLO | GLOBAL

Magellan Strategies

How familiar are you with the Colorado State University Fort Collins campus?

Very & Somewhat Familiar	51%





CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

Attribute Impressions of CSU Fort Collins Campus

Please indicate your impression of the following attributes at the Colorado State University Fort Collins campus. (Asked to respondents who were very or somewhat familiar with the campus, 798n, +/- 3.47% MoE)

2023 Rank	2022 Rank	Change	Attribute	Above Average	Avg.	Below Avg.
1	1	⇔	Campus location known for excellent quality of life	70%	18%	4%
2	2	⇔	A reputation for academic quality	60%	26%	9%
3	3	⇔	A safe campus for students	57%	28%	5%
4	4	⇔	Producing graduates well-prepared for the workforce	54%	27%	11%
5	5	⇔	Producing graduates well-prepared for life	53%	27%	11%
6	6	⇔	A friendly and supportive campus	52%	28%	7%
7	7	⇔	Highly respected graduate programs	52%	26%	8%
8	9	↑	Rigorous academic standards	50%	32%	8%
9	8	↓	A campus that values environmental sustainability	48%	23%	5%
10	11	↑	A campus that welcomes diverse students w/diff. background	42%	28%	8%

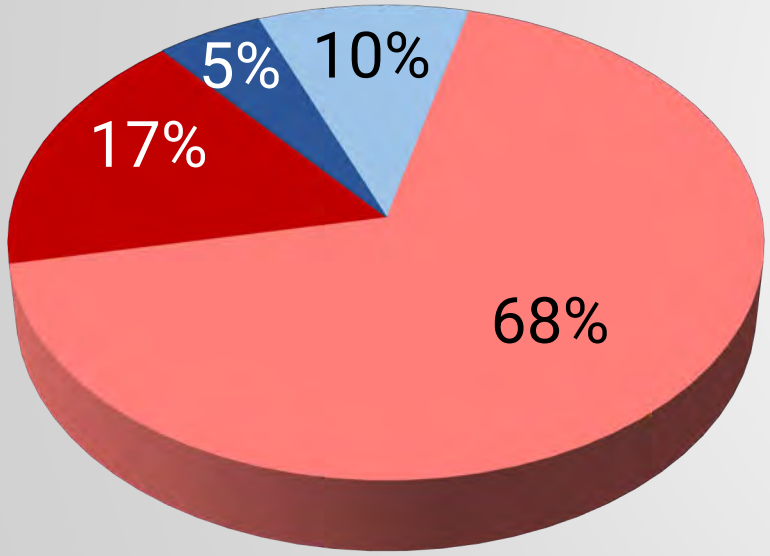
Attribute Impressions of CSU Fort Collins Campus

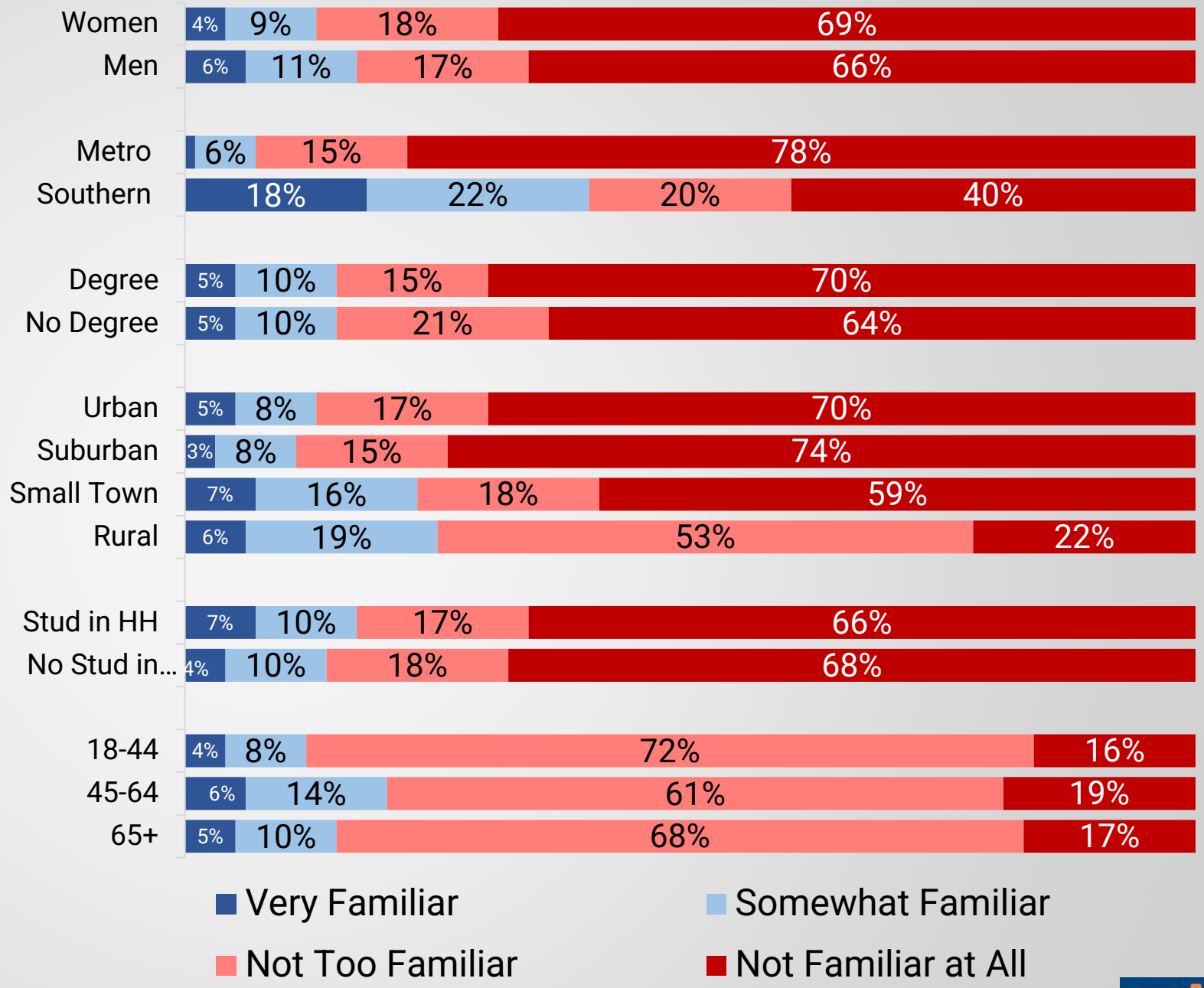
Please indicate your impression of the following attributes at the Colorado State University Fort Collins campus. (Asked to respondents who were very or somewhat familiar with the campus, 798n, +/- 3.47% MoE)

2023 Rank	2022 Rank	Change	Attribute	Above Average	Avg.	Below Avg.
11	10	↓	Faculty that conducts groundbreaking research	41%	26%	9%
12	12	↔	Opportunity for internships & hands-on experience	39%	28%	7%
13	13	↔	Opportunity for students to work on research with faculty	39%	25%	6%
14	14	↔	Up-to-date tech in classrooms, labs, and residential halls	36%	28%	5%
15	16	↑	Access for low-income and first-generation students	31%	28%	13%
16	15	↓	A focus on character building and ethical conduct	28%	35%	13%
17	17	↔	Outreach programs that serve community needs	27%	31%	5%
18	18	↔	Having competitive NCAA sports teams	23%	35%	17%
19	19	↔	Institutional scholarships and financial aid	23%	36%	13%
20	20	↔	Affordable tuition	21%	39%	29%

How familiar are you with the Colorado State University Pueblo campus?

Very & Somewhat Familiar	15%





CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

Attribute Impressions of CSU Pueblo Campus

Please indicate your impression of the following attributes at the Colorado State University Pueblo campus. (Asked to respondents who were very or somewhat familiar with the campus, 235n, +/- 6.39% MoE)

2023 Rank	2022 Rank	Change	Attribute	Above Average	Avg.	Below Avg.
1	1	⇔	Access for low-income and first-generation students	49%	28%	9%
2	3	↑	A campus that welcomes diverse students w/diff. background	43%	30%	9%
3	8	↑	A friendly and supportive campus	37%	36%	15%
4	2	↓	Affordable tuition	36%	36%	15%
5	5	⇔	A safe campus for students	36%	30%	22%
6	9	↑	Producing graduates well-prepared for life	32%	32%	22%
7	4	↓	Producing graduates well-prepared for the workforce	30%	40%	18%
8	6	↓	Institutional scholarships and financial aid	30%	36%	16%
9	7	↓	A reputation for academic quality	30%	35%	24%
10	10	⇔	Rigorous academic programs	28%	39%	19%

Attribute Impressions of CSU Pueblo Campus

Please indicate your impression of the following attributes at the Colorado State University Fort Collins campus. (Asked to respondents who were very or somewhat familiar with the campus, 235n, +/- 6.39% MoE)

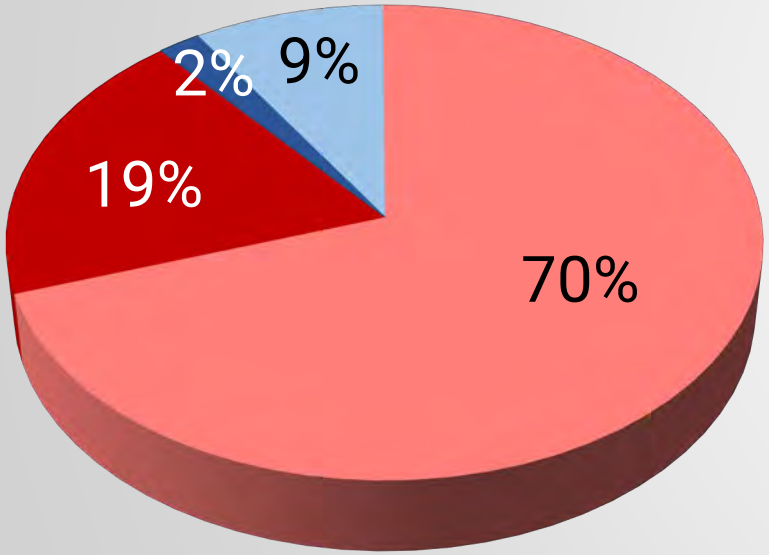
2023 Rank	2022 Rank	Change	Attribute	Above Average	Avg.	Below Avg.
11	11	⇔	Opportunities for internships & hands-on work experience	26%	36%	16%
12	14	↑	Highly respected graduate programs	25%	31%	25%
13	12	↓	Outreach programs that serve community needs	24%	30%	11%
14	13	↓	A campus that values environmental sustainability	23%	39%	11%
15	15	⇔	A campus location known for an excellent quality of life	22%	25%	45%
16	16	⇔	A focus on character-building and ethical conduct	21%	35%	19%
17	20	↑	Having competitive NCAA sports teams	20%	19%	31%
18	17	↓	Up-to-date tech in classrooms, labs, and residential halls	19%	40%	14%
19	19	⇔	Opportunities for students to work on research with faculty	18%	38%	16%
20	18	↓	Faculty that conducts groundbreaking research	15%	32%	27%

CSU Global Attributes & Thoughts About Online Learning

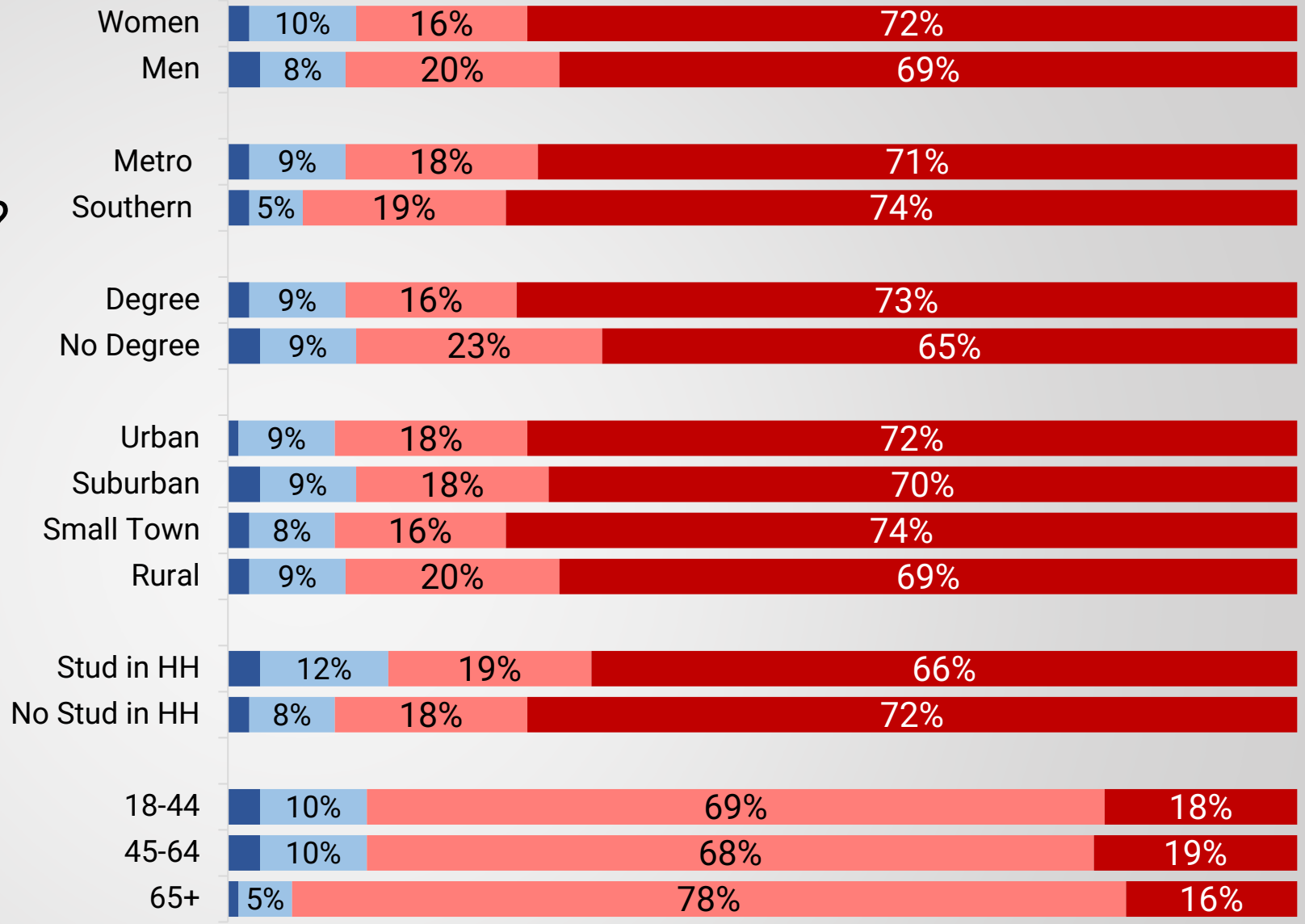
How familiar are you with Colorado State University Global, the CSU System's 100% online public university?

How familiar are you with the Colorado State University Global, the CSU System's 100% online public university?

Very & Somewhat Familiar	11%



- Very Familiar
- Somwhat Familiar
- Not Too Familiar
- Not Familiar at All



CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

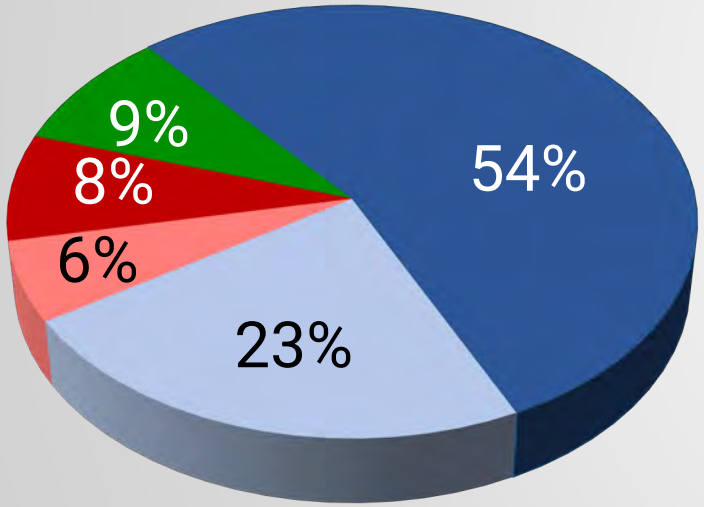
Attribute Impressions of CSU Global

Please indicate your impression of the following attributes of Colorado State University Global, the CSU System's 100% online public university. (Asked to respondents who were very or somewhat familiar with CSU Global, 176n, +/- 7.39% MoE)

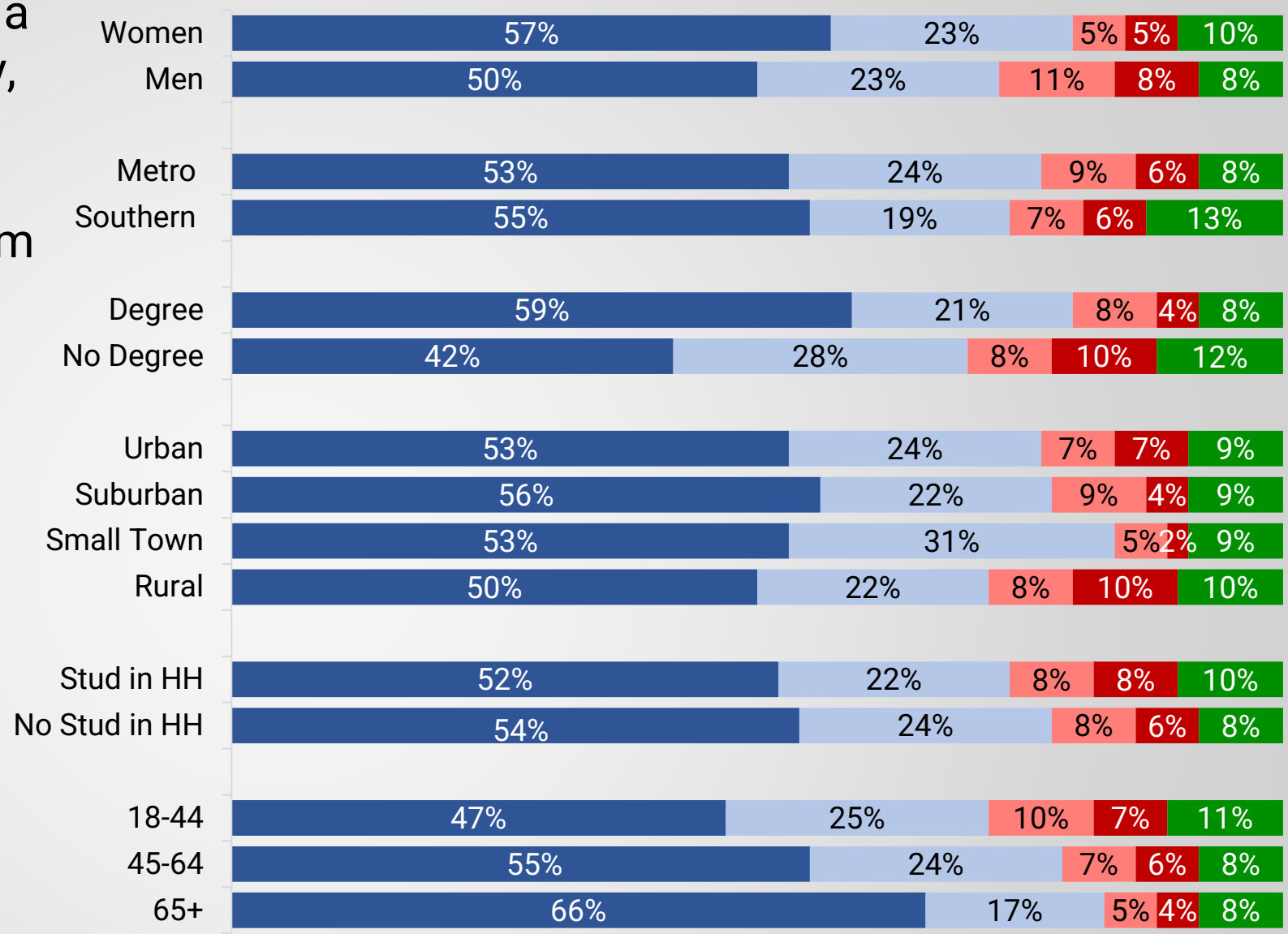
Rank	Attribute	Above Average	Avg.	Below Avg.
1	Curriculum that is relevant for the workforce	43%	36%	14%
2	Producing graduates well-prepared for the workforce	42%	30%	17%
3	A reputation for academic quality	40%	33%	19%
4	Faculty with industry experience	35%	30%	11%
5	Producing graduates well-prepared for life	34%	40%	17%
6	Rigorous academic programs	33%	35%	18%
7	Highly respected graduate programs	33%	35%	17%
8	Access for low-income and first-generation students	31%	32%	15%
9	Affordable tuition	25%	39%	26%
10	A focus on character-building and ethical conduct	25%	34%	18%
11	Institutional scholarships and financial aid	25%	34%	16%
12	Outreach programs that serve community needs	21%	29%	18%

If you were interested in earning a degree from an online university, how important is it the online university is associated with an accredited state university system like CSU?

Very & Somewhat Important	77%



- Very Important
- Somewhat Important
- Not Too Important
- Not Important at All
- No Opinion



Please describe the characteristics and attributes of an online university that are the most important to you.

Themes
Flexibility
Affordability & Accessibility
Quality of Education & Accreditation
Relevance to Career & Support Services

Quality, highly credentialed and experienced faculty, well reputed with evidence relevant To graduate readiness to practice in field as well and highly engaged, personable and well-connected faculty. **– Female, 35-44, Adams County**

Focus on technical skills and real-world knowledge, backed by a branded university with actual standing. **– Other, 35-44, Arapahoe County**

I think the curriculum should be worthwhile; there should be availability for 1- on-1 instruction from the professor when needed; and the scheduling should be flexible. **– Female, 18-34, Denver**

Rigorous, accountable, and measurable criteria learning but with access to qualified & helpful faculty members for input, if & as needed. **– Female, 65+, Douglas County**

Flexibility with accountability. Opportunity for face time with the teachers and some time to share ideas between students. **– Female, 55-64, El Paso County**

They must still give face to face connection, office hours, and support through a virtual meeting system. They must develop a way for students to have high level conversations and question/answer sessions with faculty. **– Male, 45-54, Fremont County**

Faculty that is available in a reasonable schedule and willing to devote time to remote students who require help. **– Female, 65+, Larimer County**

Teaching the student about hard work and equipping them with the skills to enter the work force after college. **– Female, 55-64, Montrose County**

Must reputable and accredited that credits completed satisfactorily be accepted in other programs. Also have financial aide. **–Female, 65+, Saguache County**

Please describe the characteristics and attributes of an online university that are the most important to you.

1. **Flexibility:** Many respondents emphasize the importance of flexible schedules that allow them to study at their own pace and work around their busy lives. Flexibility is associated with the ability to access classes whenever the schedule allows, including the option to study from home.

2. **Affordability and Accessibility:** Cost is a significant concern for respondents, with many expressing the need for affordable education. Accessibility includes features like mobile compatibility, easy navigation, and the ability to access resources and support when needed.

3. **Quality of Education and Accreditation:** Respondents stressed the importance of high-quality education, rigorous courses, and qualified instructors. Accreditation is a key factor, ensuring that the online degree holds the same value as one obtained through in-person education.

4. **Relevance to Career and Support Services:** Preparation for the workforce, job placement assistance, networking opportunities, support for students, including financial aid and scholarships.

The Value of a Degree From a CSU System Campus

How valuable do you consider a degree from the following Colorado State University campuses?

COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY PUEBLO

CSU GLOBAL

CSU SYSTEM
COLORADO STATE UNIVERSITY
FORT COLLINS | PUEBLO | GLOBAL

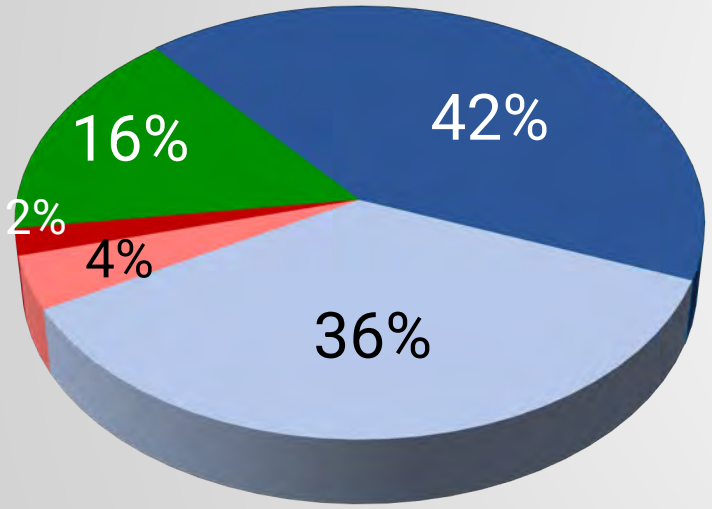
CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

Magellan Strategies

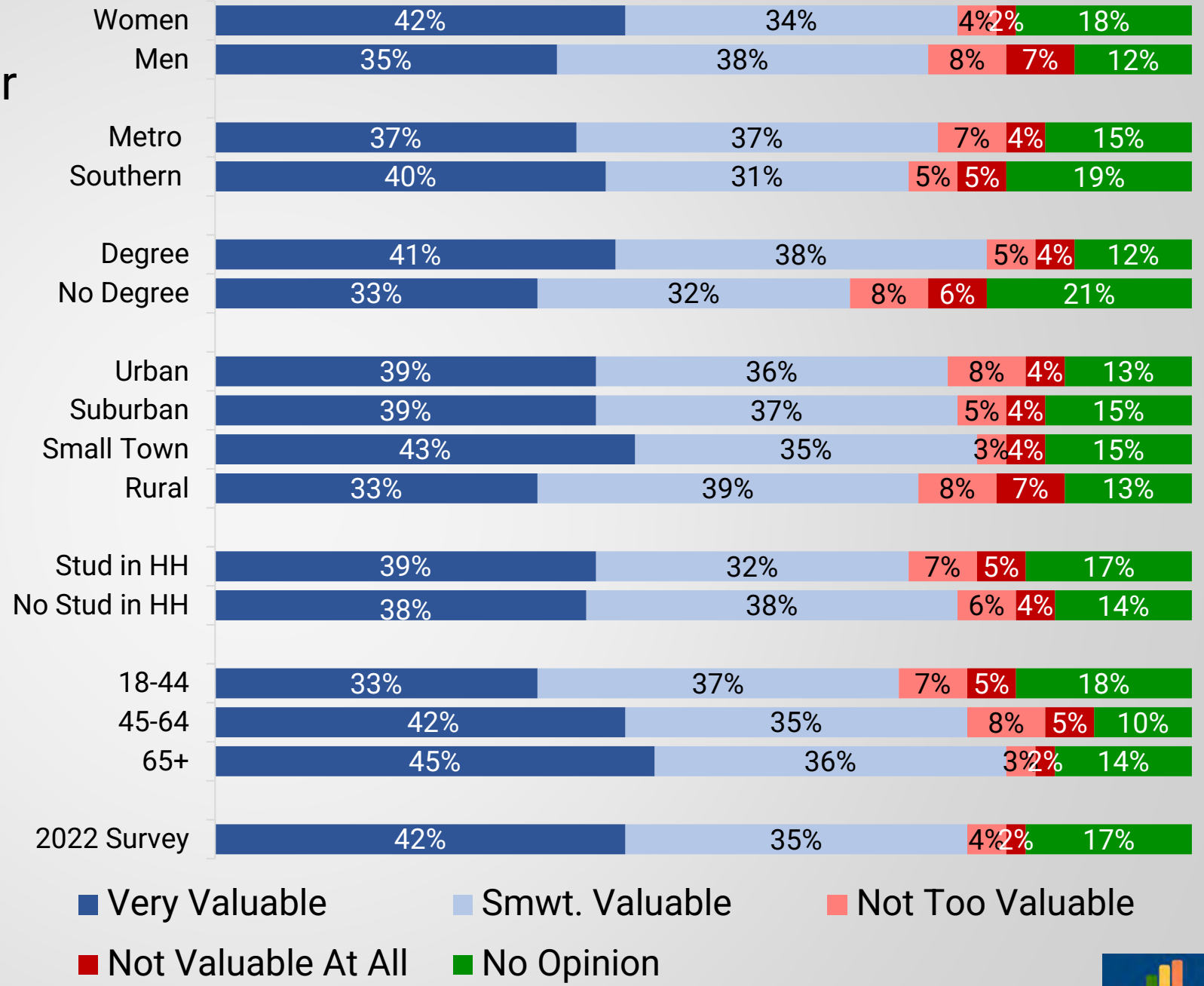
CSU Fort Collins

How valuable do you consider a degree from the following Colorado State University campuses?

Very & Somewhat Valuable	78%



- Very Valuable
- Somewhat Valuable
- Not Too Valuable
- Not Valuable at All
- No Opinion

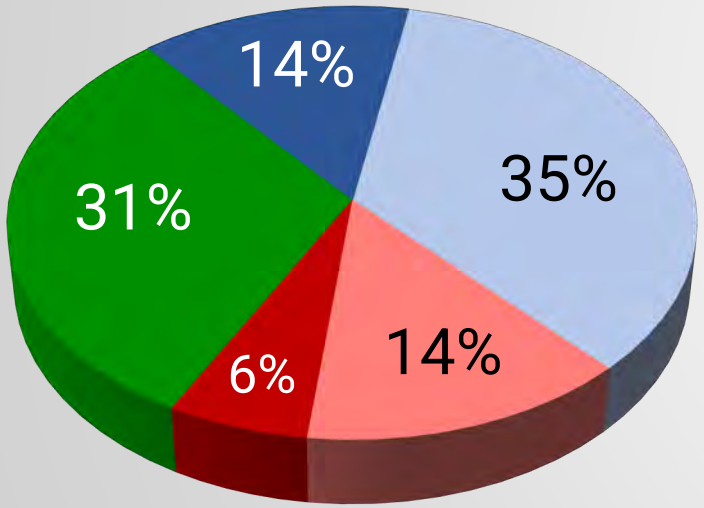


CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

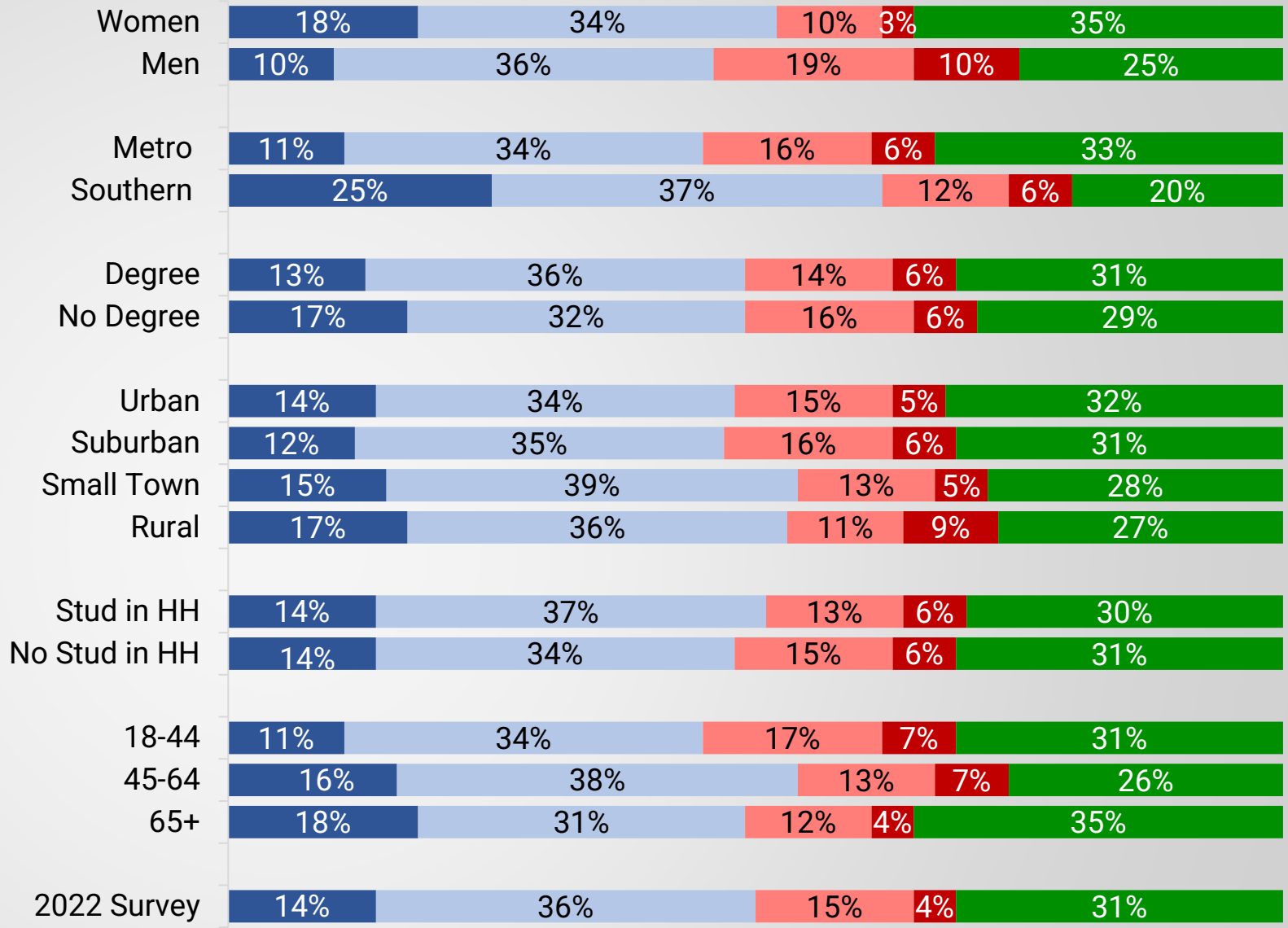
CSU Pueblo

How valuable do you consider a degree from the following Colorado State University campuses?

Very & Somewhat Valuable	49%



- Very Valuable
- Somewhat Valuable
- Not Too Valuable
- Not Valuable at All
- No Opinion

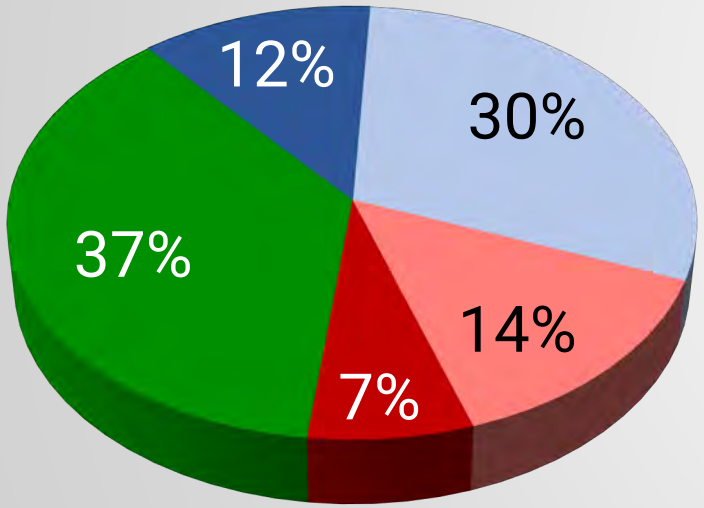


CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

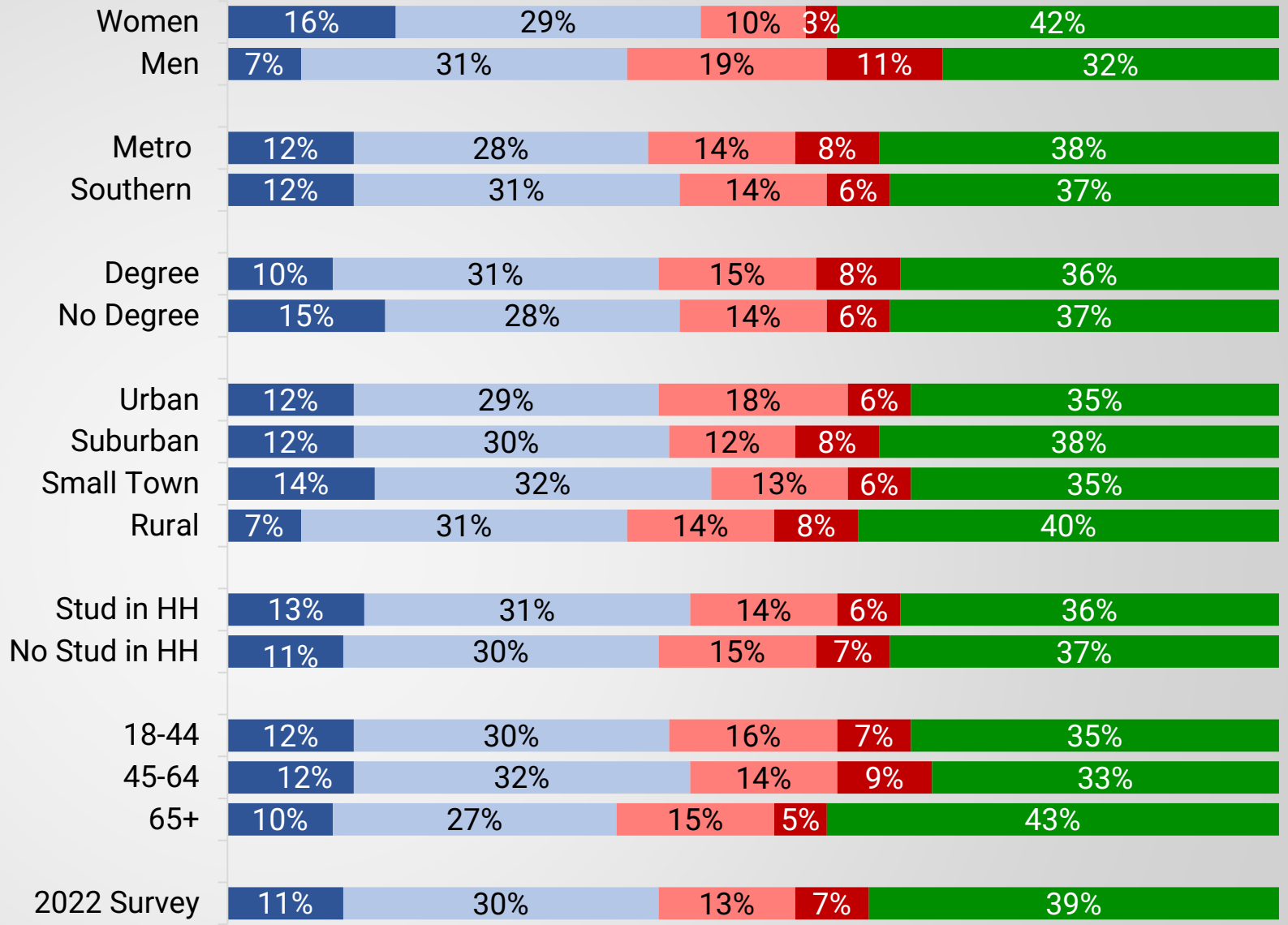
CSU Global

How valuable do you consider a degree from the following Colorado State University campuses?

Very & Somewhat Valuable	42%



- Very Valuable
- Somewhat Valuable
- Not Too Valuable
- Not Valuable at All
- No Opinion



CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

Opinions of the Value of a CSU Fort Collins Degree

Please describe your thoughts and opinions about the value of a degree from CSU Fort Collins.

Themes
Diverse Perspectives on Value
Program-Specific Evaluation
General Skepticism About Higher Education

I know some friends and teachers who attended, and I feel they were all intelligent, ambitious and ethical people so perhaps there's a chance that birds of a feather flock together in this case. **– Male, 18-34, Broomfield**

I've heard that CSU Fort Collins is one of the top college experiences in the state. This is primarily just hearsay, but I haven't heard anything negative about it at all. **– Female, 18-34, El Paso County**

Good professors and access to professors . Willingness of various departments to help students decide where their strengths lie and the best classes to bring out those strengths. **– Female, 55-64, Fremont County**

I feel that CSU Fort Collins has a great reputation and is a well-respected university. To be honest, any degree, from any accredited college or university would suffice. It’s experiences outside of schools that students need to be prepared for. Anything that helps get employment. **– Female, 45-54, Larimer County**

It's a prestigious college with a lot of cultural values. We see a lot of people interested in this school for its beautiful campus and programs**. – Male, 18-34, Weld County**

Please describe your thoughts and opinions about the value of a degree from CSU Fort Collins.

Top three themes about the value of a degree from CSU Fort Collins:

1. Diverse Perspectives on Value

Responses vary widely, reflecting different perspectives on the value of a degree from CSU Fort Collins. Some emphasize the university's reputation, strong academic programs, and successful alumni, while others express concerns about the cost, decreasing value of degrees in general, or specific negative experiences.

2. Program-Specific Evaluation

Many responses suggest that the perceived value of a CSU degree depends on the specific program or field of study. The veterinary and engineering programs receive positive recognition, while some express reservations about the value of degrees in certain fields or criticize the emphasis on social issues.

3. General Skepticism about Higher Education

There is a prevailing sentiment expressing skepticism about the overall value of higher education, with mentions of rising costs, lack of preparation for the workforce, and a perception that degrees are becoming less important in the job market. Some respondents highlight the importance of real-world experience over academic credentials.

Opinions of the Value of a CSU Pueblo Degree

Please describe your thoughts and opinions about the value of a degree from CSU Pueblo.

Themes
Curriculum that is relevant for the workforce
Producing graduates well-prepared for the workforce
A reputation for academic quality

As an undergraduate degree is the bare minimum for most reasonably paying non-labor jobs, it carries a value of entry to the livable workforce, but without a premium or with networking opportunities associated with more nationally well-known universities. **– Male, 35-44, Arapahoe County**

I don't know anything about CSU-Pueblo, but I think regional institutions like CSU-Pueblo are important for providing access across the state, both in terms of geographic location and affordability. **– Female, 18-34, Denver**

The campus is an HSI and is attractive to first year and low-income Latino students. Without access and resources for many Latino students, they may not enroll and/or maintain pursuing an undergraduate degree. **– Male, 65+, Denver**

The potential for this campus is untapped. Investments in the campus, the community to include educating youth and adults about the benefits of a post secondary education. Outreach to our community where the needs are great are non existed. The campus keeps itself in a contained bubble while our neighbors continue to have a decline in quality of life. **–Female, 55-64, Pueblo**

Please describe your thoughts and opinions about the value of a degree from CSU Pueblo.

Top three themes about the value of a degree from CSU Pueblo:

1. Mixed Perceptions of Value

Some respondents express a neutral or average opinion about the value of a CSU Pueblo degree, stating that it is as good as any other state university degree. There are varied opinions, with some acknowledging the value of the degree for its affordability and others questioning its worth, particularly when compared to more nationally recognized institutions like CSU Fort Collins.

2. Concerns and Challenges

Several respondents expressed concerns about the financial challenges of obtaining a degree. Some perceive CSU Pueblo as having less academic rigor compared to the Fort Collins campus, and there are mentions of challenges associated with Pueblo's reputation and job opportunities.

3. Limited Familiarity and Positive Experiences

Many respondents admit to having limited knowledge about CSU Pueblo, with some indicating they are unfamiliar with the institution or have no opinions. Positive experiences with CSU Pueblo are highlighted by some respondents, citing affordability, good programs, and personal success stories.

Opinions of the Value of a CSU Global Degree

Please describe your thoughts and opinions about the value of a degree from CSU Global.

Themes
Mixed Opinions and Limited Knowledge
Online Education Perceptions
Reputation of CSU and Program Quality

It has an amazing program and offers classes that are beneficial to working adults. The tuition is not affordable for people who are not making a lot of money. **– Female, 55-64, Denver**

CSU is a rigorous academic program and allows for students to learn from anywhere with an online flexible schedule. In addition, it allows the freedom to hold internships and fellowships to gain the skills required on the preferred field we want to pursue. **– Female, 18-34, Douglas County**

Its not clear to me how rigorous the education is. But I known they are pioneers in the field and CSU has a good reputation in my experience for teaching important real world, applicable knowledge. **– Male, 18-34, Jefferson County**

I believe a person that gets a degree online probably has a high degree of self discipline. I have taken online courses, and it is difficult to stay the course. **– Male, 65+, Las Animas**

I think a degree is a degree; if it comes from an official program, then it shouldn't matter much where you get it from. So, I think a degree from CSU Global would be as valuable as a degree from most universities, except maybe Ivy leagues. **–Female, 18-34, Mesa County**

Please describe your thoughts and opinions about the value of a degree from CSU Global.

Top three themes about the value of a degree from CSU Global:

1. Mixed Opinions and Limited Knowledge

Many respondents expressed that they don't have sufficient information about CSU Global to form a conclusive opinion. Some mentioned being unfamiliar with the program, while a few respondents acknowledged having no thoughts or opinions.

2. Online Education Perceptions

There is a prevalent perception that online degrees, in general, may not be as highly valued as traditional, in-person degrees. Concerns were raised about the perceived lack of rigor in online programs and the potential for online degrees to be viewed as lesser by employers.

3. Reputation of CSU and Program Quality

Respondents who were familiar with CSU Global often associated its value with the reputation of Colorado State University (CSU). Some respondents expressed positive views, highlighting the flexibility and convenience of online options, while others raised concerns about program quality and the effectiveness of online education.

Opinions of the Cost of Tuition & Affordability for a Colorado Resident to Attend a CSU Campus

Do you think the annual cost of tuition and fees for someone who lives in Colorado to attend the following Colorado State University campuses is affordable or not?

COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY PUEBLO

CSU GLOBAL

CSU SYSTEM
COLORADO STATE UNIVERSITY
FORT COLLINS | PUEBLO | GLOBAL

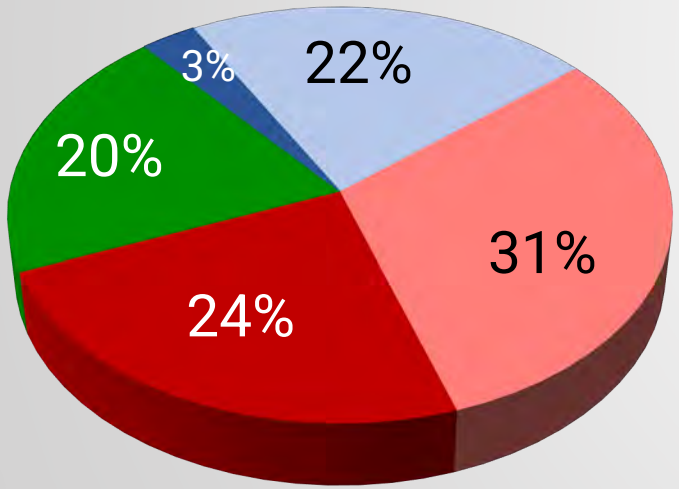
CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

Magellan Strategies

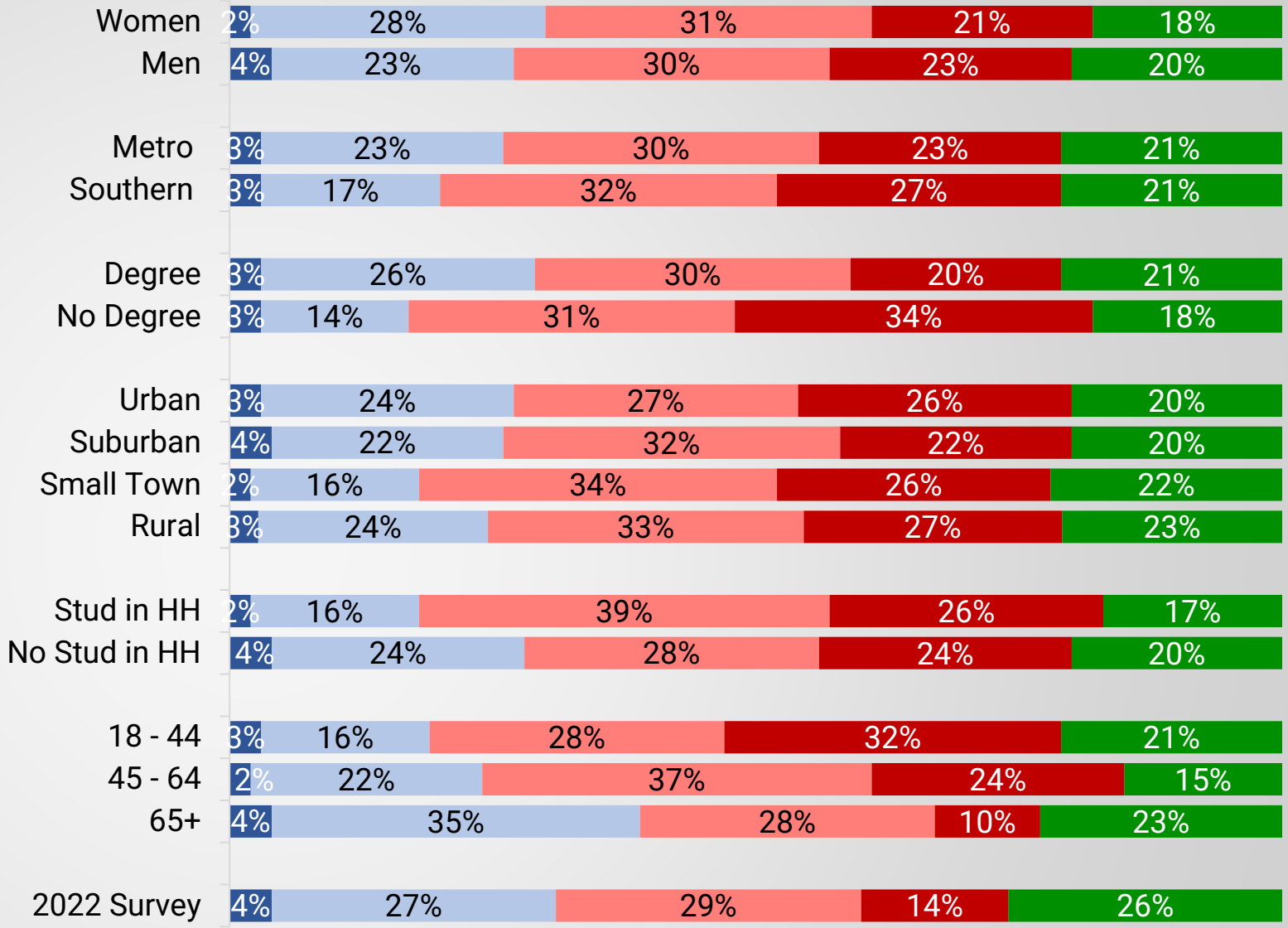
CSU Fort Collins Campus

Do you think the annual cost of tuition and fees for someone who lives in Colorado to attend the following Colorado State University campuses is affordable or not?

Not Very & Not Afford. At All	55%



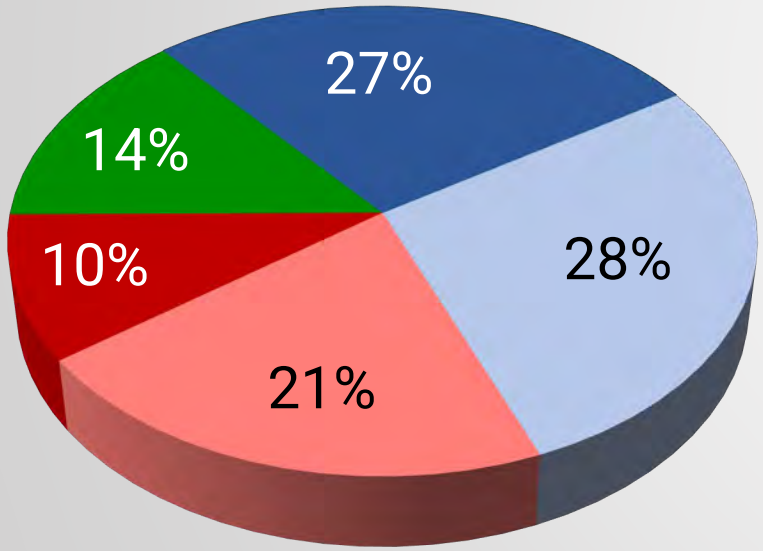
■ Very Affordable ■ Somewhat Afford. ■ Not Very Afford. ■ Not Afford. At All ■ No Opinion



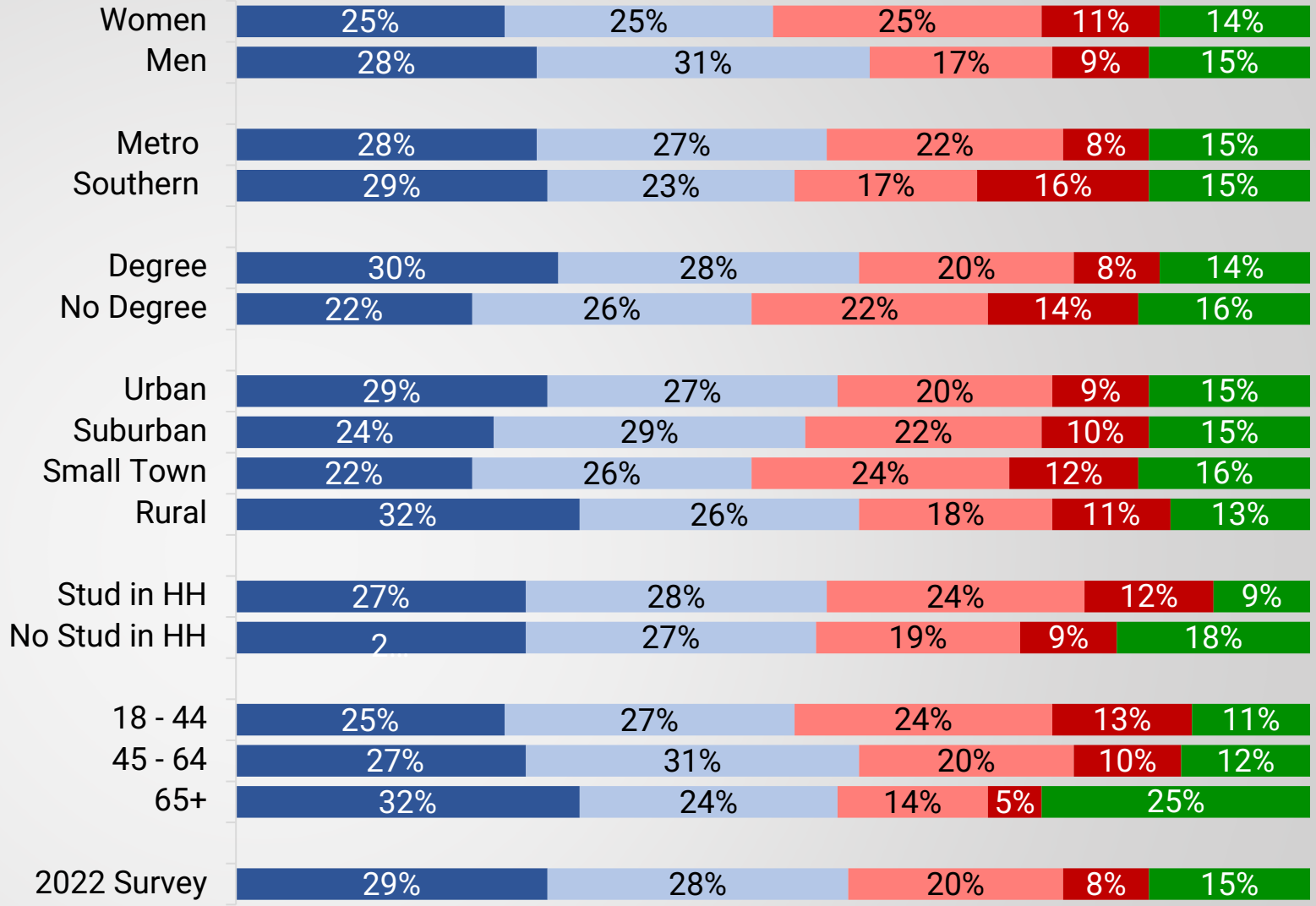
■ Very Afford. ■ Smwt. Afford. ■ Not Very Afford. ■ Not Afford. At All ■ No Opinion

CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

What do you think the average annual cost of tuition and fees are for someone who lives in Colorado to attend the CSU Fort Collins campus?



$15,000 or Less
$15K to $25K
$25K to $40K
More than $40K
No Opinion

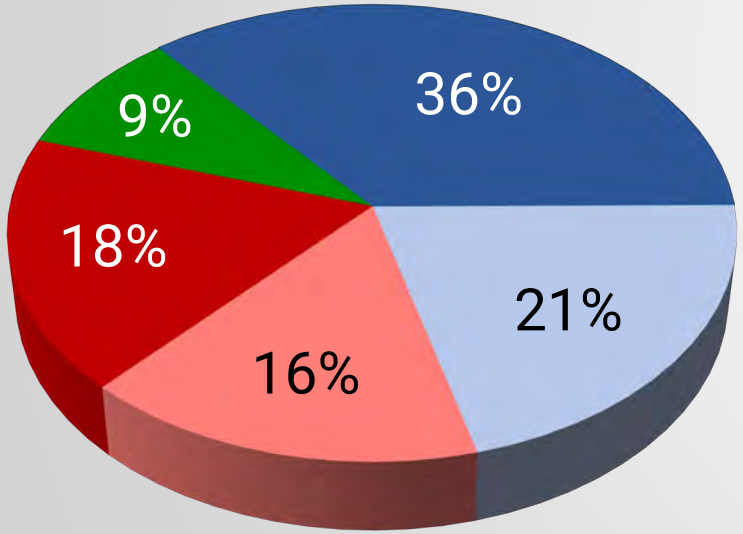


$15K or Less
$15K to $25K
$25K to $40K
More Than $40K
No Opinion

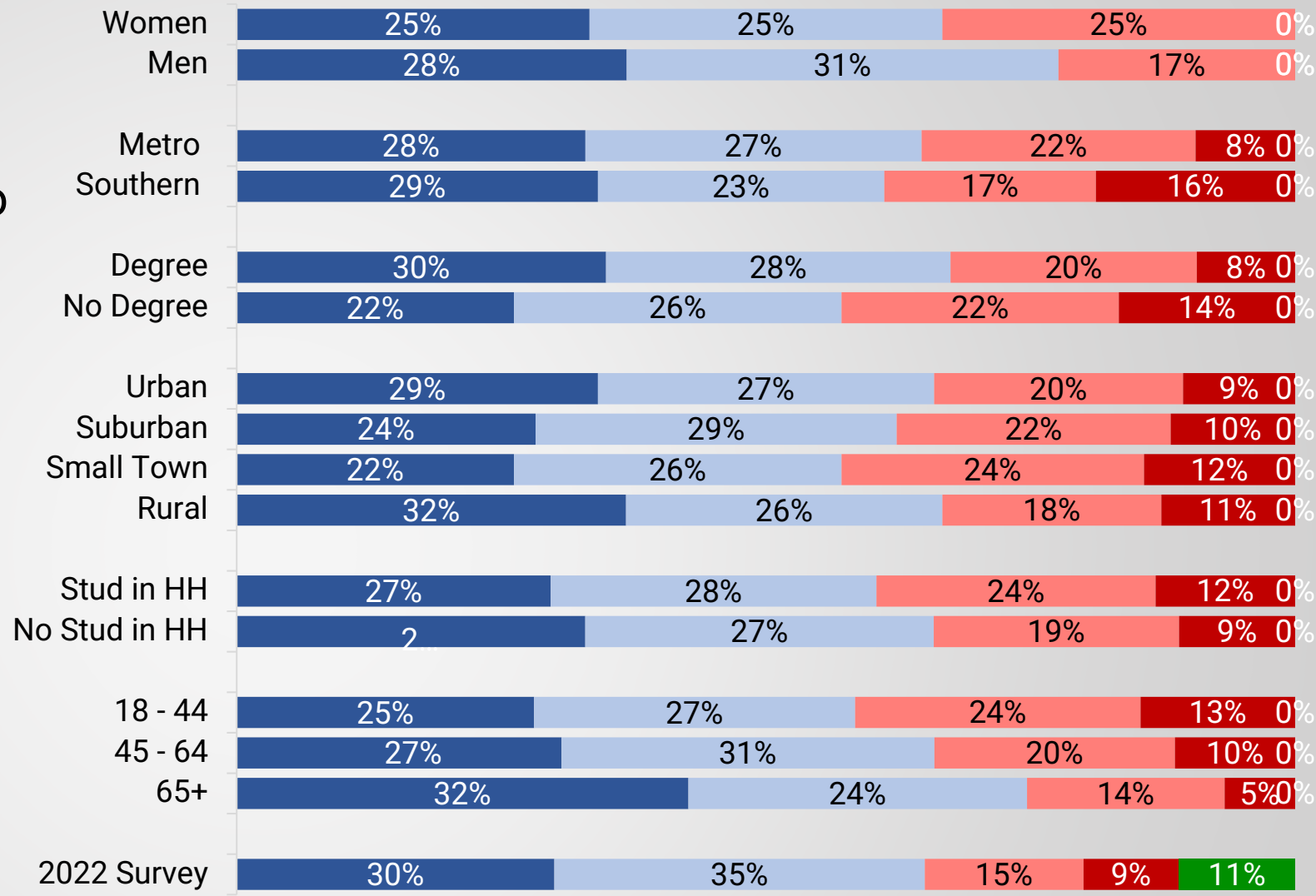
CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

CSU Fort Collins Campus

What amount do you consider affordable for the annual cost of tuition and fees for someone who lives in Colorado to attend the following Colorado State University campuses?



$5,000 or Less
$5K to $10K
$10K to $15K
More than $15K
No Opinion

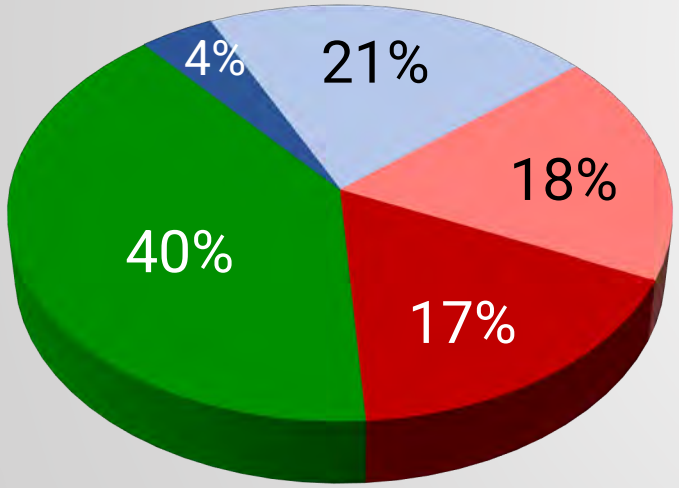


$5K or Less
$5K to $10K
$10K to $15K
More Than $15K
No Opinion

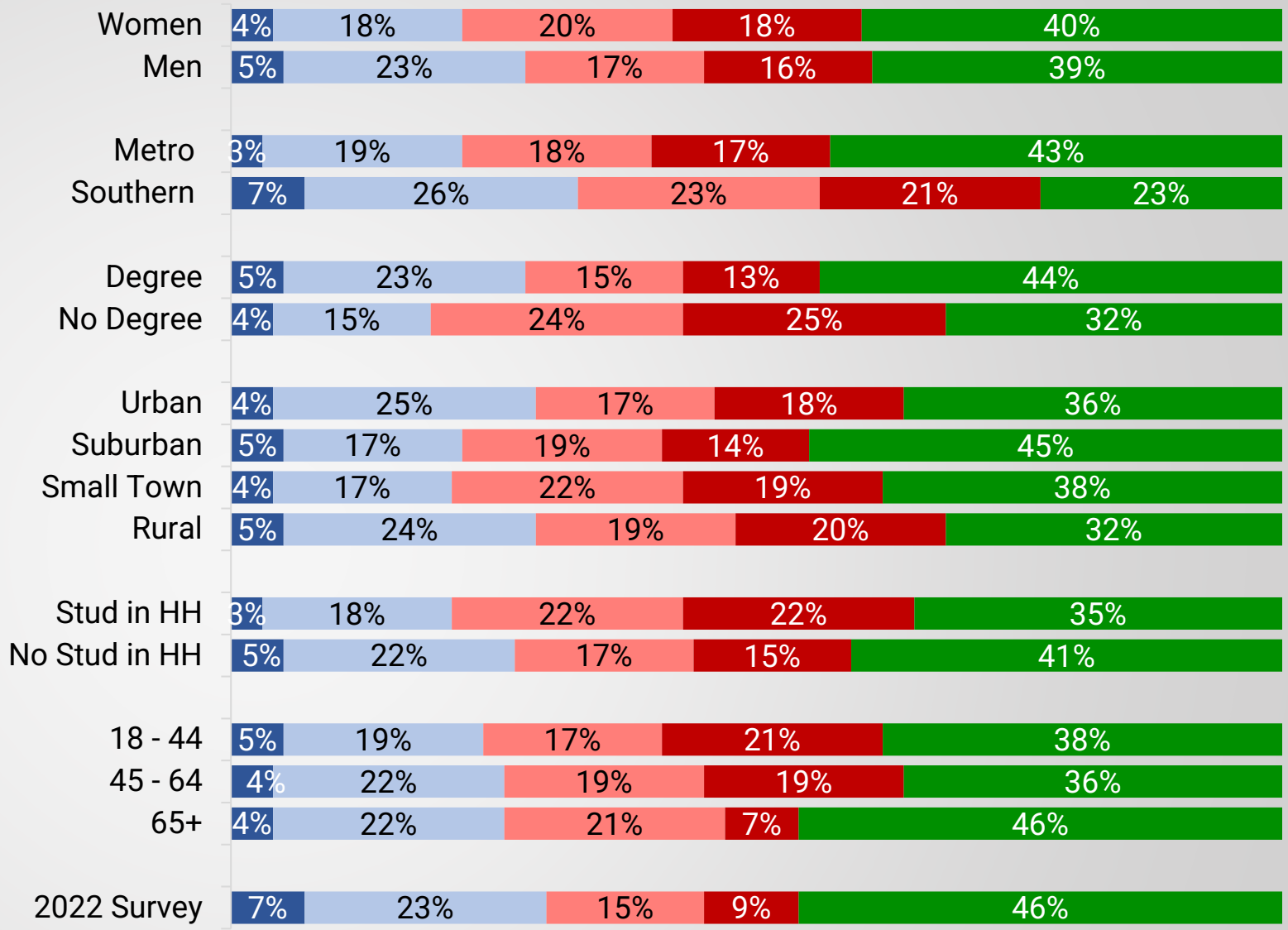
CSU Pueblo Campus

Do you think the annual cost of tuition and fees for someone who lives in Colorado to attend the following Colorado State University campuses is affordable or not?

Not Very & Not Afford. At All	35%



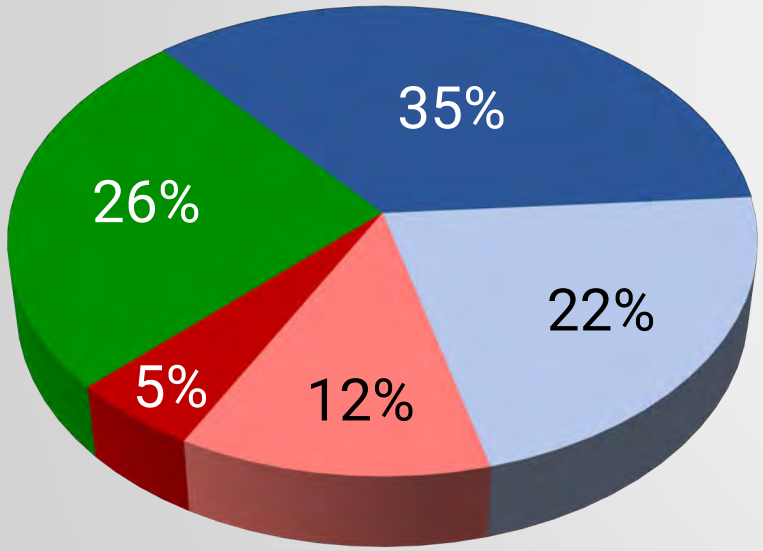
Very Affordable
Somewhat Afford.
Not Very Afford.
Not Afford. At All
No Opinion



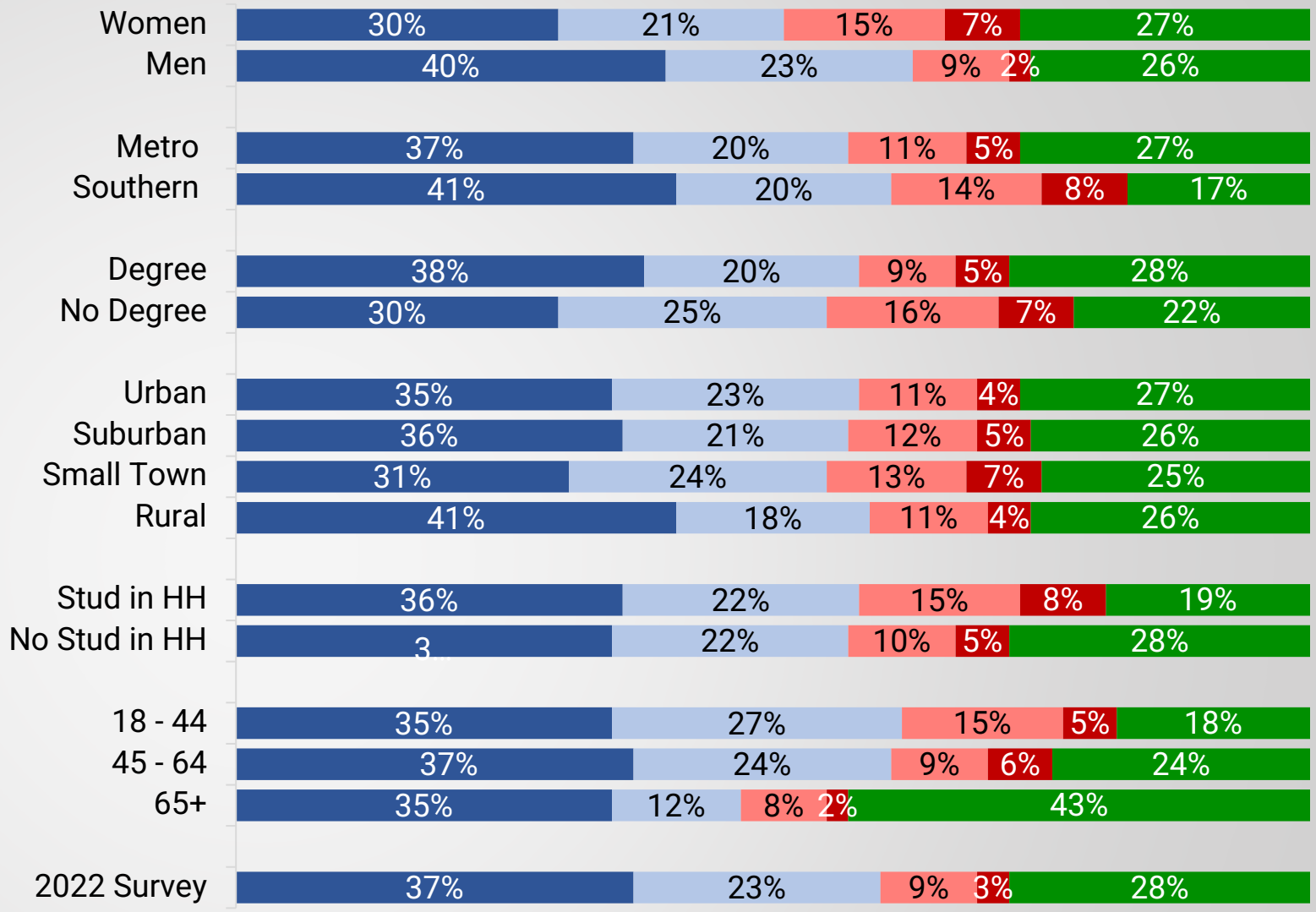
Very Afford.
Smwt. Afford.
Not Very Afford.
Not Afford. At All
No Opinion

CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

What do you think the average annual cost of tuition and fees are for someone who lives in Colorado to attend the CSU Pueblo campus?



$15,000 or Less
$15K to $25K
$25K to $40K
More than $40K
No Opinion

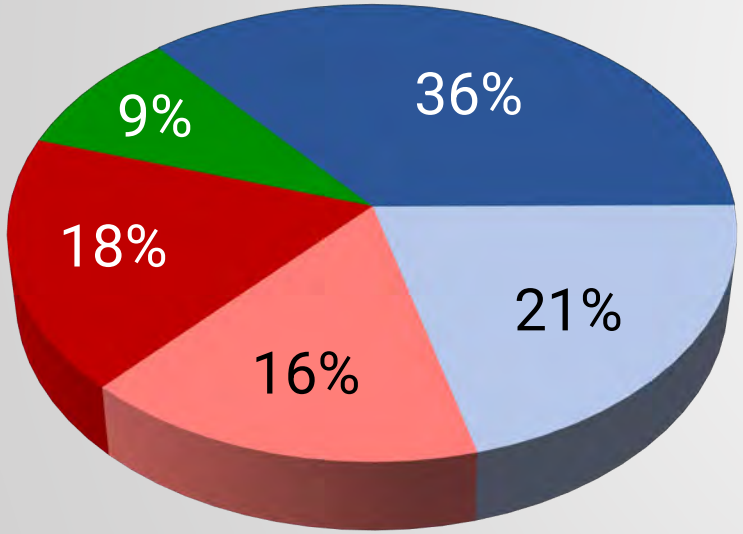


$15K or Less
$15K to $25K
$25K to $40K
More Than $40K
No Opinion

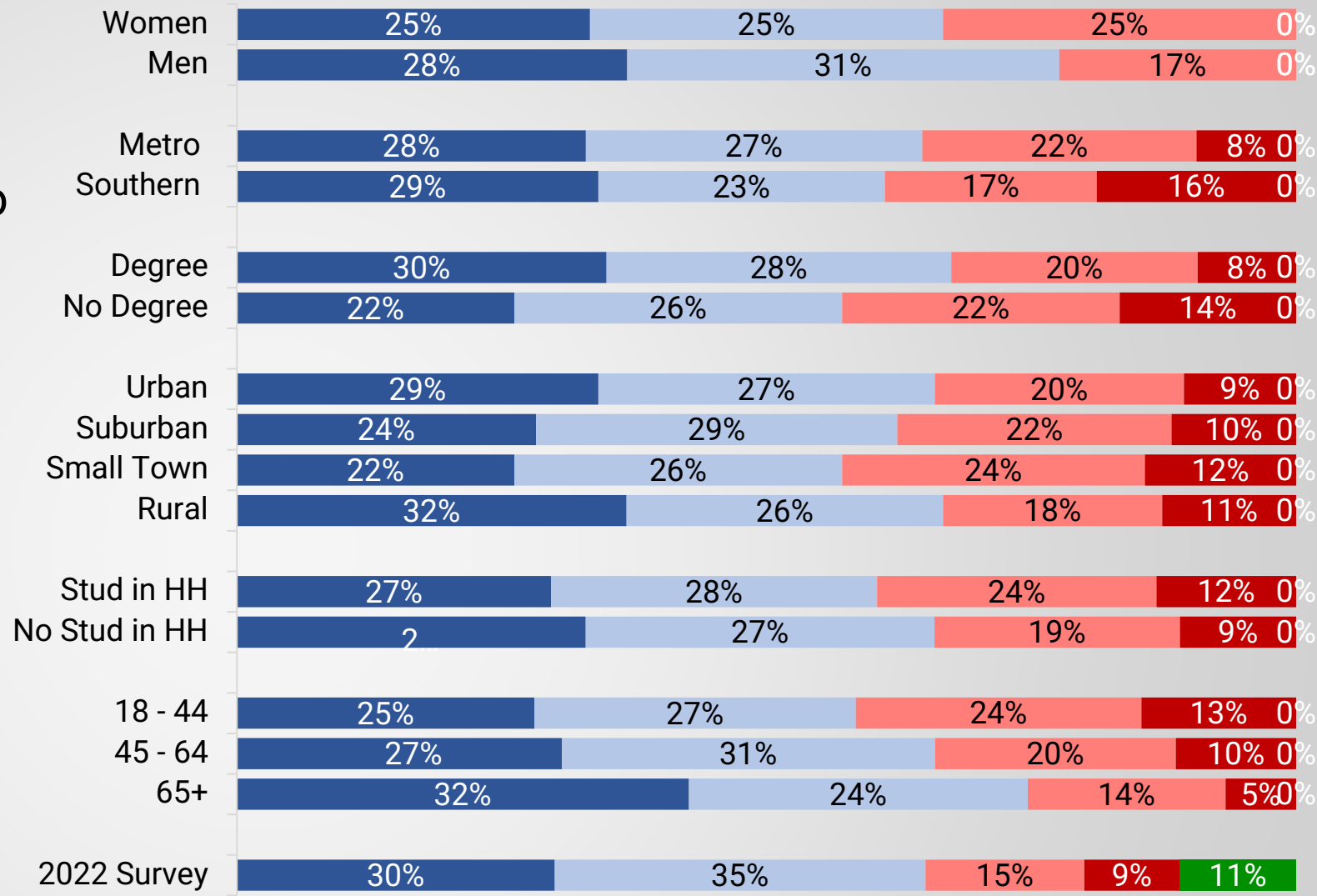
CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

CSU Pueblo Campus

What amount do you consider affordable for the annual cost of tuition and fees for someone who lives in Colorado to attend the following Colorado State University campuses?



$5,000 or Less
$5K to $10K
$10K to $15K
More than $15K
No Opinion

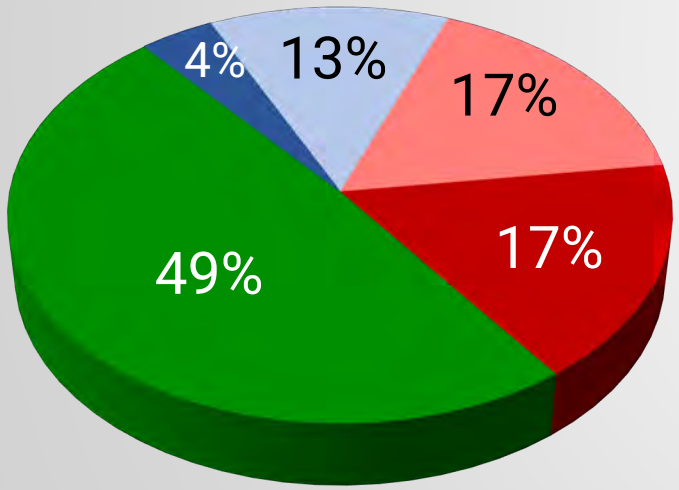


$5K or Less
$5K to $10K
$10K to $15K
More Than $15K
No Opinion

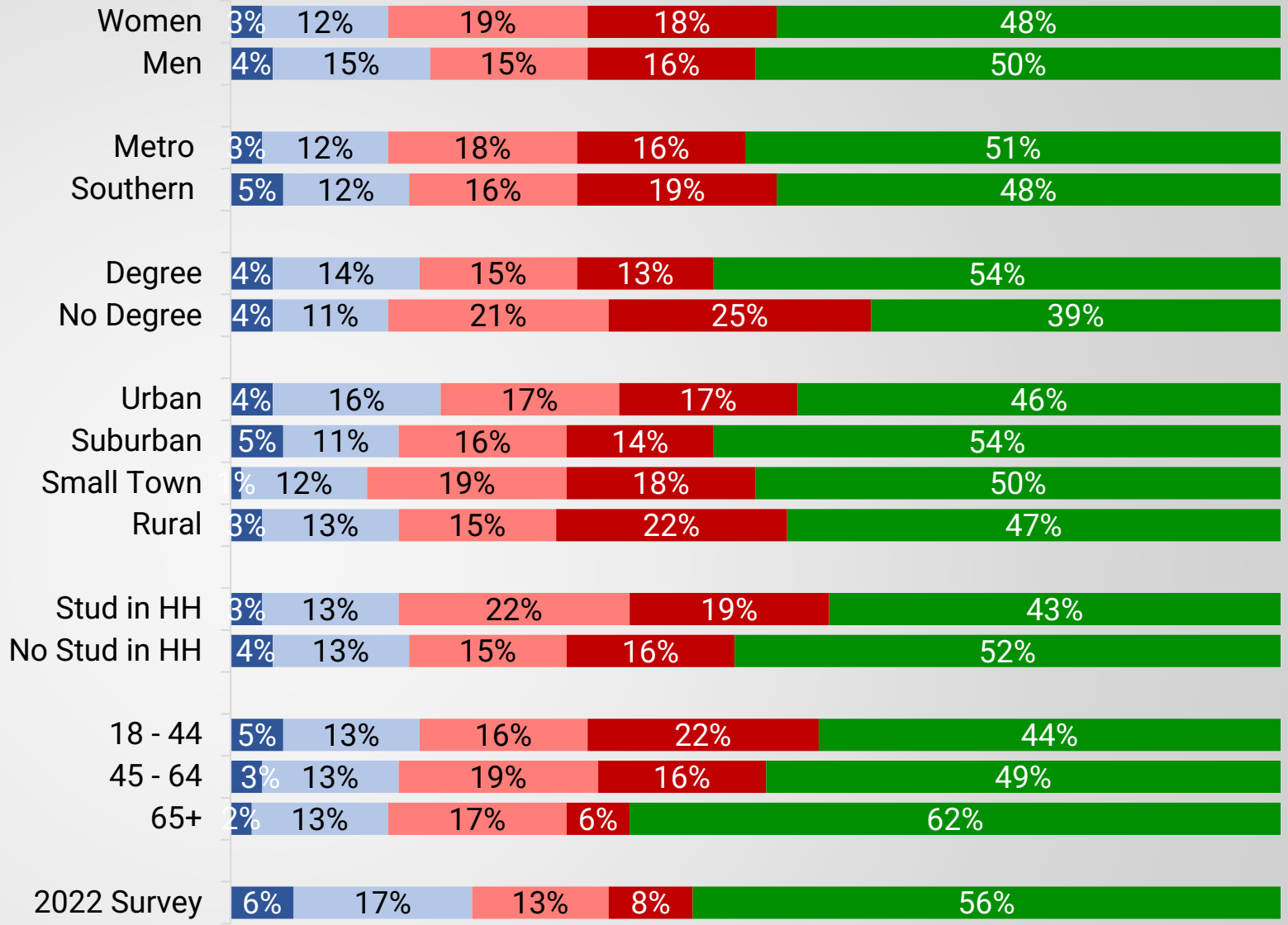
CSU Global Campus

Do you think the annual cost of tuition and fees for someone who lives in Colorado to attend the following Colorado State University campuses is affordable or not?

Not Very & Not Afford. At All	34%



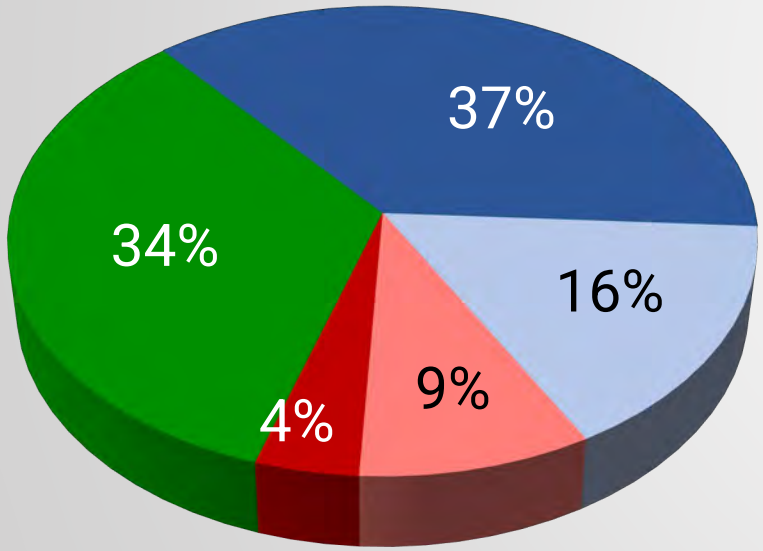
Very Affordable
Somewhat Afford.
Not Very Afford.
Not Afford. At All
No Opinion



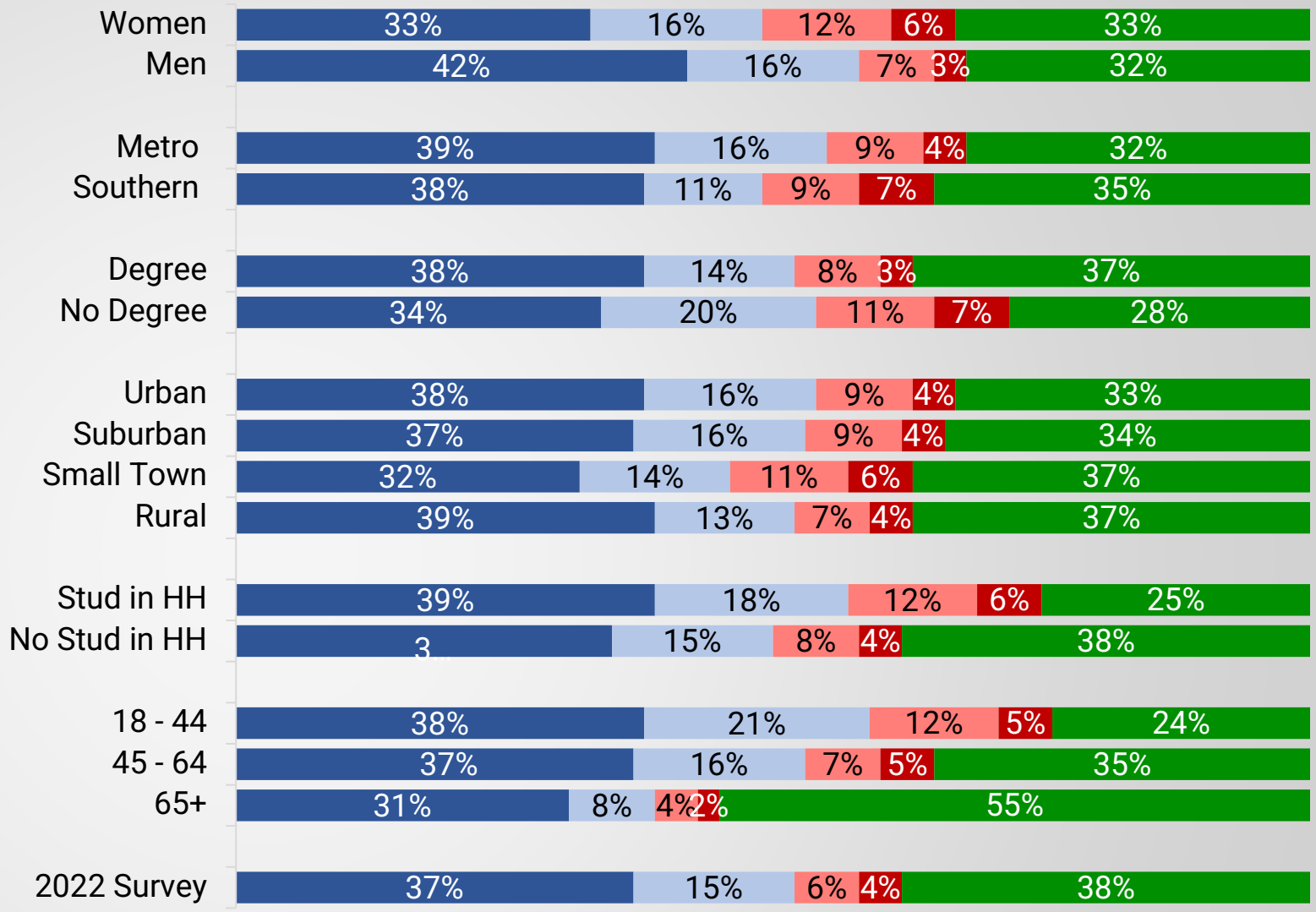
Very Afford.
Smwt. Afford.
Not Very Afford.
Not Afford. At All
No Opinion

CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

What do you think the average annual cost of tuition and fees are for someone who lives in Colorado to attend the CSU Global campus?



$15,000 or Less
$15K to $25K
$25K to $40K
More than $40K
No Opinion

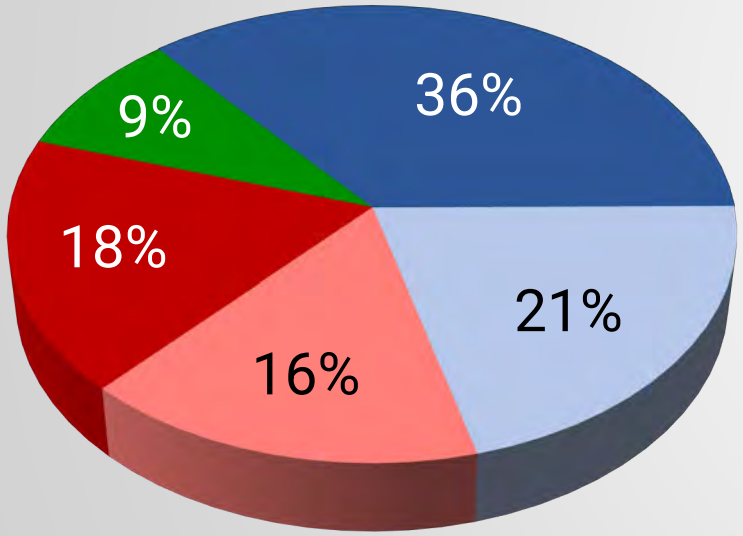


$15K or Less
$15K to $25K
$25K to $40K
More Than $40K
No Opinion

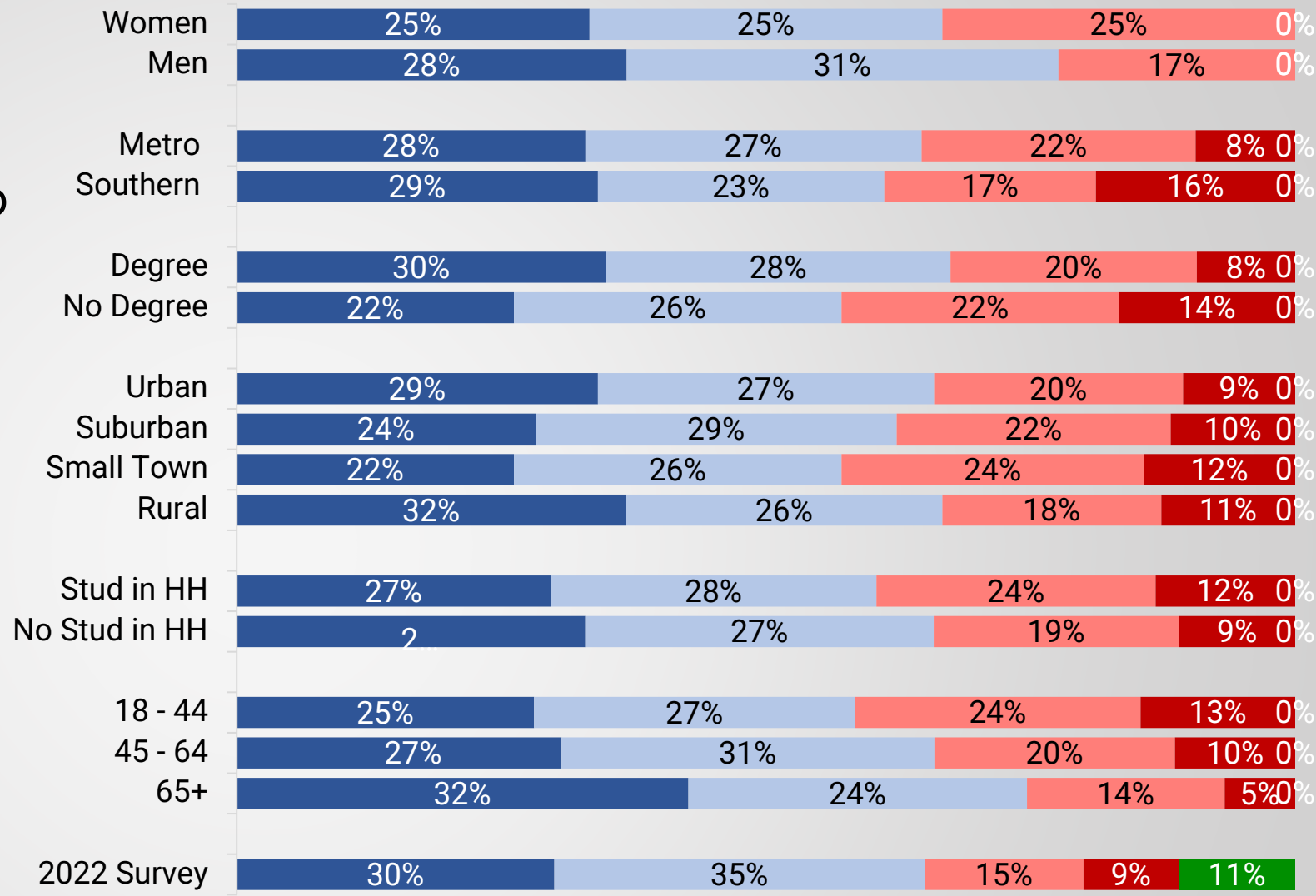
CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

CSU Global Campus

What amount do you consider affordable for the annual cost of tuition and fees for someone who lives in Colorado to attend the following Colorado State University campuses?

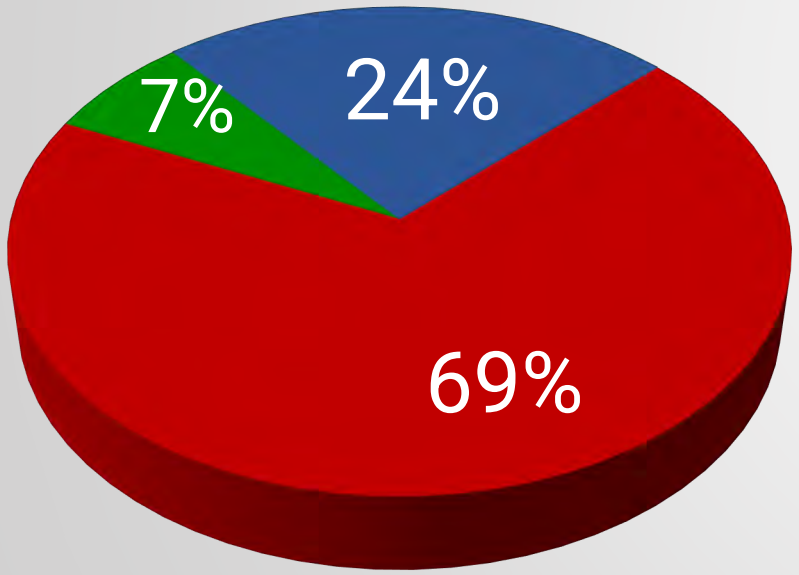


$5,000 or Less
$5K to $10K
$10K to $15K
More than $15K
No Opinion

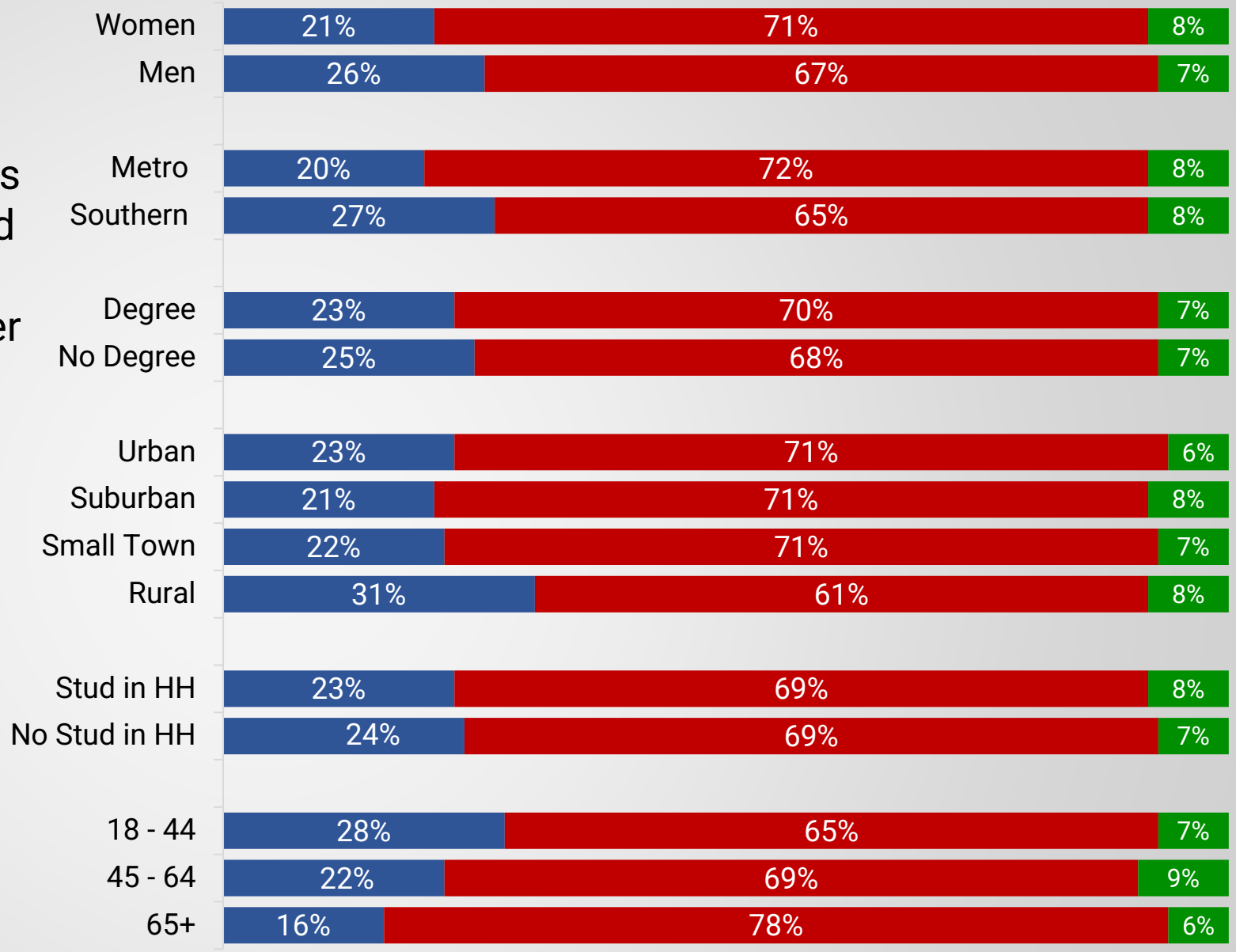


$5K or Less
$5K to $10K
$10K to $15K
More Than $15K
No Opinion

Are you aware that CSU Fort Collins and CSU Pueblo offer scholarships and grants that ensure that any Colorado student whose family makes less than $75,000 annually can attend college with no tuition or fees, and additional funding is available to cover housing, fees, and other expenses?



Yes No No Opinion



Yes No No Opinion

Opinions of Who Should Pay for the Cost of a Degree for In-State Residents

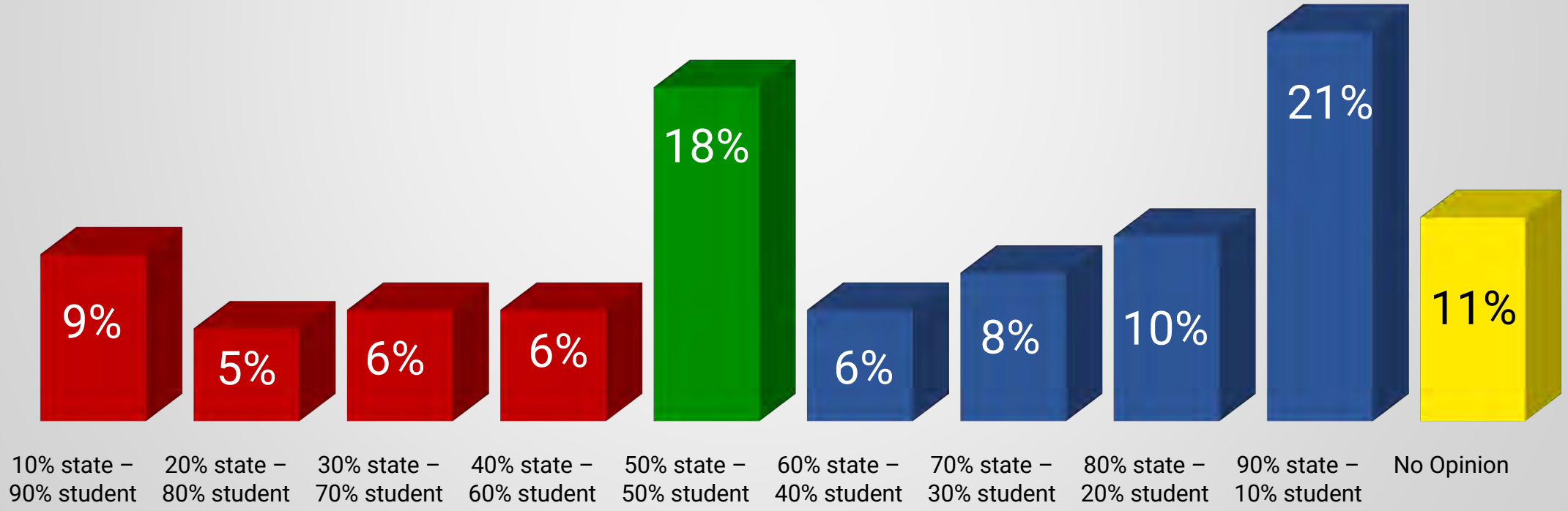
As you may know, for someone who lives in Colorado, the cost of a college degree at a state university is paid by the state (college or university) and the student. Knowing this, what do you think the percentage paid by the state and the percentage paid by the student should be?

Opinion of State vs. Student Cost of a Degree

As you may know, for someone who lives in Colorado, the cost of a college degree at a state university is paid by the state (college or university) and the student. Knowing this, what do you think the percentage paid by the state ad the percentage paid by the student should be?

26% think students should be paying 50% or more for the cost of a degree.

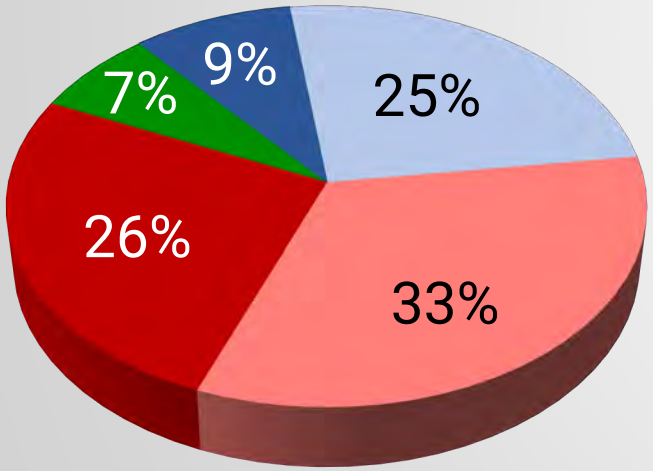
45% think the state should be paying 50% or more for the cost of a degree.

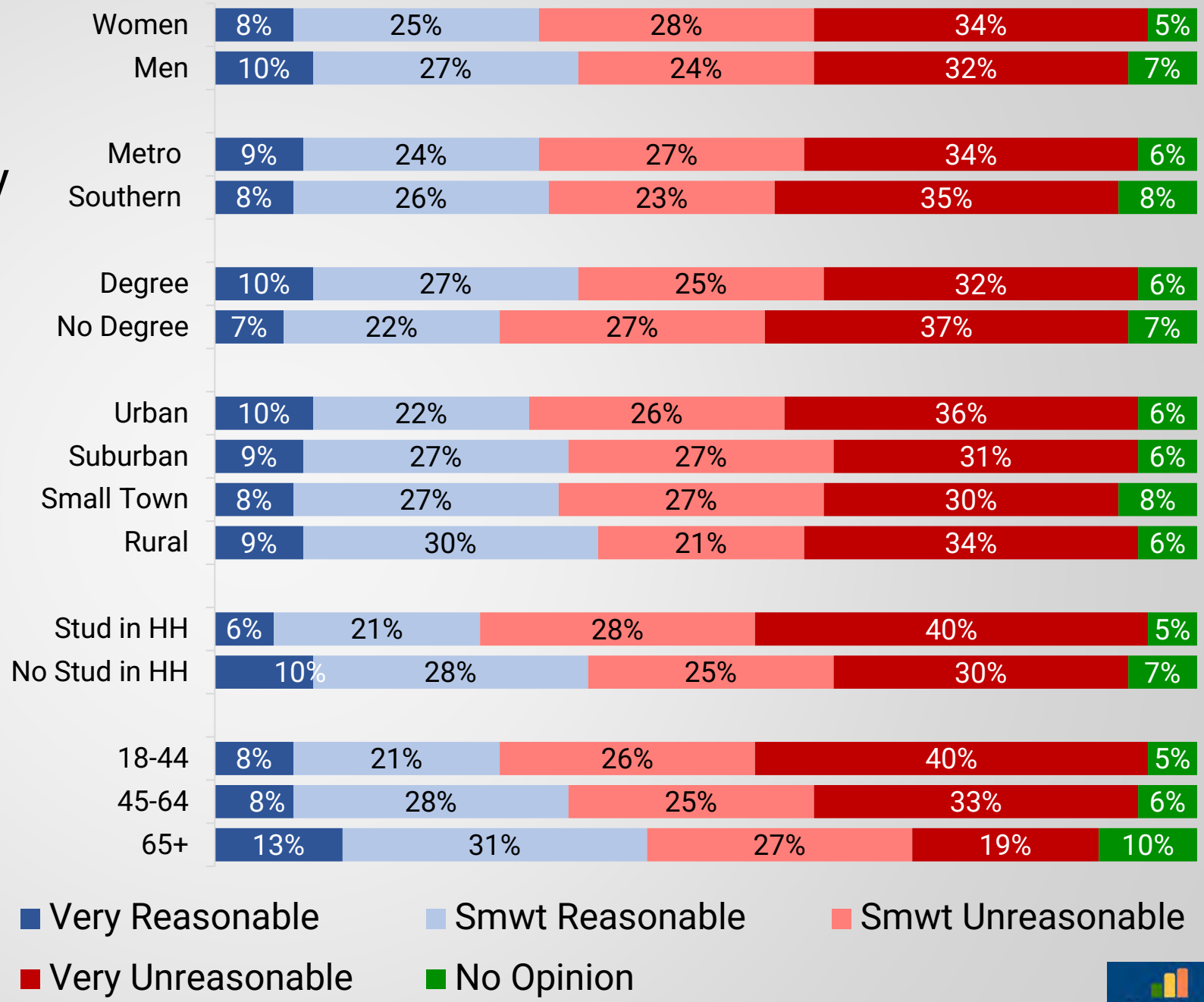


CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

On average, for an in-state student, 65% of the total cost of a college degree is paid by the student, and 35% is paid by the state. Do you think this is reasonable or not?

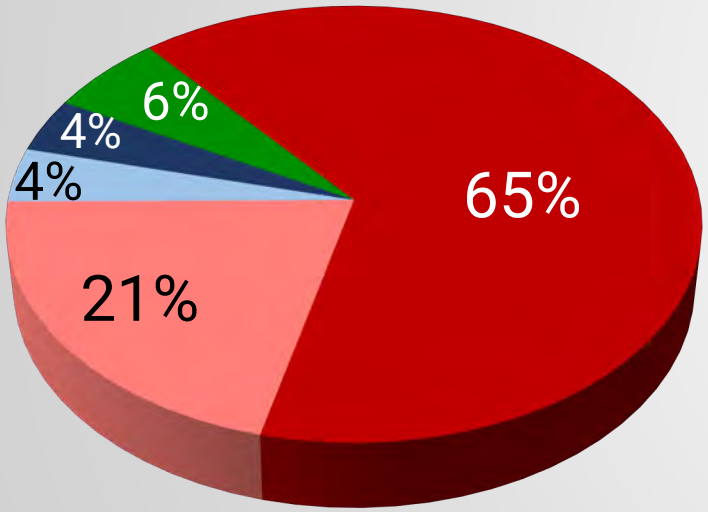
Total Reasonable	34%
Total Unreasonable	59%



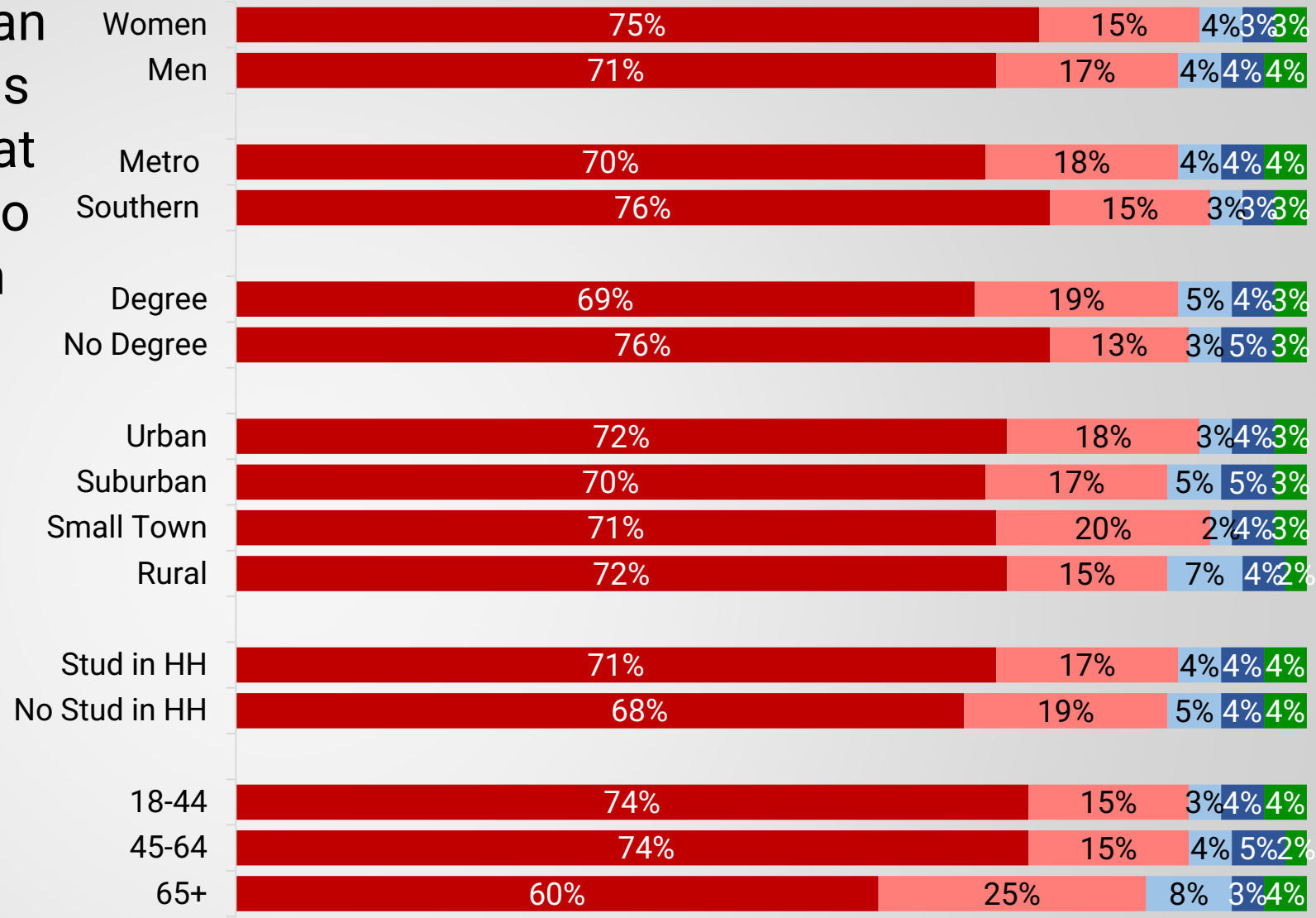


CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

Thinking now about student loan debt, how much of a concern is the amount of student debt that someone who lives in Colorado has when they graduate from Colorado State University?



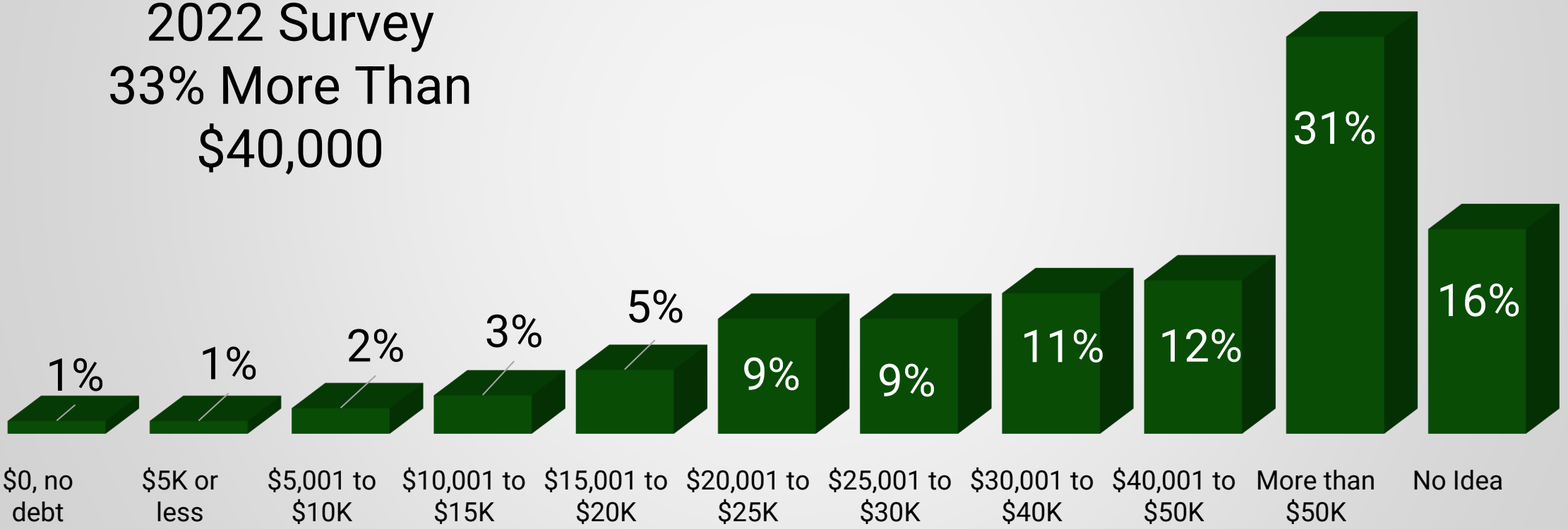
- Big Concern
- Somewhat of a Concern
- Not Too Much of a Concern
- Not a Concern at All
- No Opinion



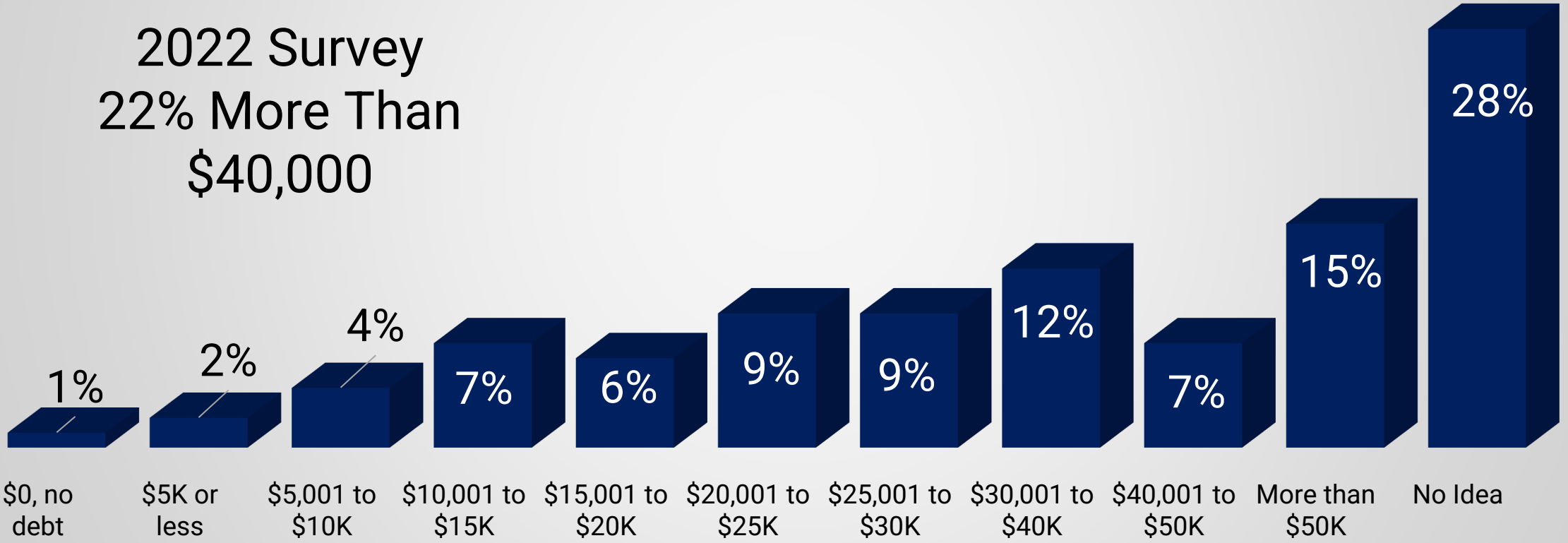
CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

What do you think the average amount of student debt is for an in-state student earning their undergraduate degree from Colorado State University Fort Collins?

2022 Survey
33% More Than
$40,000

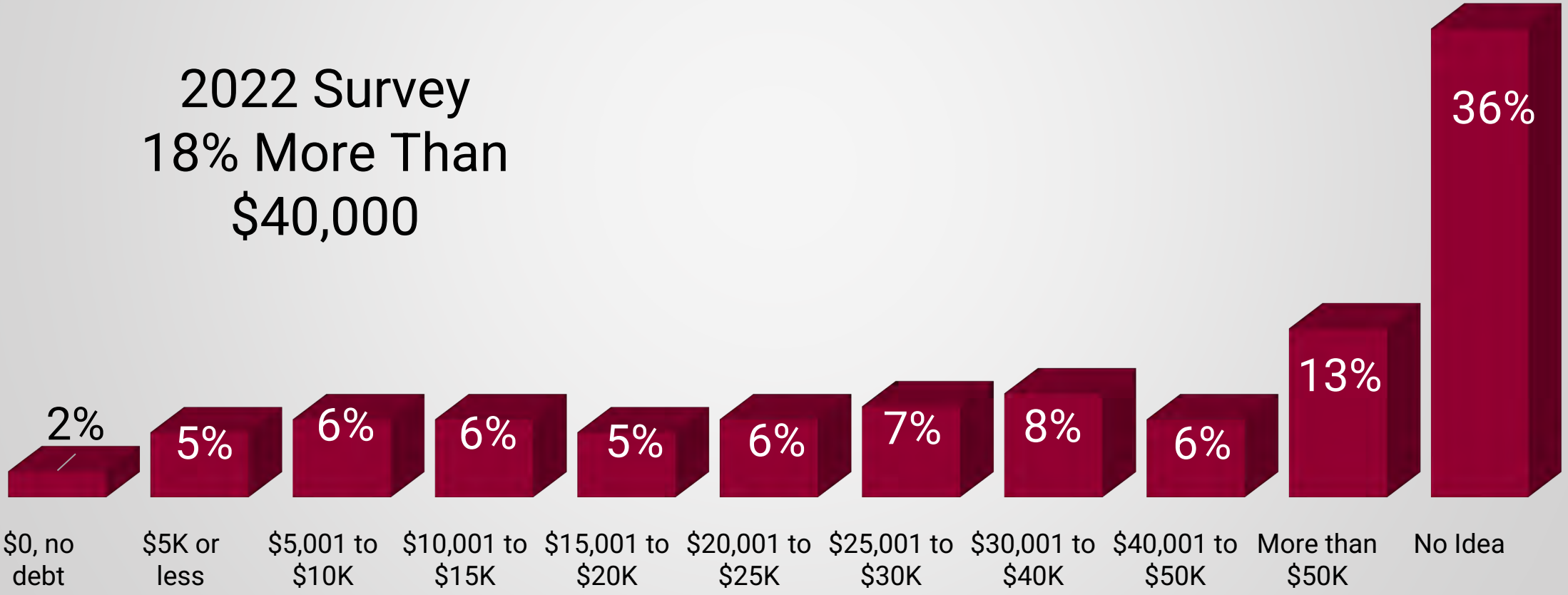


What do you think the average amount of student debt is for an in-state student earning their undergraduate degree from Colorado State University Pueblo? (All Respondents)



What do you think the average amount of student debt is for an in-state student earning their undergraduate degree from Colorado State University Global?

2022 Survey
18% More Than
$40,000

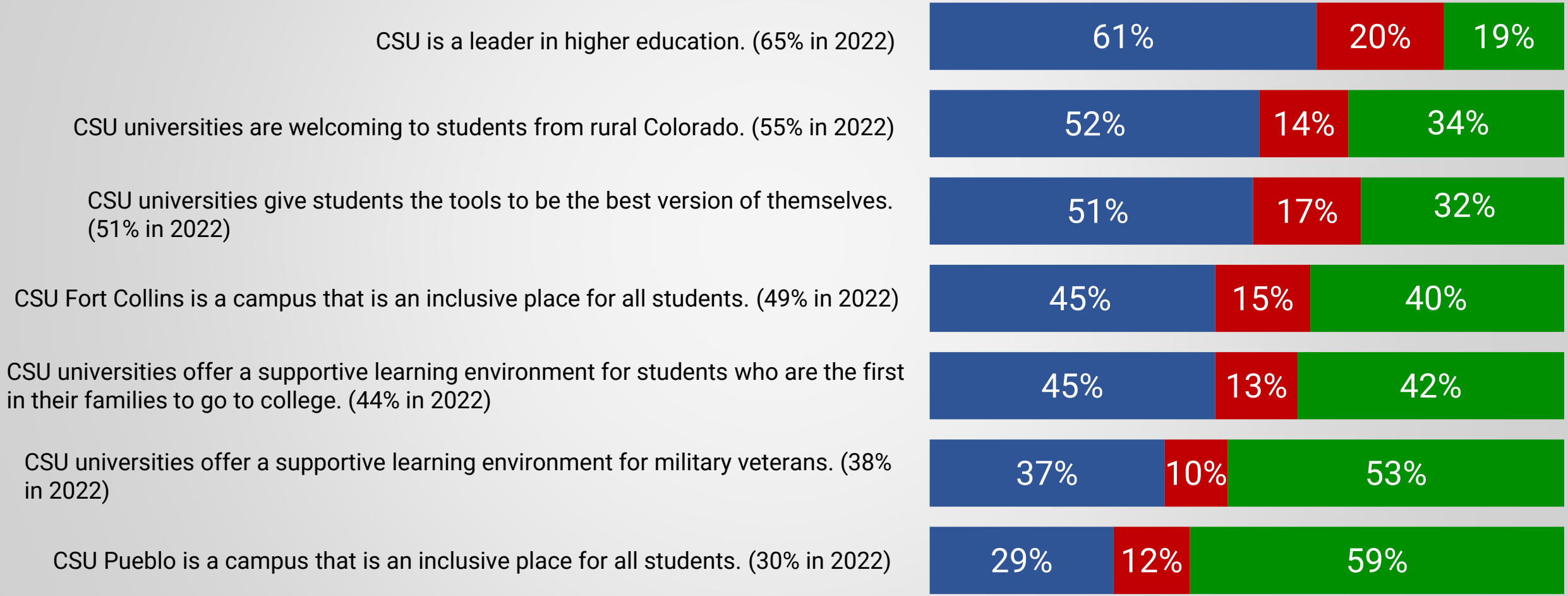


Opinions of Statements About the Colorado State University System

Please indicate if you agree or disagree with the following statements about the Colorado State University System.

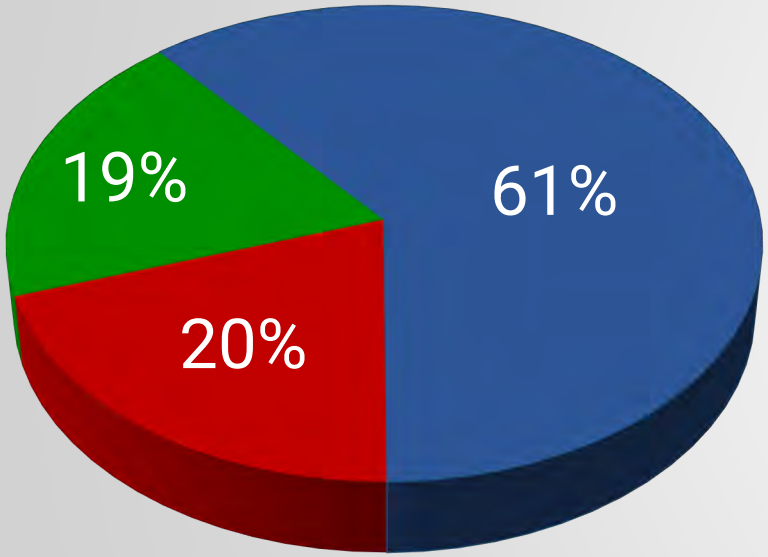
CSU System Message Testing

Please indicate if you agree or disagree with the following statements about the Colorado State University System.



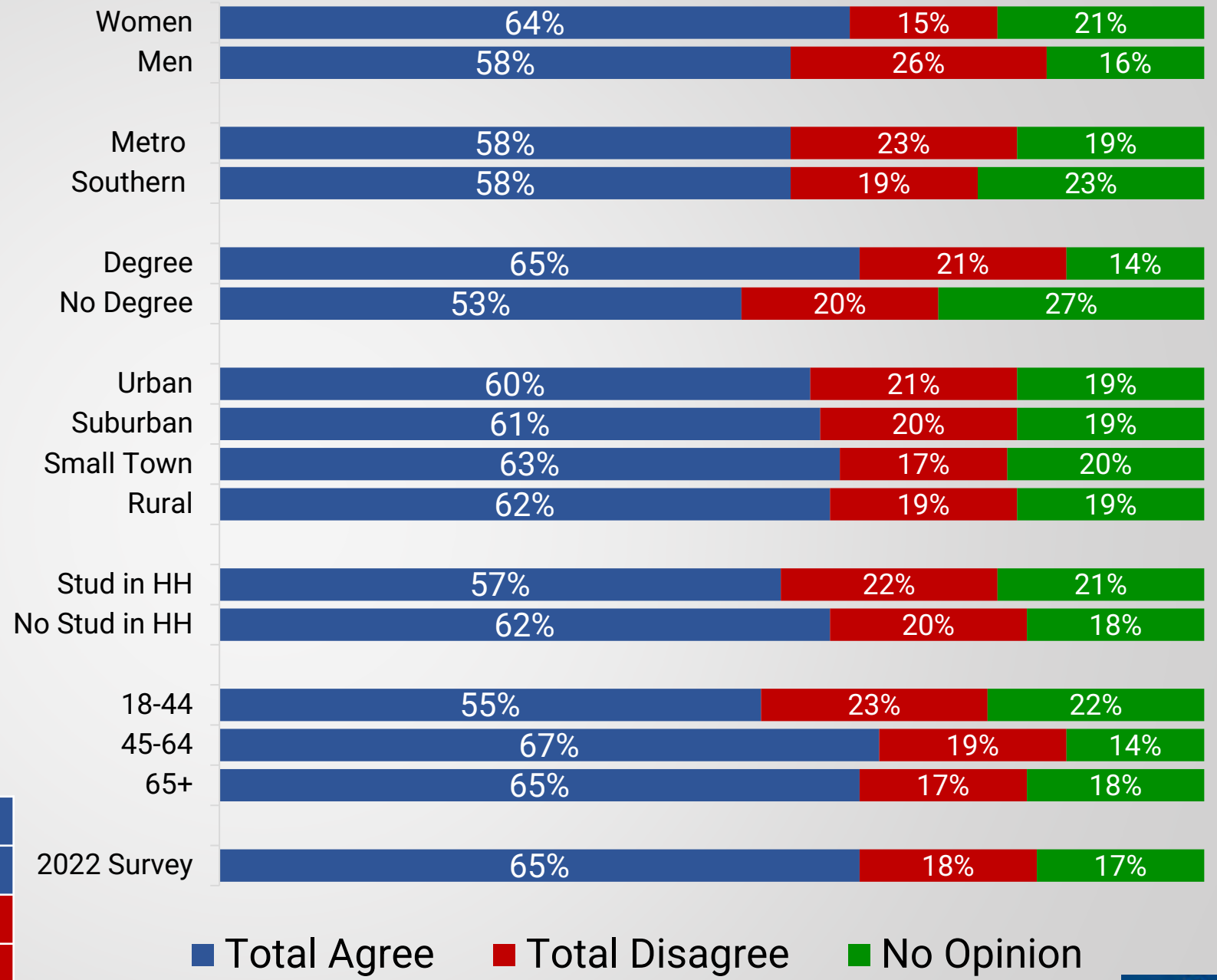
CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

Message Testing
CSU is a leader in higher education.



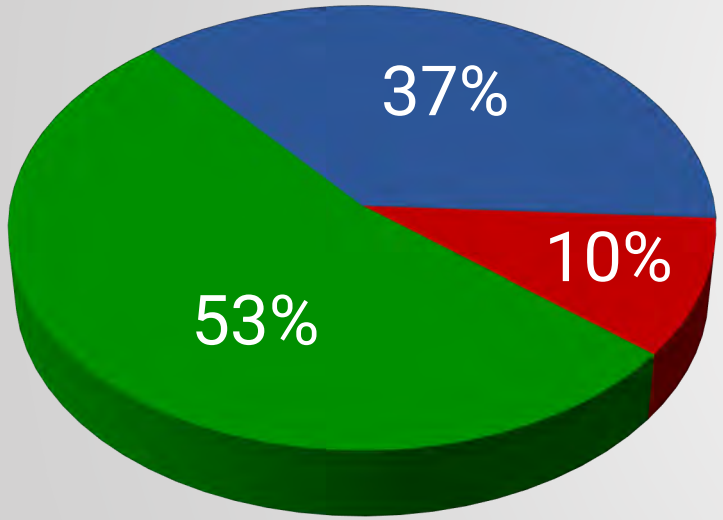
Total Agree
Total Disagree
No Opinion

Strongly Agree	18%
Smwt. Agree	43%
Strongly Disagree	13%
Smwt Disagree	7%



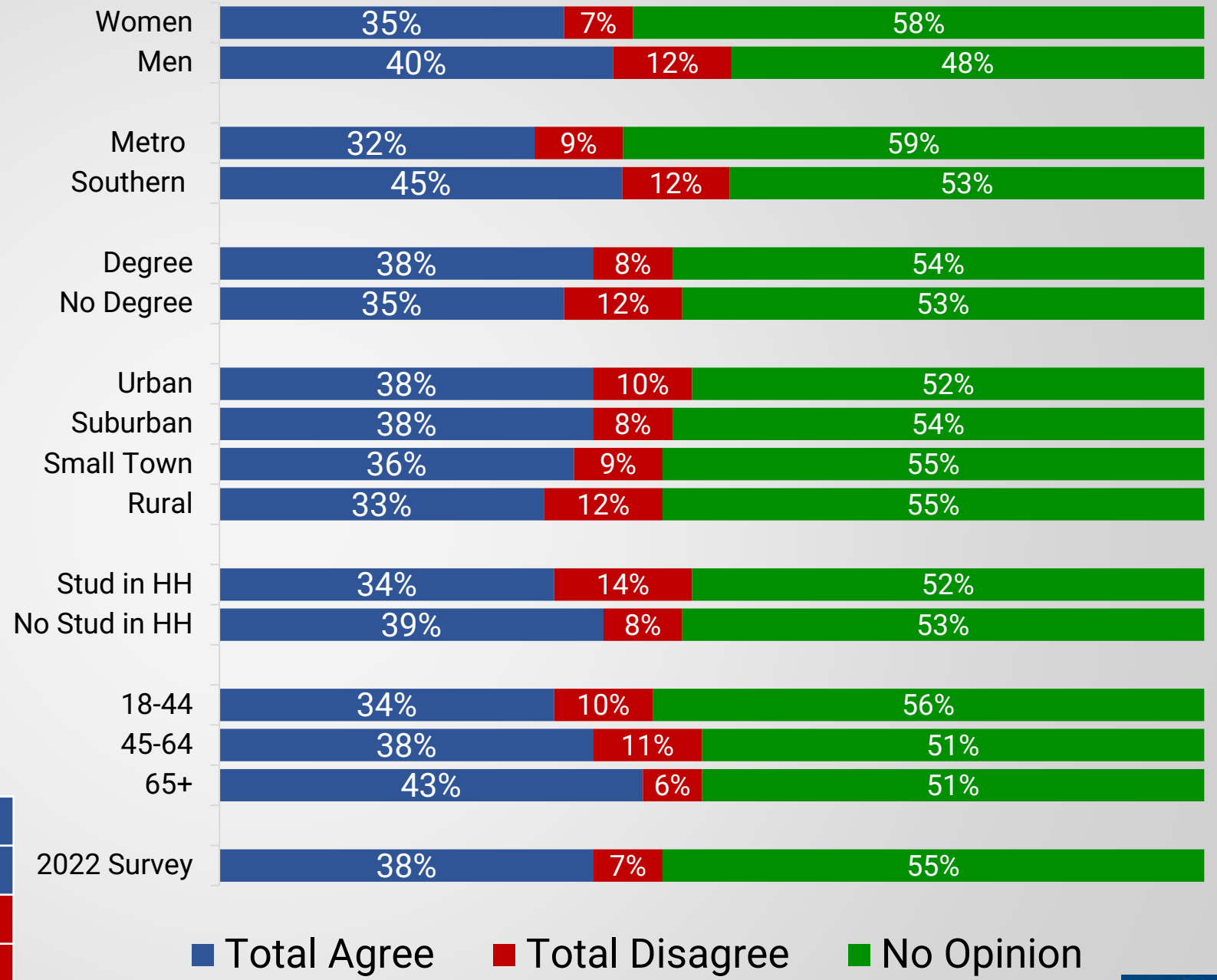
Message Testing

CSU universities offer a supportive learning environment for military veterans.



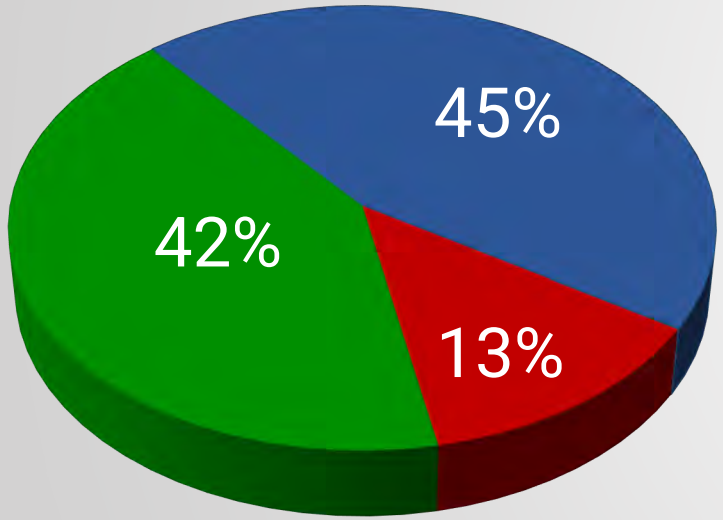
Total Agree
Total Disagree
No Opinion

Strongly Agree	11%
Smwt. Agree	26%
Strongly Disagree	6%
Smwt Disagree	4%



Message Testing

CSU universities offer a supportive learning environment for students who are the first in their families to go to college.

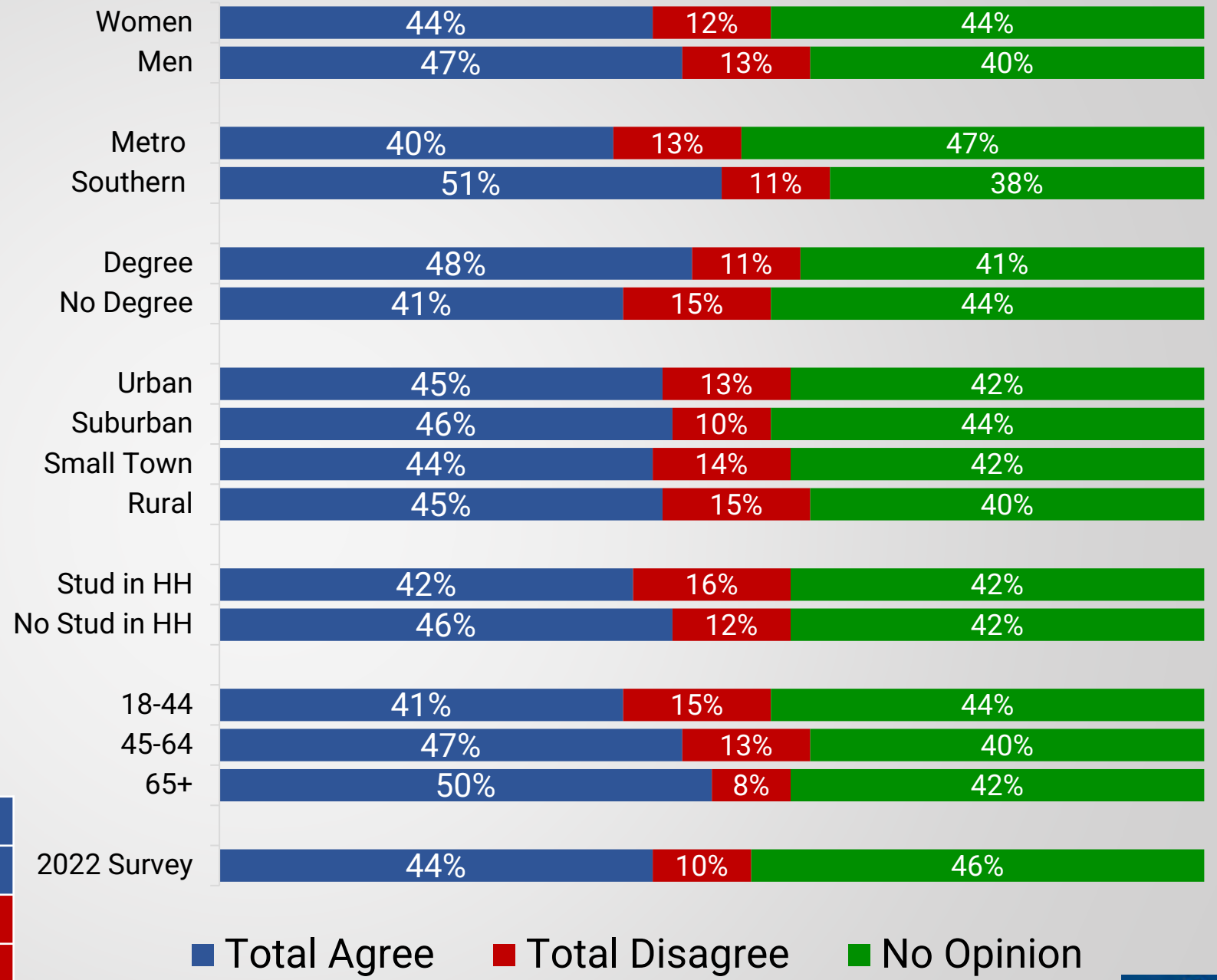


Total Agree

Total Disagree

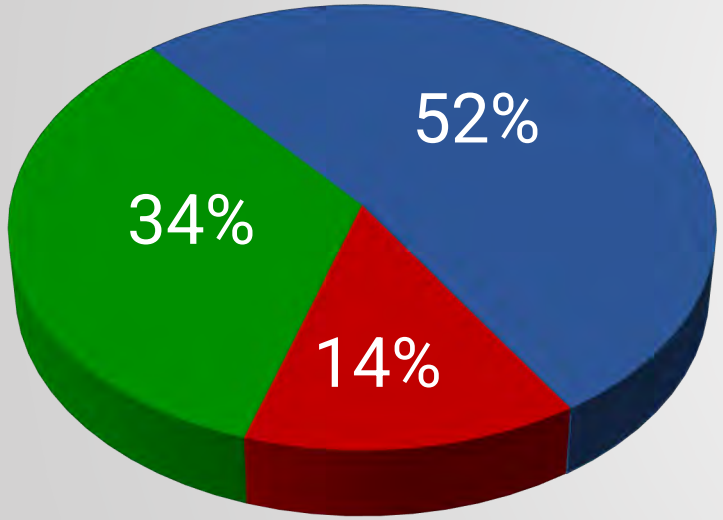
No Opinion

Strongly Agree	12%
Smwt. Agree	33%
Strongly Disagree	8%
Smwt Disagree	5%



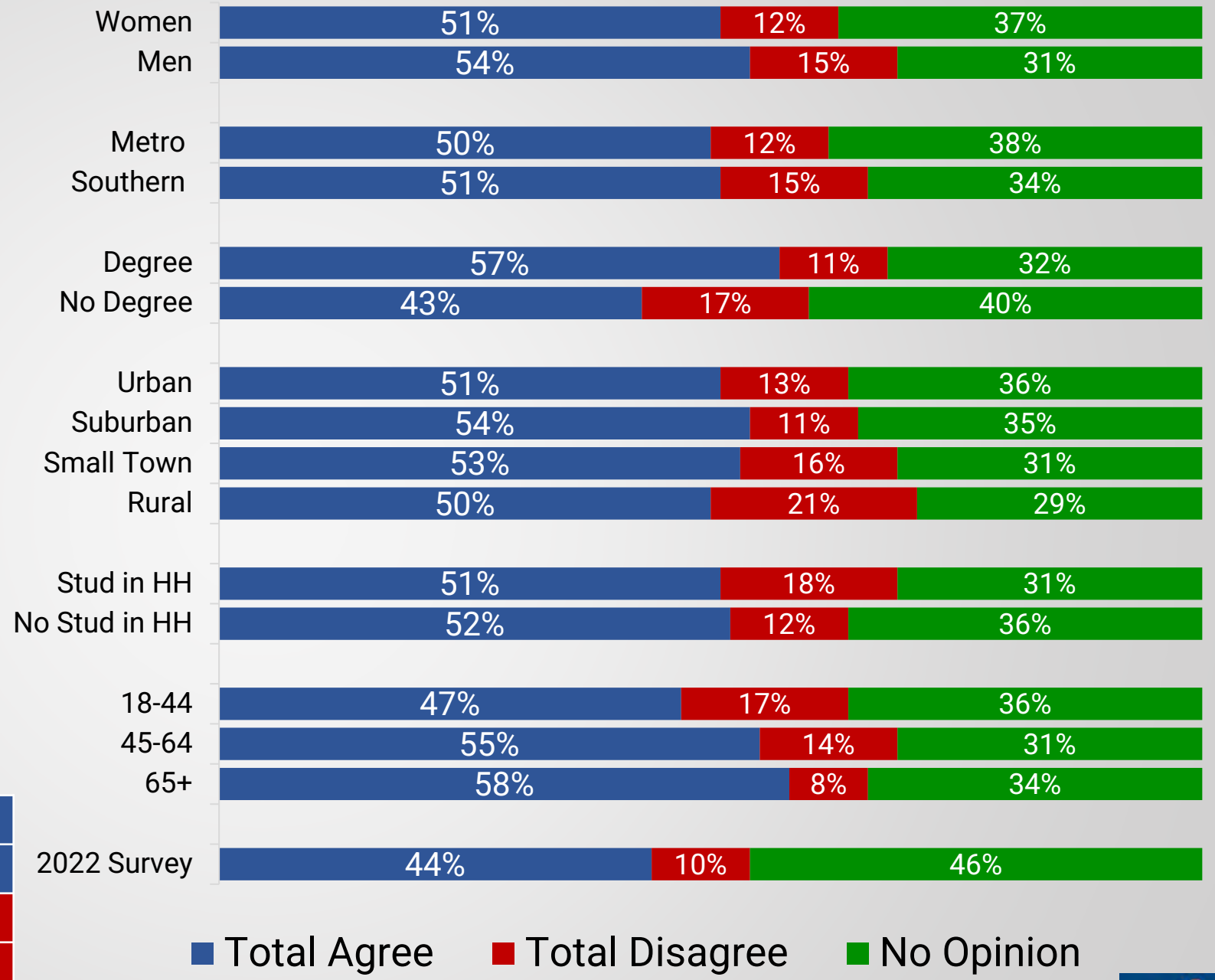
Message Testing

CSU universities are welcoming to students from rural Colorado.



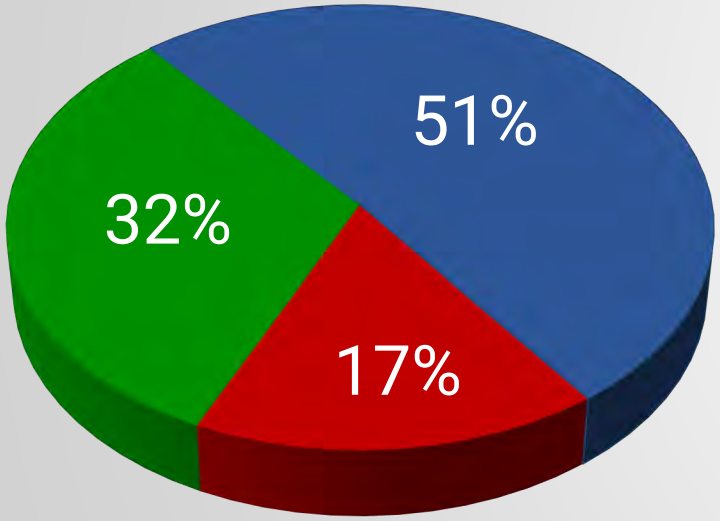
- Total Agree
- Total Disagree
- No Opinion

Strongly Agree	22%
Smwt. Agree	30%
Strongly Disagree	8%
Smwt Disagree	6%



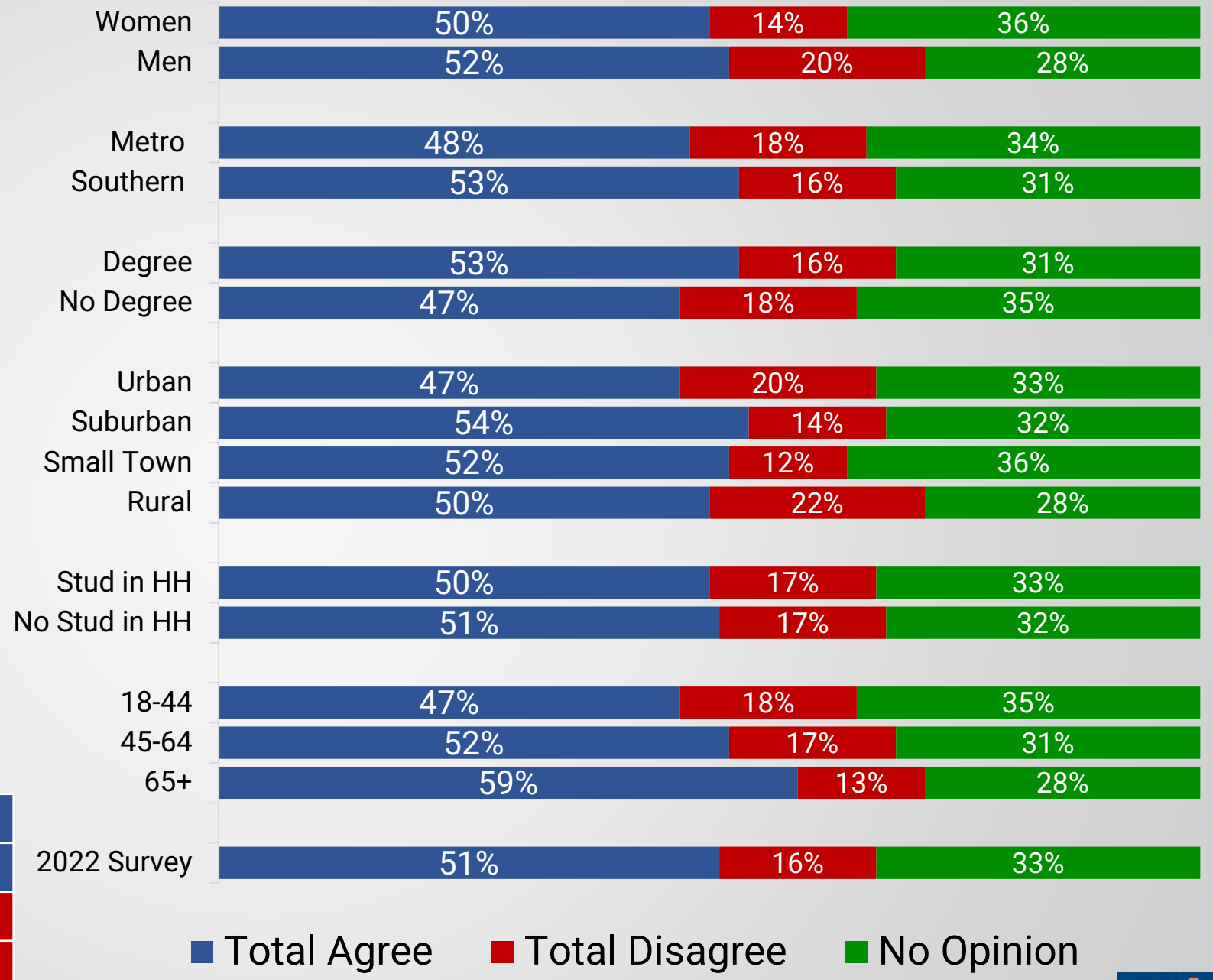
Message Testing

CSU universities give students the tools to be the best version of themselves.



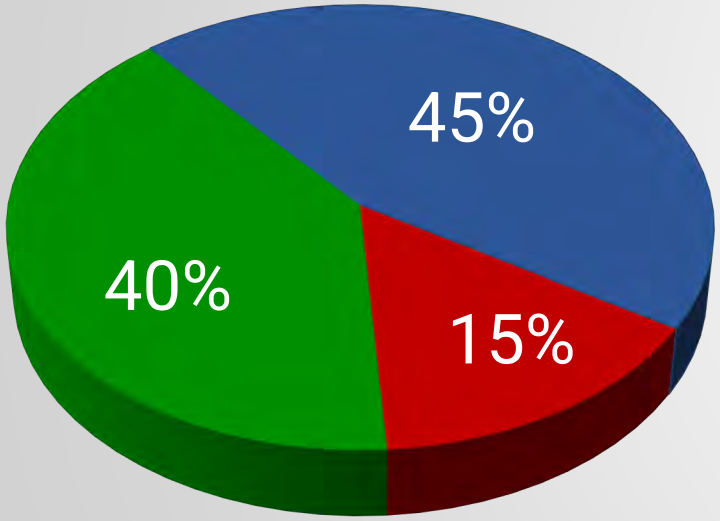
- Total Agree
- Total Disagree
- No Opinion

Strongly Agree	10%
Smwt. Agree	41%
Strongly Disagree	10%
Smwt Disagree	6%



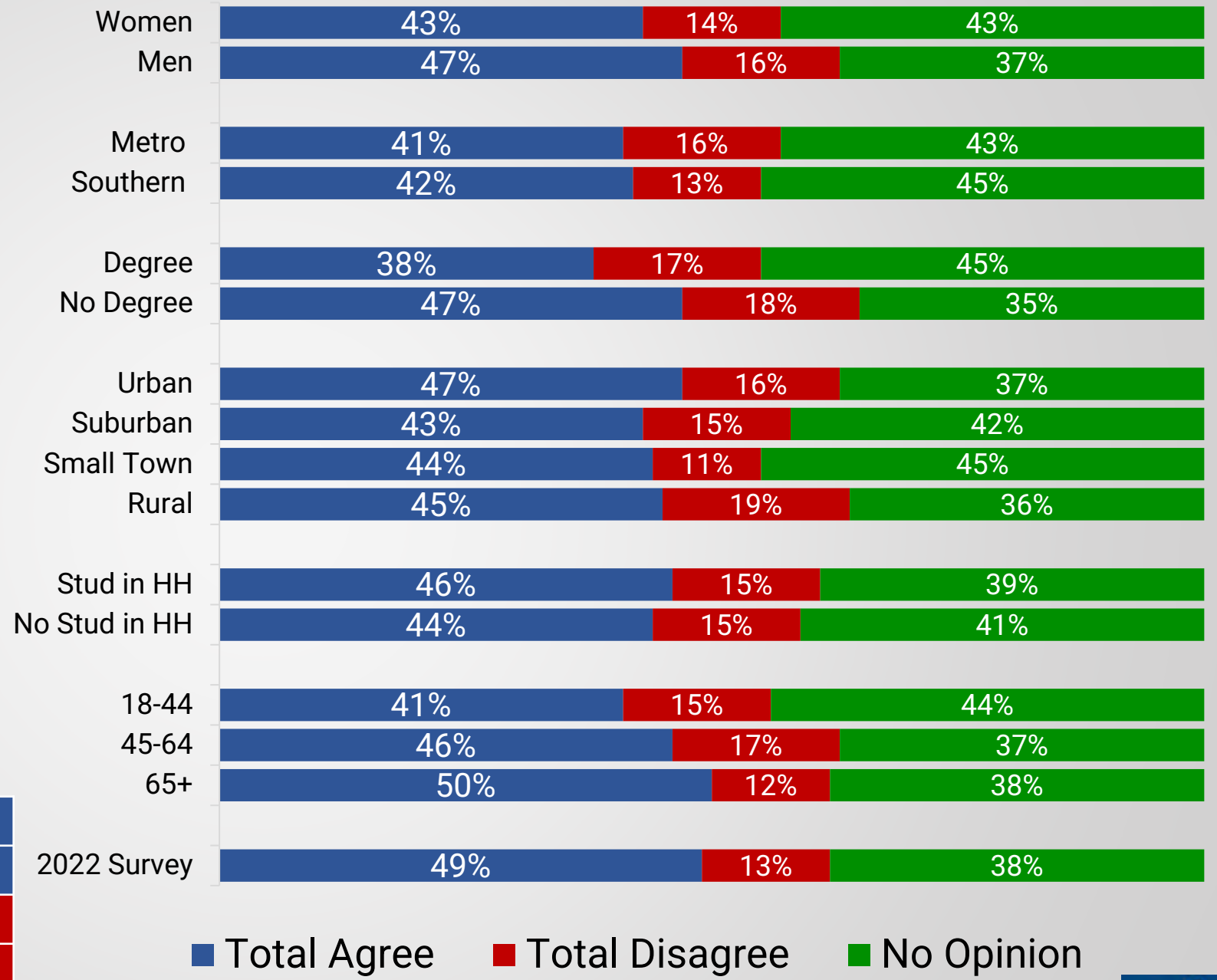
Message Testing

CSU Fort Collins is a campus that is an inclusive place for all students.



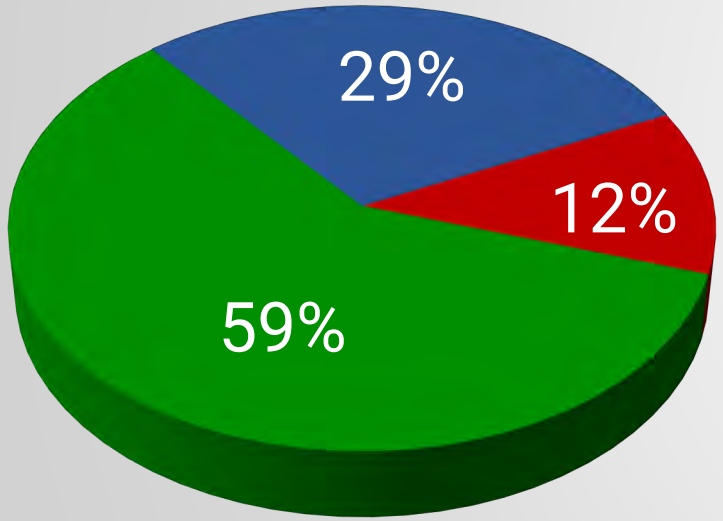
- Total Agree
- Total Disagree
- No Opinion

Strongly Agree	14%
Smwt. Agree	31%
Strongly Disagree	8%
Smwt Disagree	7%



Message Testing

CSU Pueblo is a campus that is an inclusive place for all students.

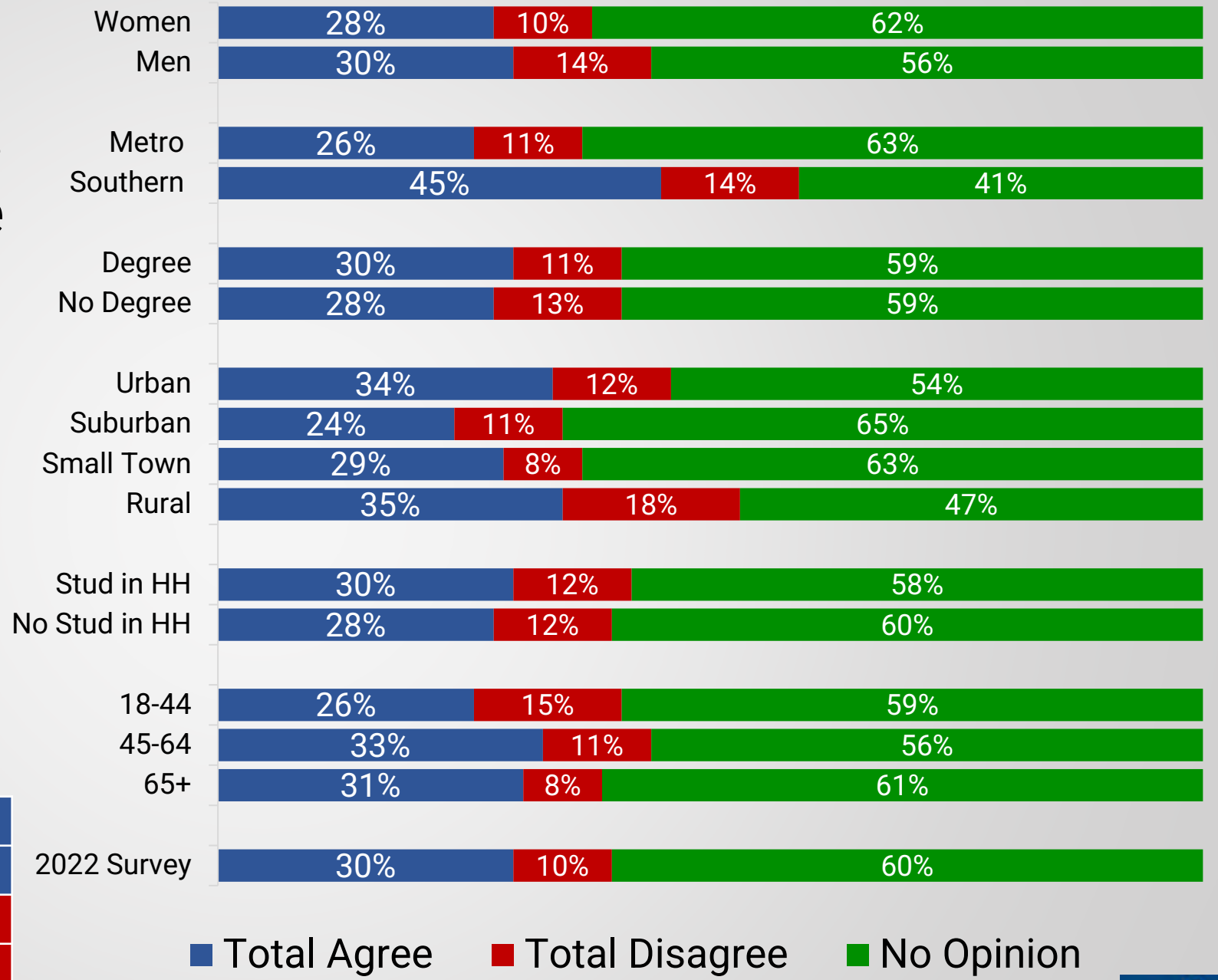


Total Agree

Total Disagree

No Opinion

Strongly Agree	8%
Smwt. Agree	21%
Strongly Disagree	4%
Smwt Disagree	6%



Awareness of CSU Advertising & Information

How much advertising or information about the three CSU campuses have you seen, read, or heard in the last several months?

Awareness of CSU Advertising & Information

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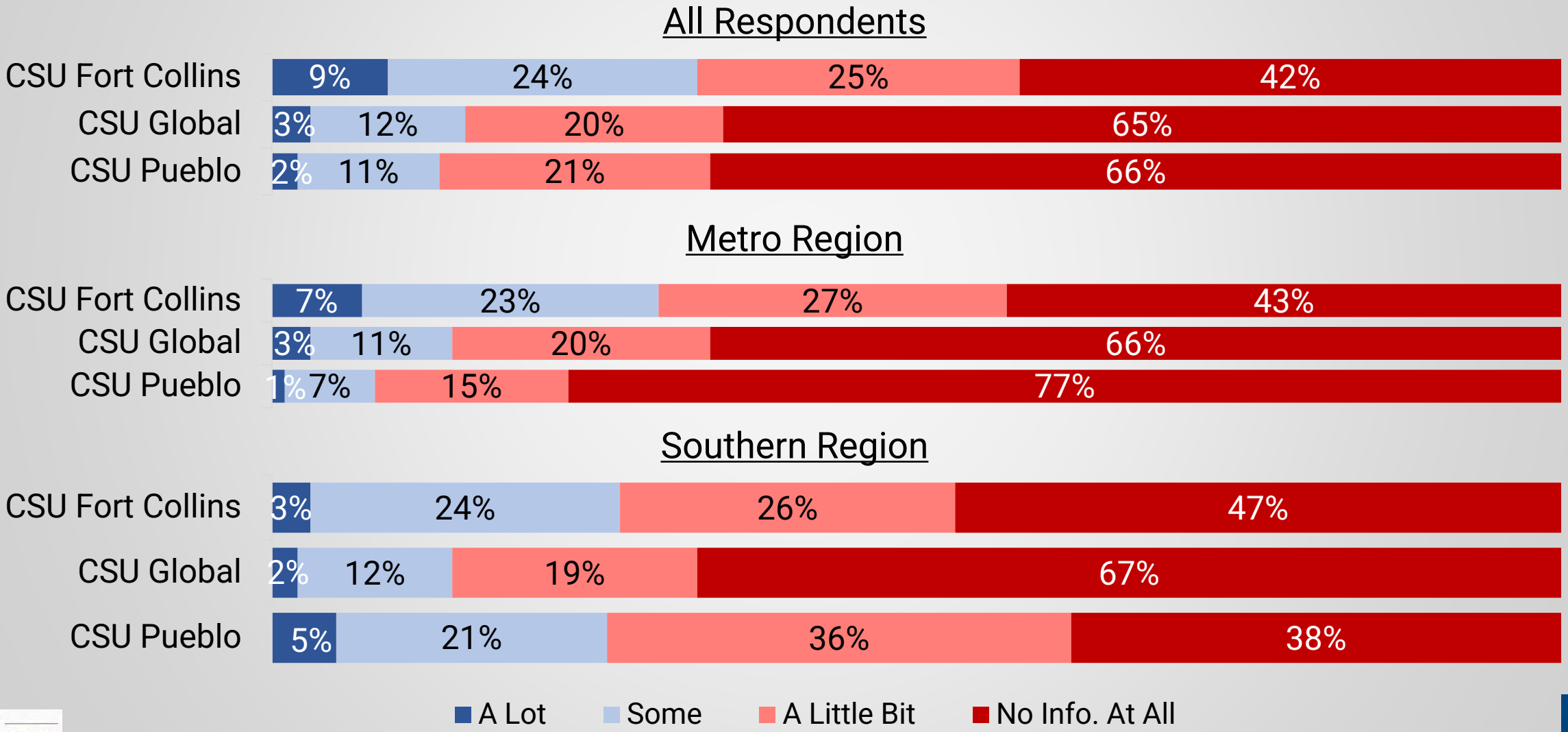
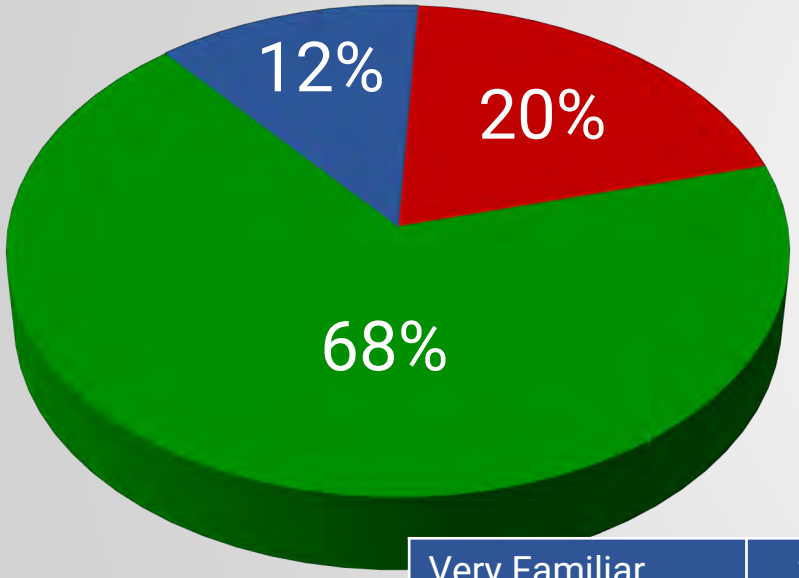
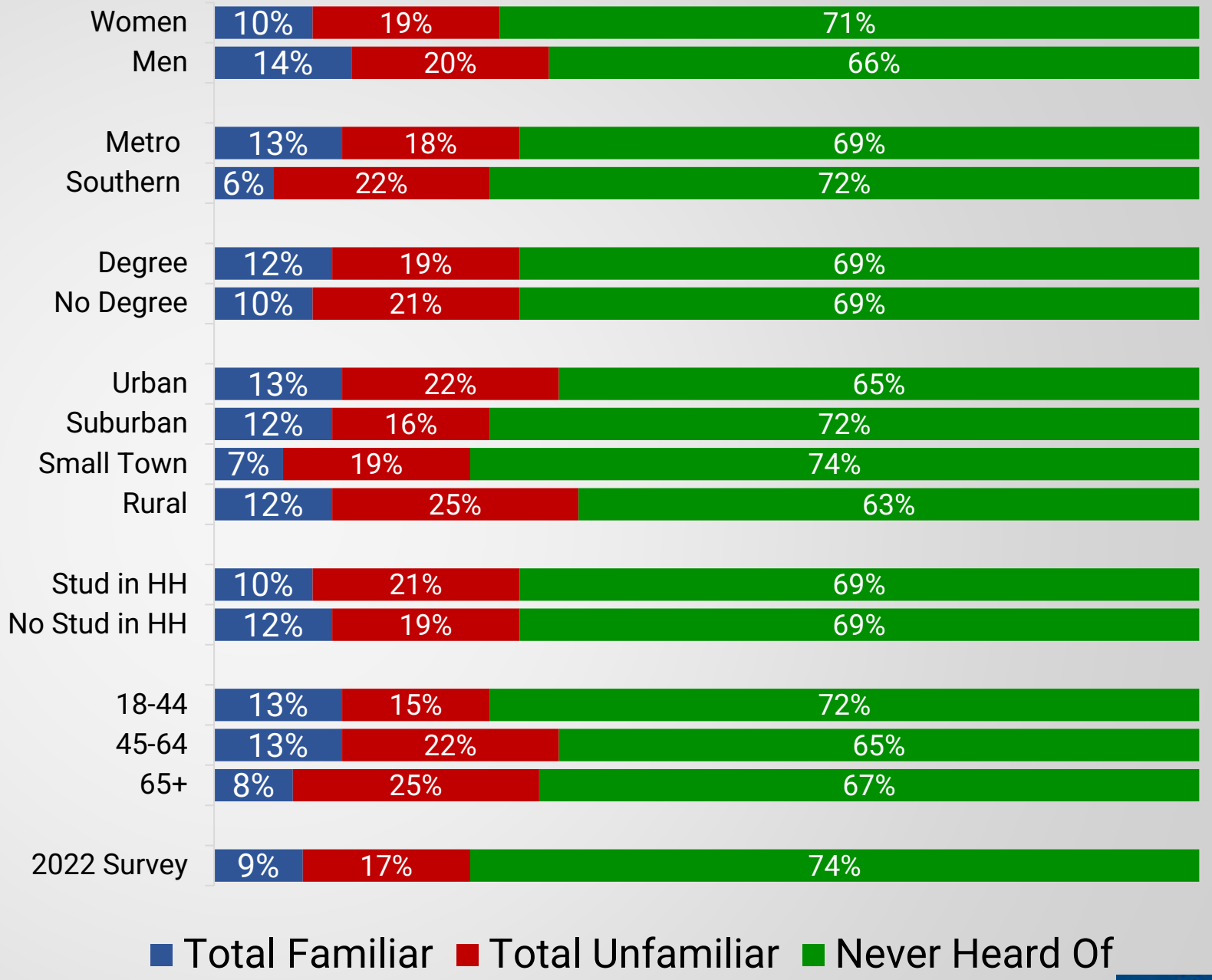


CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

How familiar are you with the CSU Spur located near the National Western Stock Show in Denver?



Very Familiar	2%
Smwt. Familiar	10%
Very Unfamiliar	7%
Smwt. Unfamiliar	13%



CSU System Alumni Thoughts and Opinions

Have you attended or graduated from any of the three Colorado State University System campuses?

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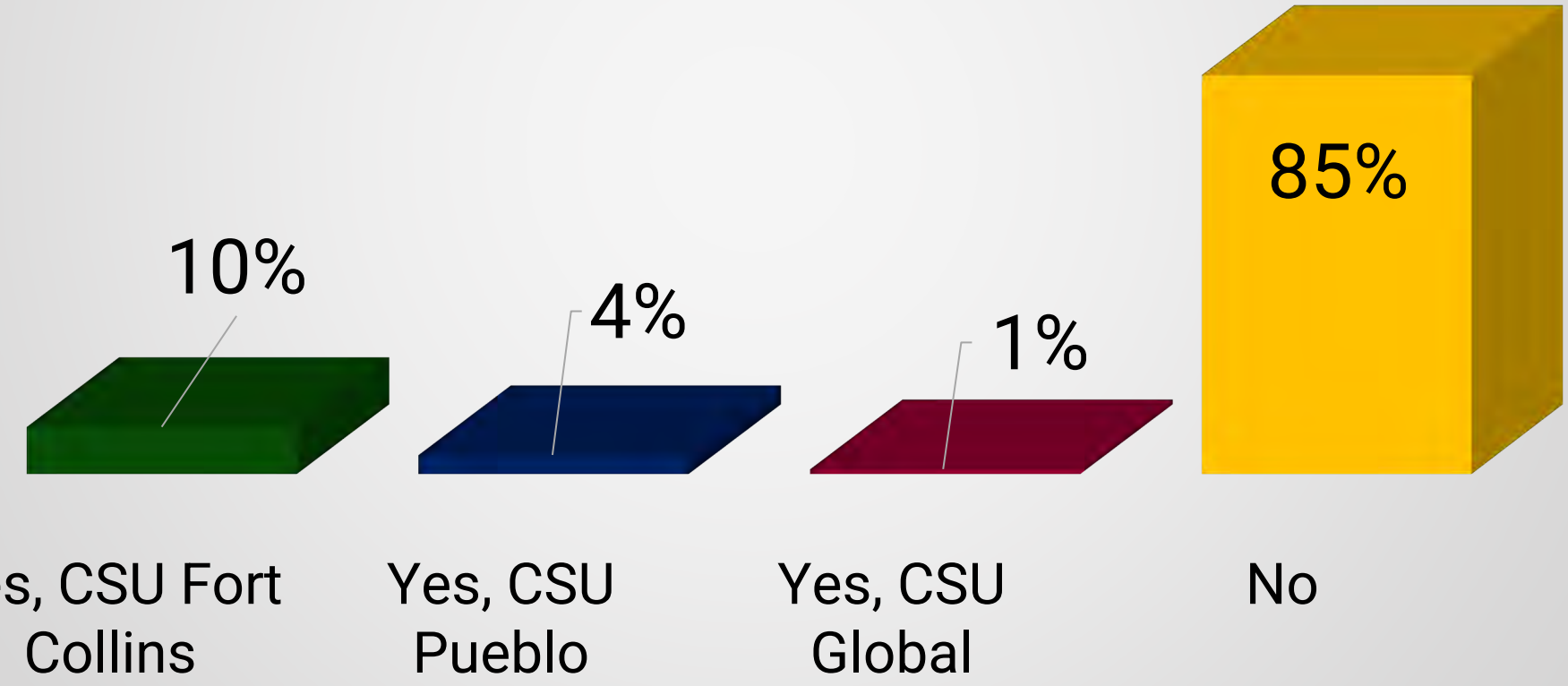


CSU System Alumni Thoughts & Opinions

When you think of the campuses you attended, please describe what comes to mind. (Among all three campus attendee respondents, 231n, +/- 6.45 MoE)

Themes
Diverse Perceptions on Campus Experience
Concerns About Cost and Value
Memories and Nostalgia

So amazing very easy to navigate and small town feel for a 4 year. Very inclusive I had a girl that was first generation, and it was amazing that she could afford to go we need more like it. **- Male 18-34, Las Animas County**

I lived in NM and attended CSU Global in the 1990s I graduated in 1998 with an MBA. I appreciated the flexibility and the quality of the program. **– Female, 55-64, Pueblo County**

Fort Collins and the campus is second to none a great place for students and a great learning environment. **- Male, 45-54, Douglas County**

It was alright but a waste of time and money. I wish I'd joined the military instead. College is overrated and my degree is worthless. **– Male, 45-54, Adams County**

I'm going to take this time to point out that emphasis on college and university over trade school has been extremely detrimental to our society. Add the unnecessary cost of tuition, and this push for a "college education" has been a major aspect in pushing out the middle class…while the rest of us are figuring out how to accept the life-long loan repayments we accepted when we were young, under the assumption they would accurately help us as adults. We need to focus on how to prepare society for the future and not how do we make the wealthy even wealthier. **– Female, 18-34, Denver**

When you think of the campuses you attended, please describe what comes to mind. (Among all three campus attendee respondents, 231n, +/- 6.45 MoE)

The top three themes are:

1. Diverse Perceptions of Campus Experience

Mixed feelings about the quality of education, with some expressing pride and positive experiences while others view it as overpriced, mediocre, or a waste of time and money. Varied opinions on faculty quality, class sizes, and campus support services. Some highlight positive aspects such as a beautiful and well-maintained campus, a sense of security, and a welcoming environment.

2. Concerns About Cost and Value

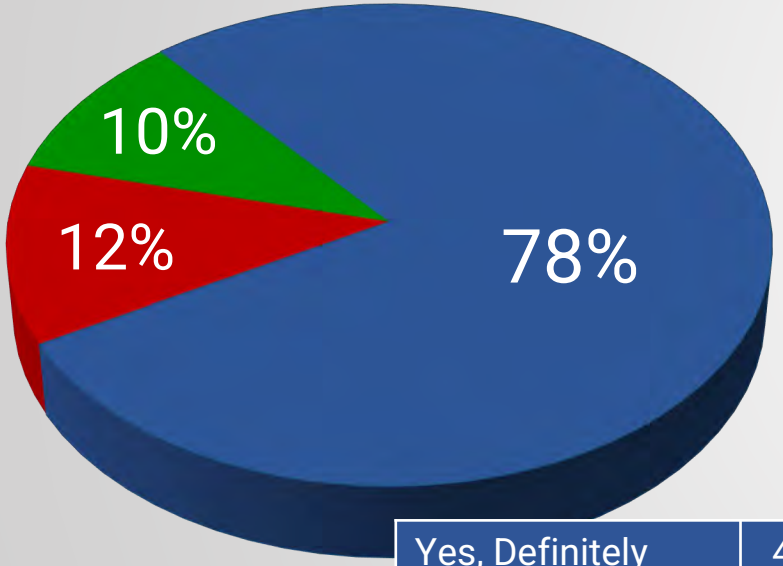
Several respondents expressed concerns about the cost of education, feeling overcharged, and questioning the value of their degrees. Complaints about overpriced services, expensive parking, and the impact of tuition on financial well-being. Criticism of the focus on diversity and inclusion, with some suggesting a need to prioritize basic education over political or ideological agendas.

3. Memories and Nostalgia

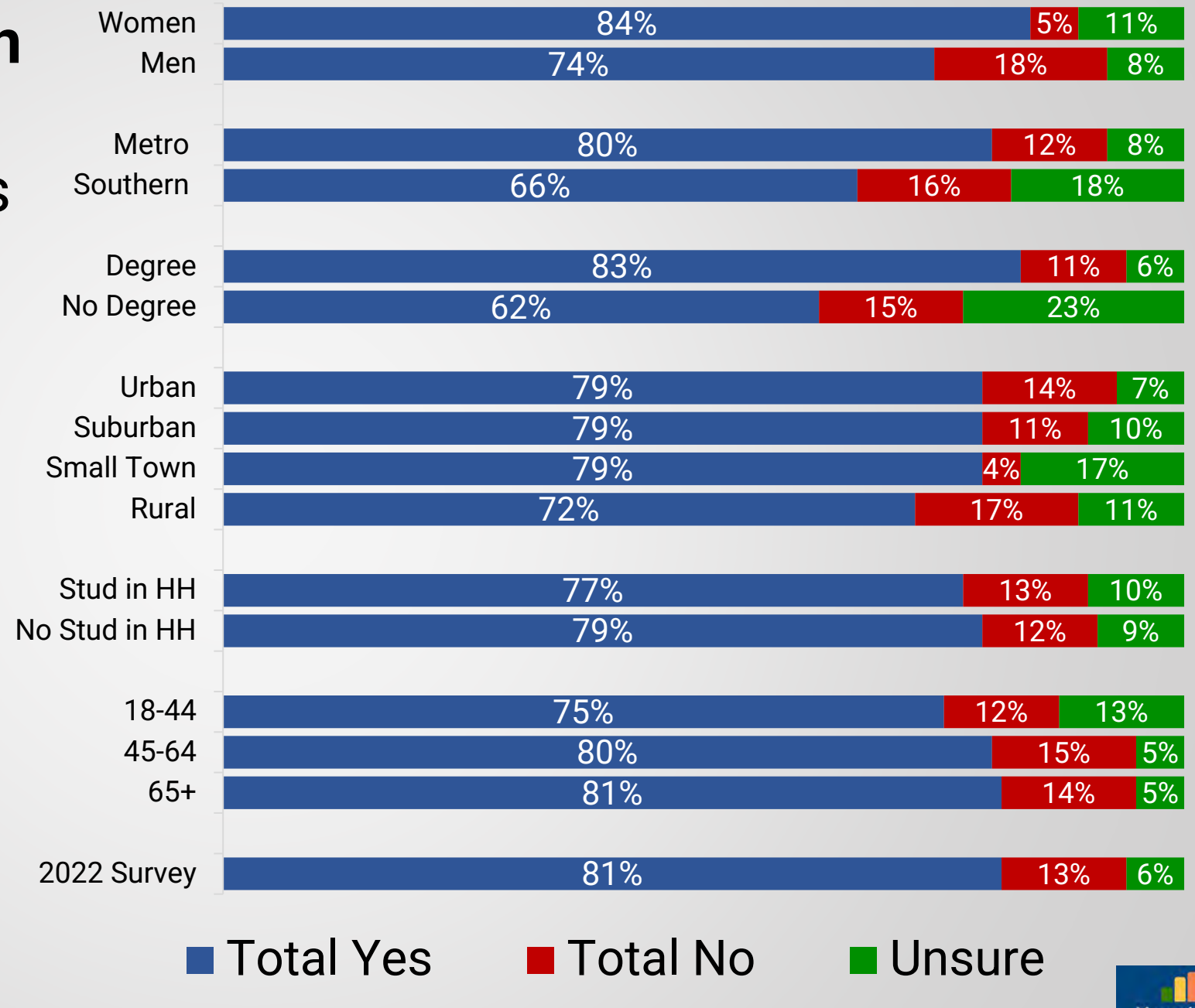
Fond memories associated with the campus, including positive interactions with professors, advisors, and peers. Recognition of the campus's physical beauty, green spaces, and architectural features. Nostalgia for the past, with some reflecting on changes over the years, both positive and negative.

Alumni Recommendation

Would you recommend attending CSU Ft. Collins to a friend or relative?

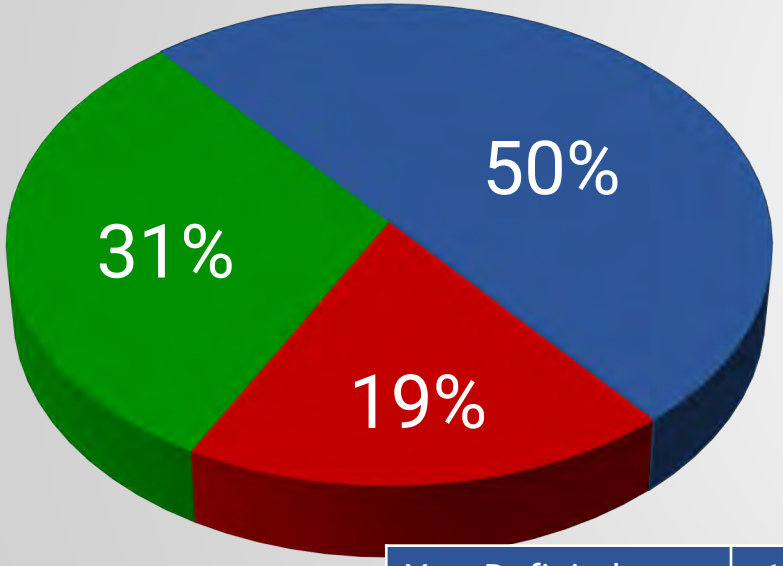


Yes, Definitely	46%
Yes, Probably	32%
No, Definitely Not	4%
No, Probably Not	8%

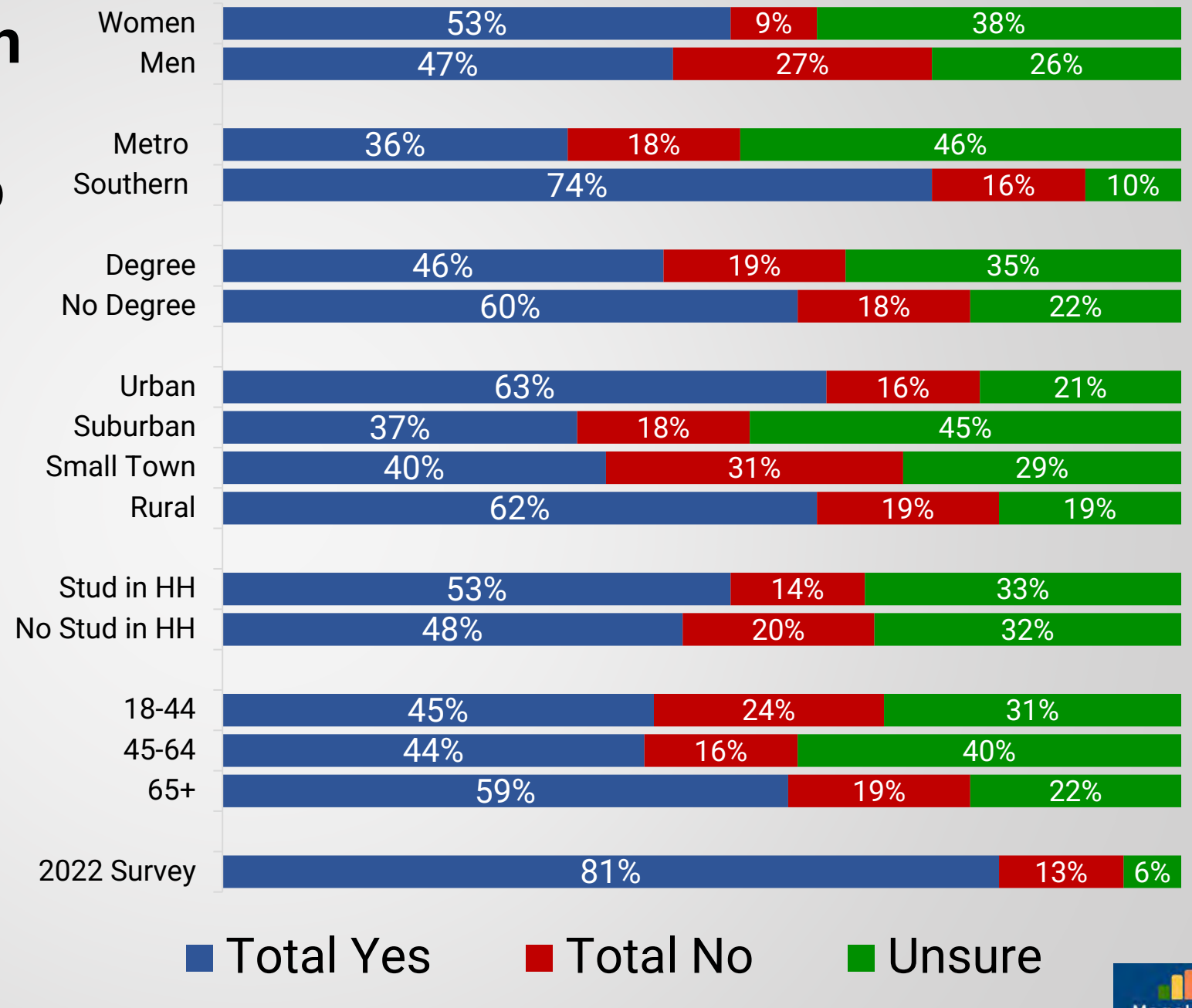


Alumni Recommendation

Would you recommend attending CSU Pueblo to a friend or relative?

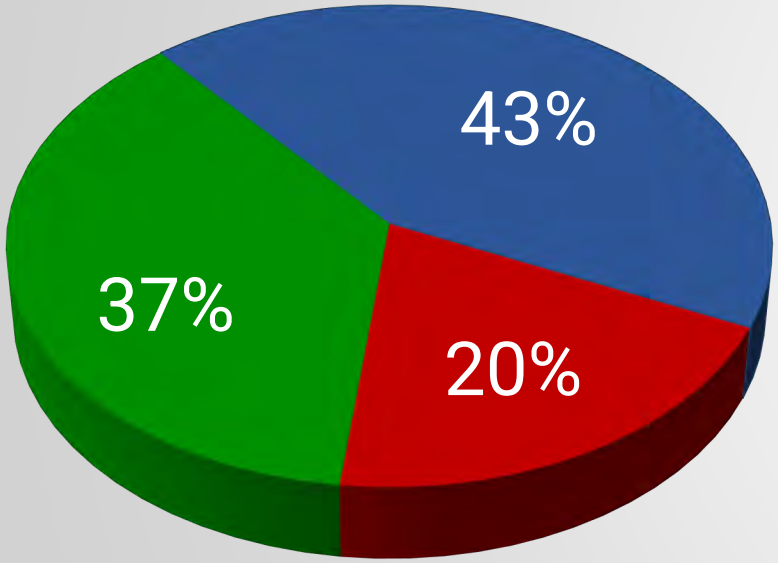


Yes, Definitely	16%
Yes, Probably	34%
No, Definitely Not	7%
No, Probably Not	12%



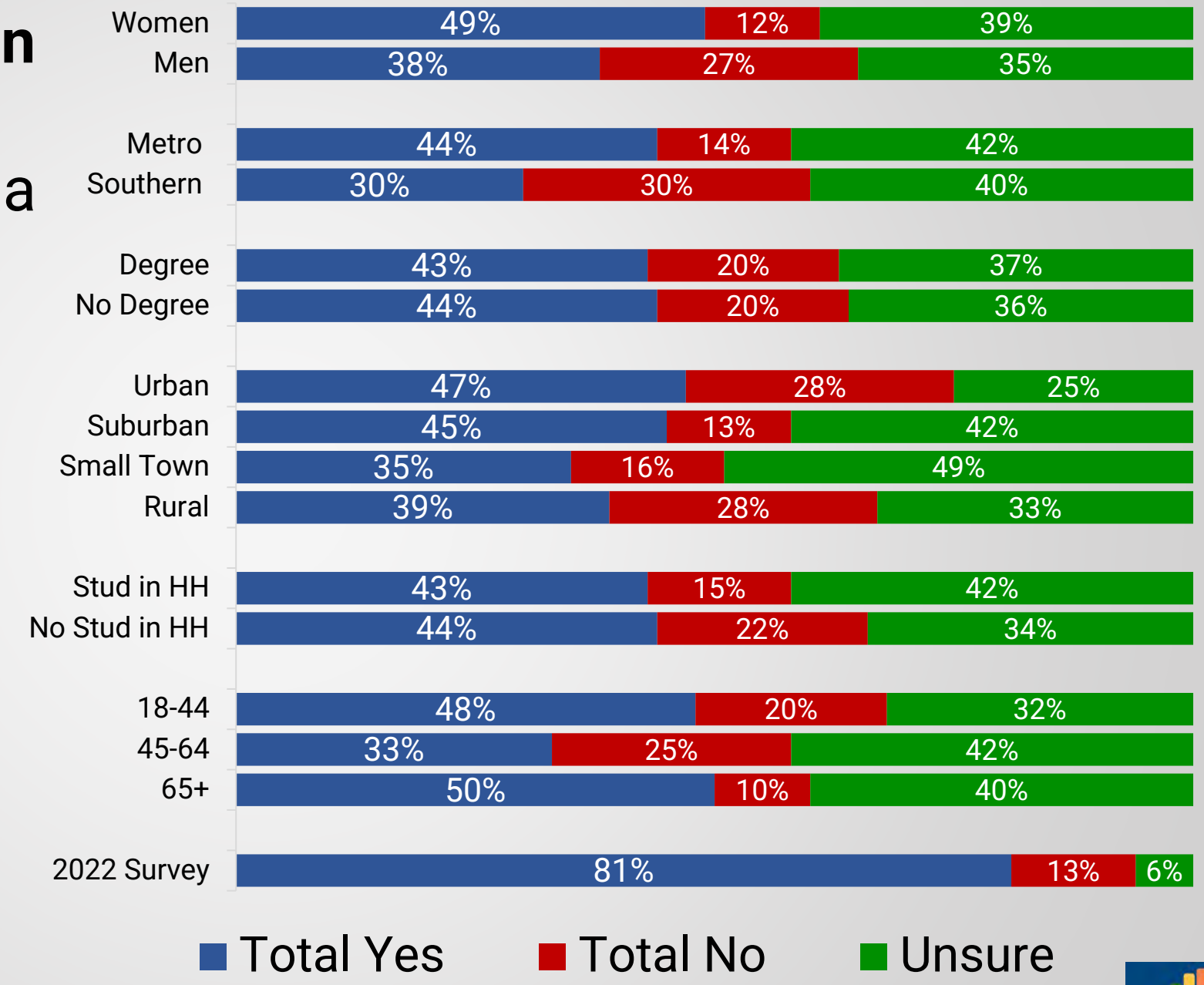
Alumni Recommendation

Would you recommend attending CSU Global to a friend or relative?

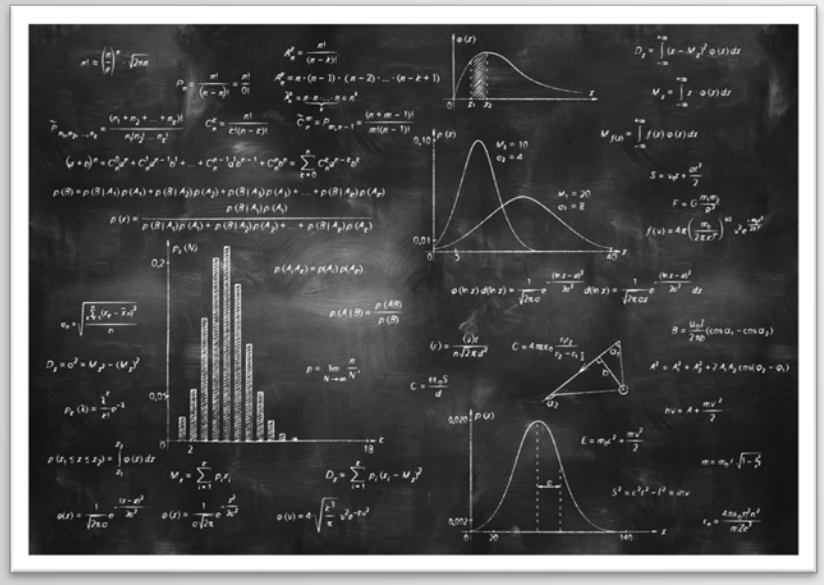


- Yes
- No
- Unsure

Yes, Definitely	13%
Yes, Probably	30%
No, Definitely Not	6%
No, Probably Not	14%



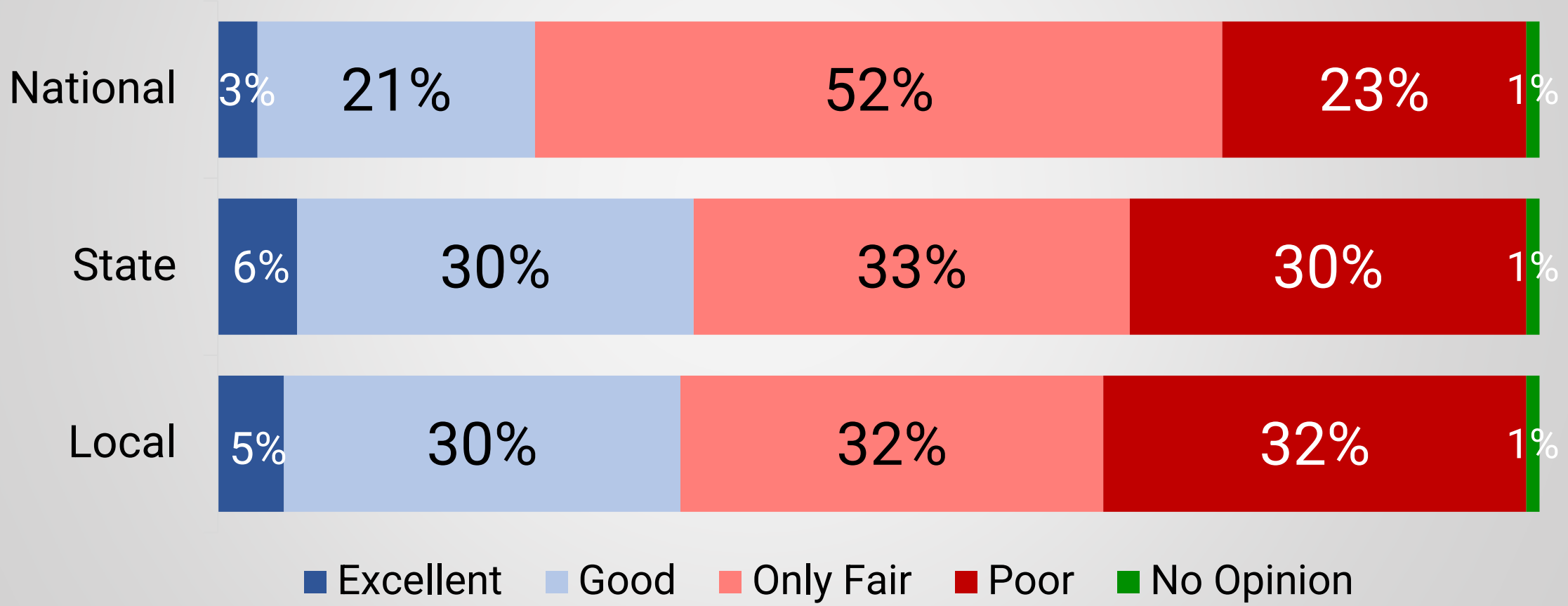
Survey Demographic Questions



Status of the Economy & the Overall Mood

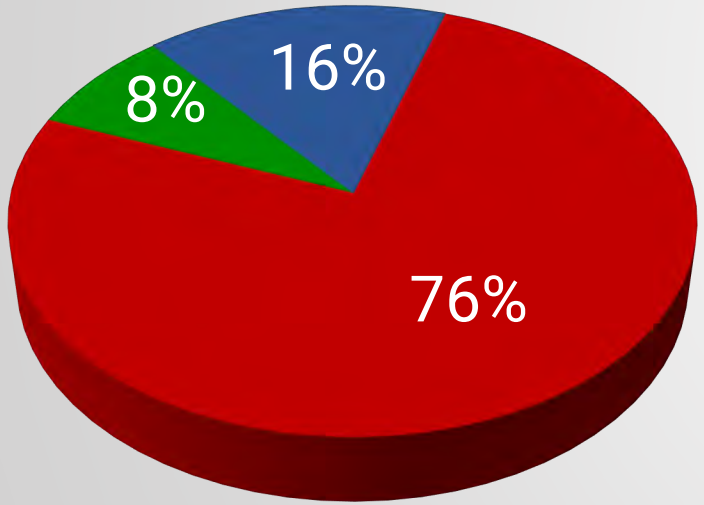
Opinions of the Economy

How would you rate the status of the state/local/national economy?

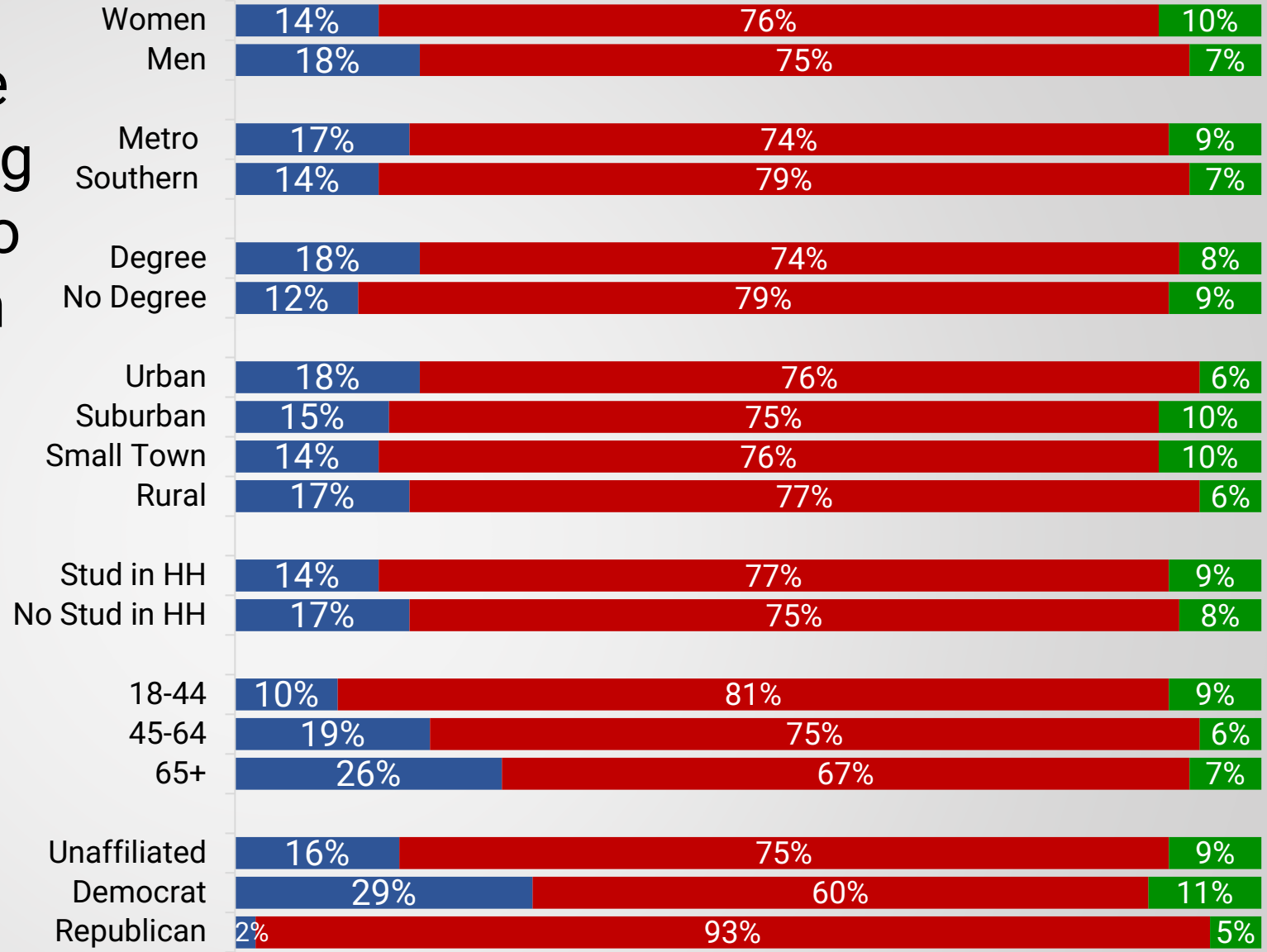


National Mood

Do you think things in the country are generally going in the right direction, or do you feel they have gotten off on the wrong track?

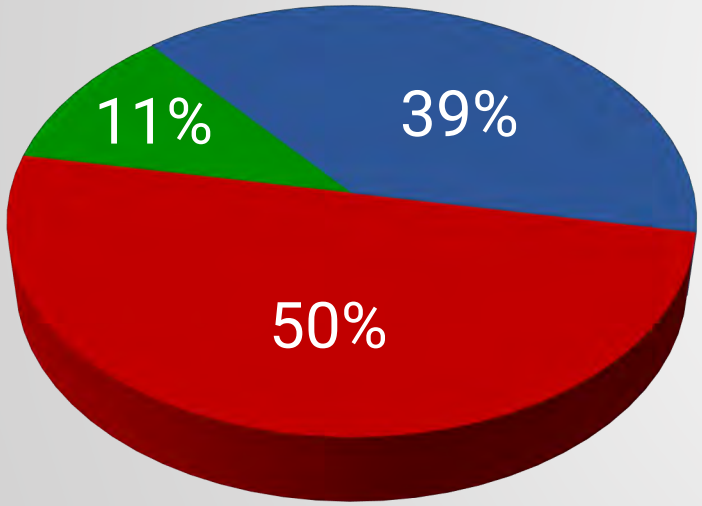


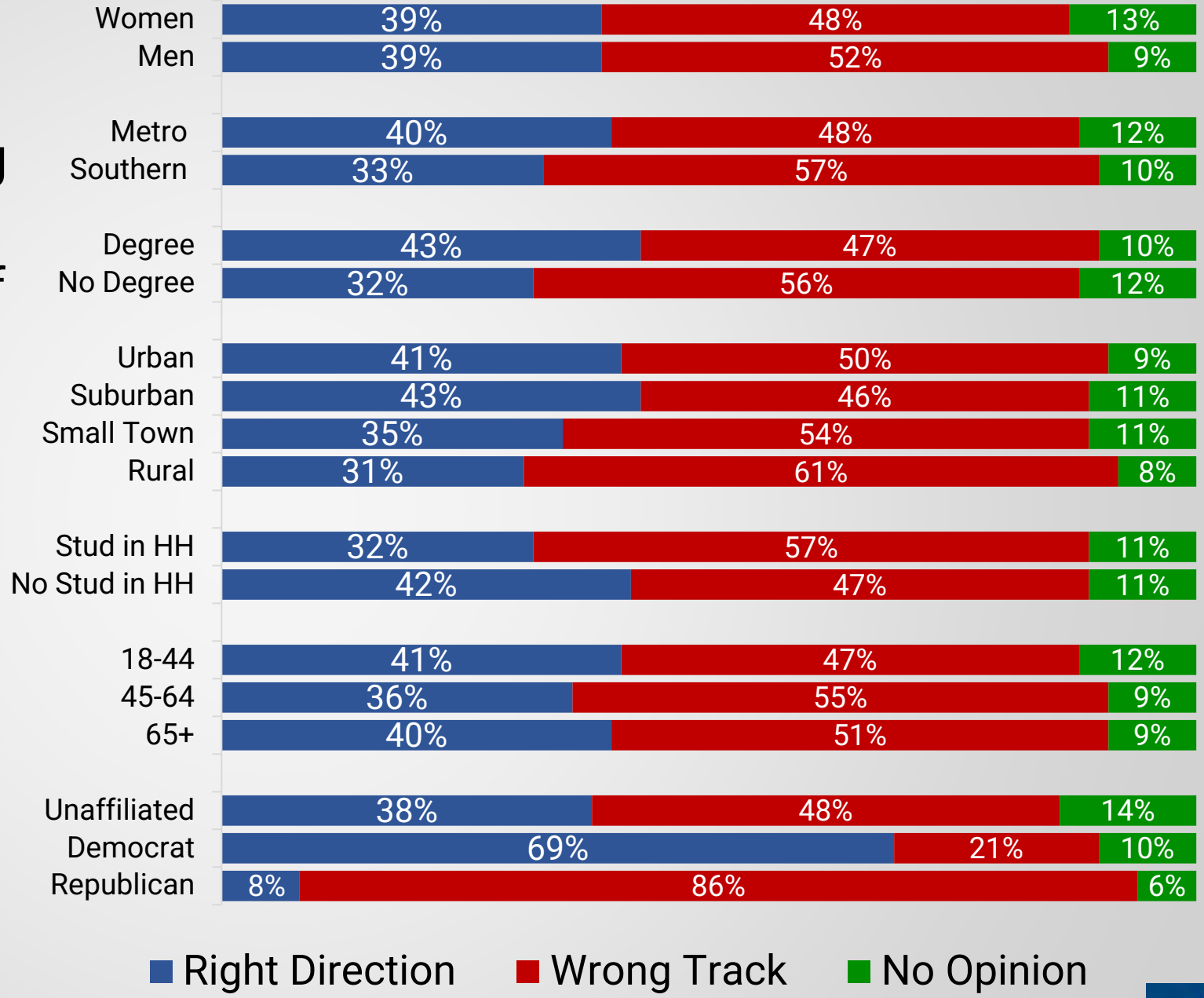
- Right Direction
- Wrong Track
- No Opinion



Colorado Mood

Do you think things in Colorado are generally going in the right direction, or do you feel they have gotten off on the wrong track?

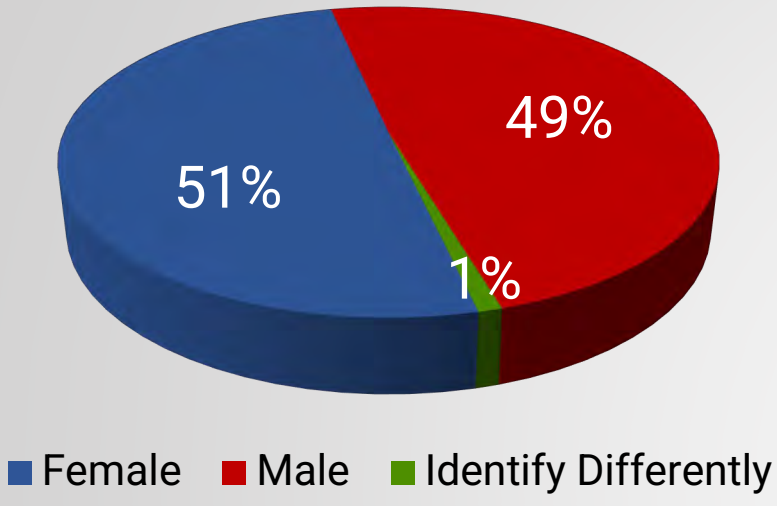




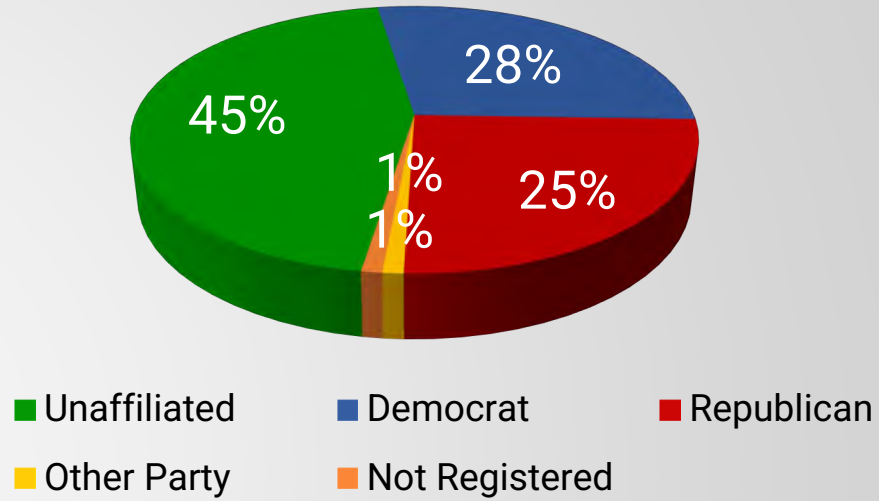
CSU System 2024 Image and Likeness Survey January 1,569n, +/- 2.5% MoE

Survey Demographics

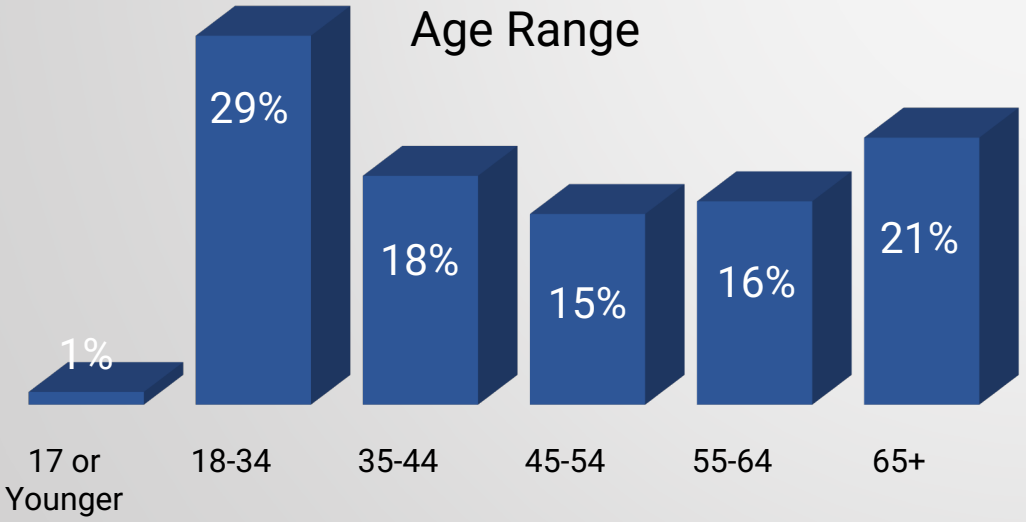
Gender



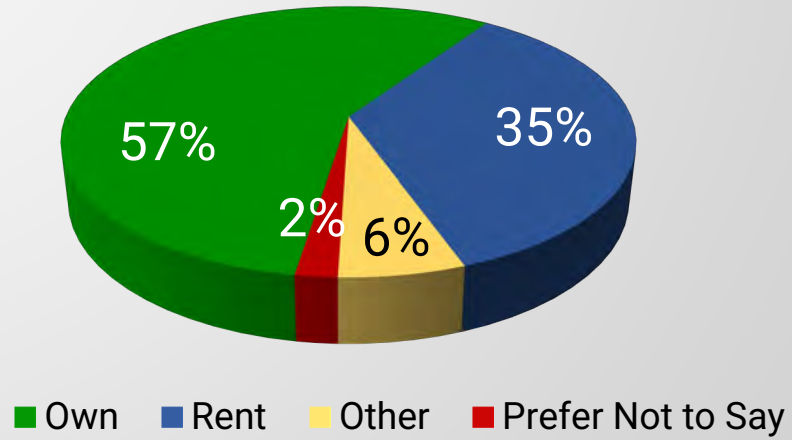
Party Affiliation



Age Range

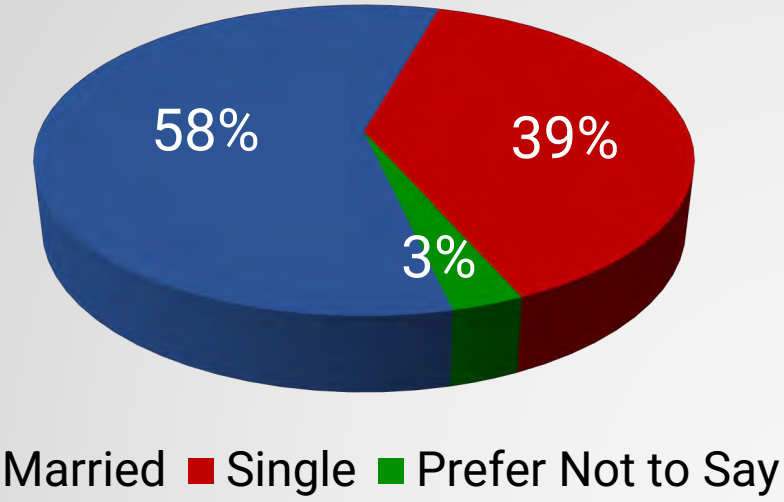


Rent or Own Home

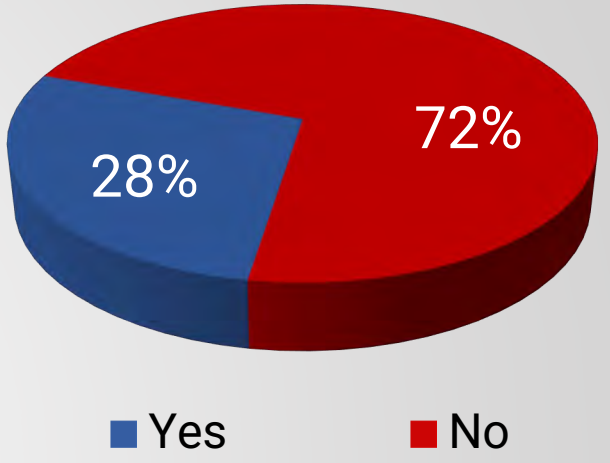


Survey Demographics

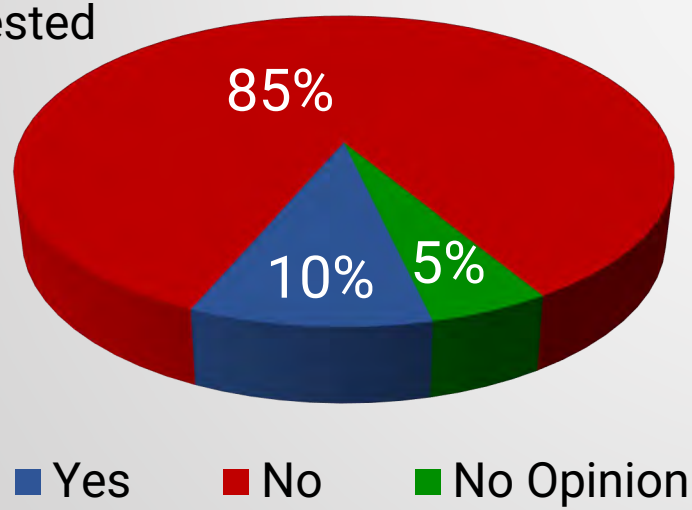
Marital Status



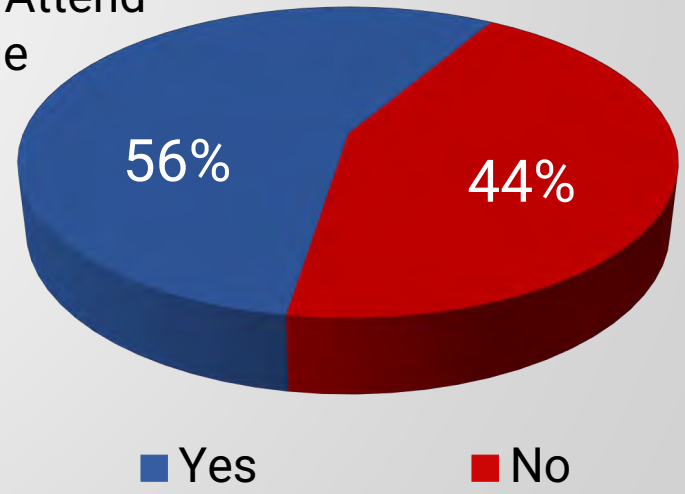
Student in HH



Enrolled in Online School or Interested

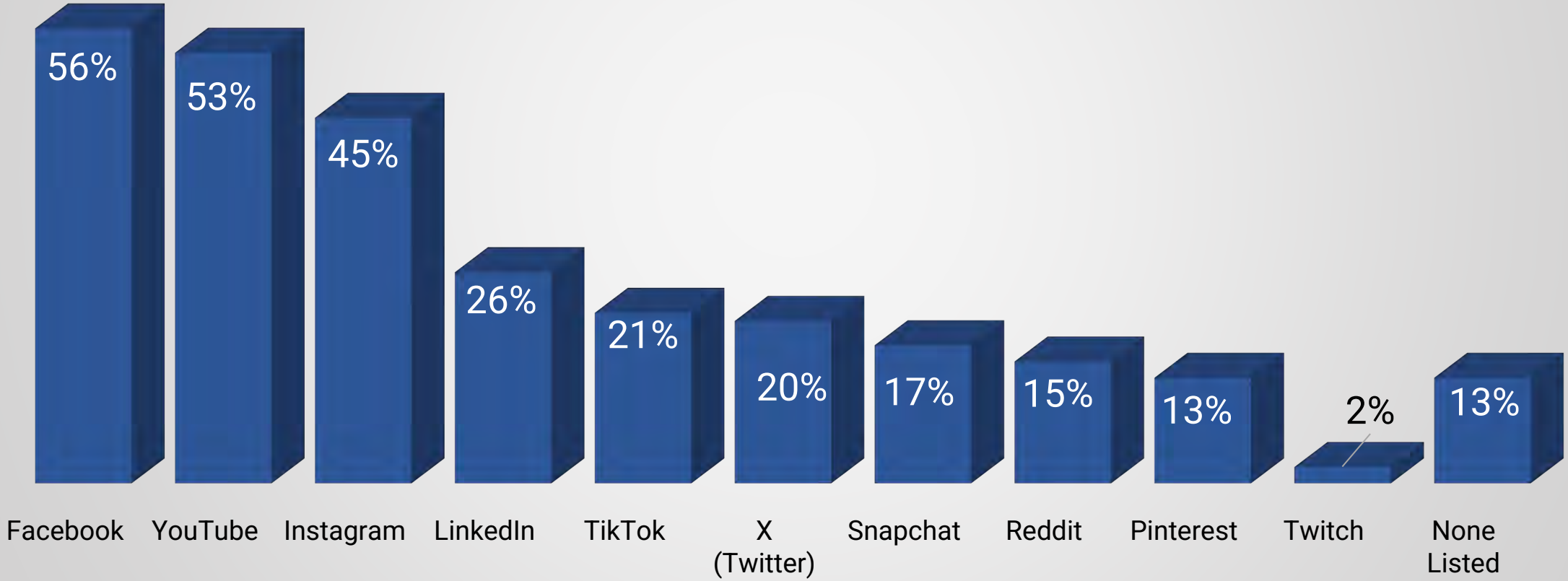


Among Student in HH Planning to Attend College

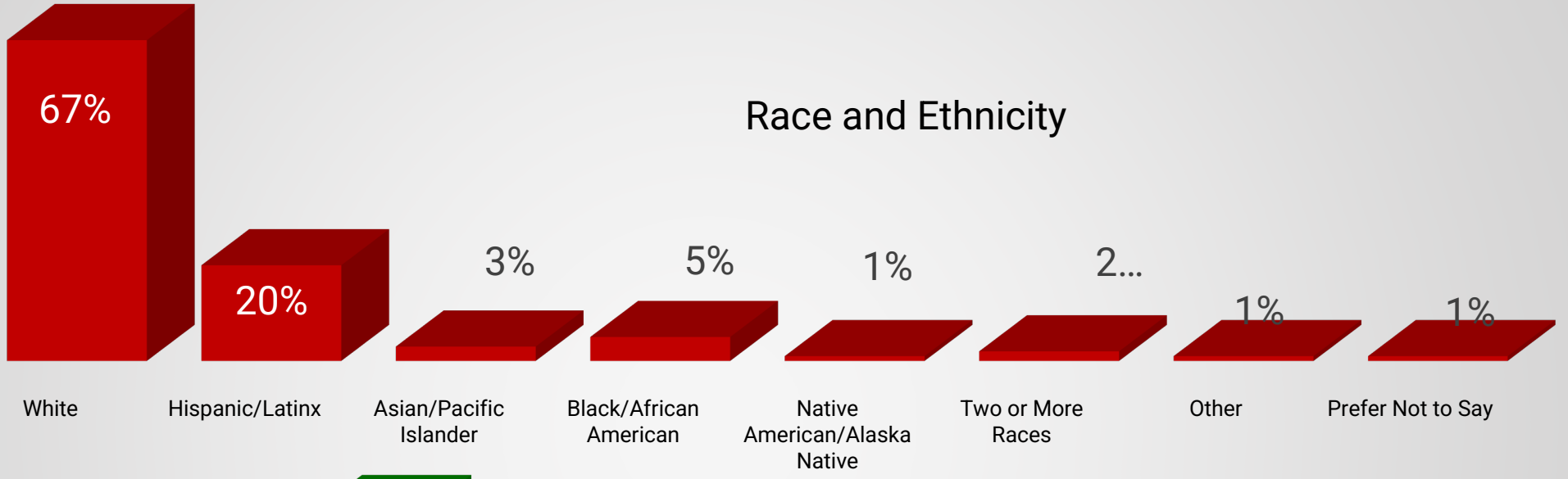


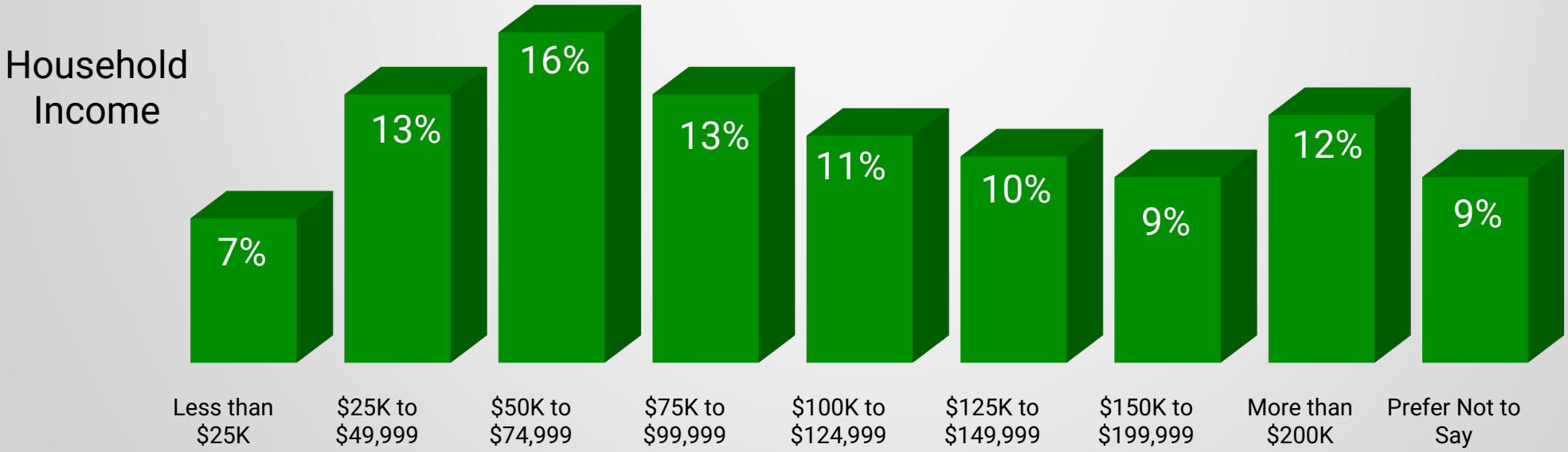
Survey Demographics

Which of the following social media sites did you use at least twice in the last week? Select all that apply.

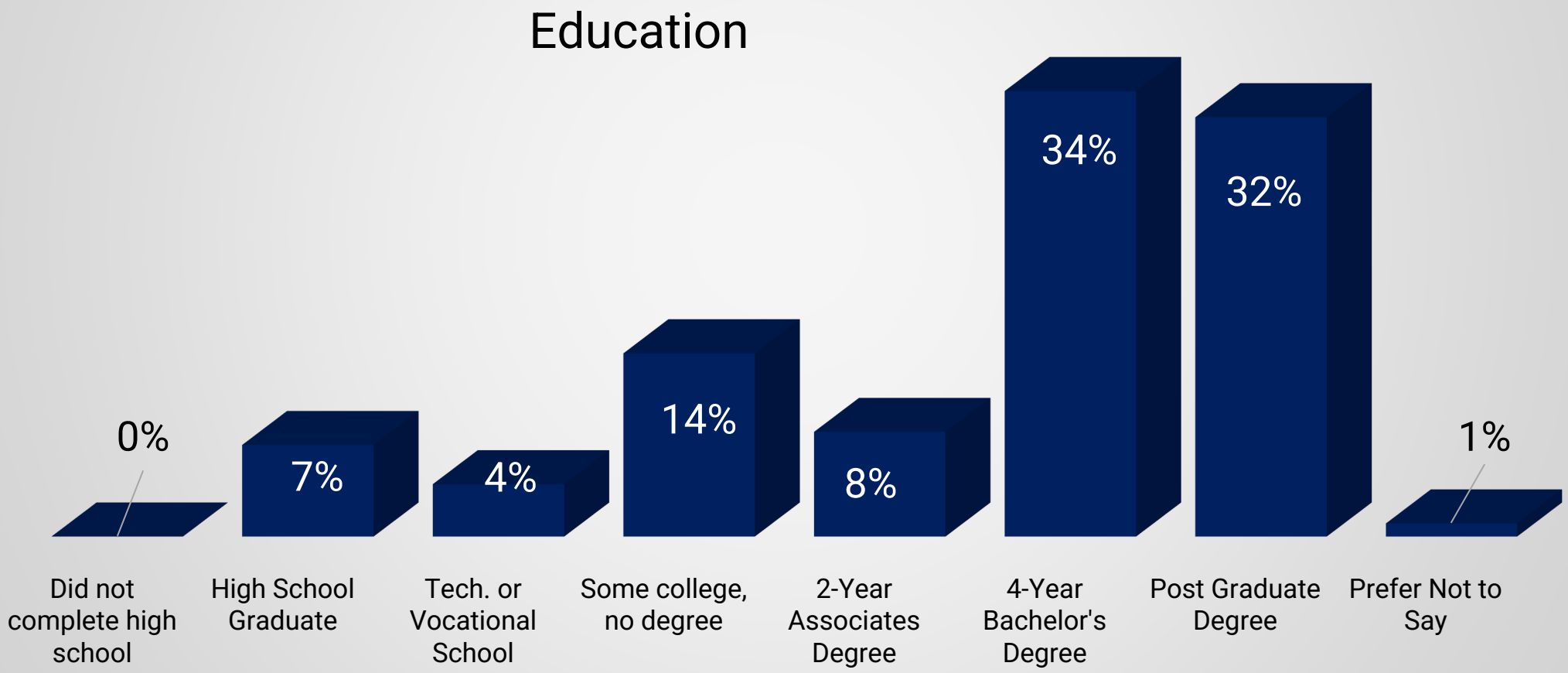


Survey Demographics





Survey Demographics



David Flaherty | Katie Witt
Courtney Sievers | Ryan Winger

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www.MagellanStrategies.com
303-861-8585

Colorado Public Education Issues Opinion Survey

September 5th to 16th, 2023

Magellan Strategies

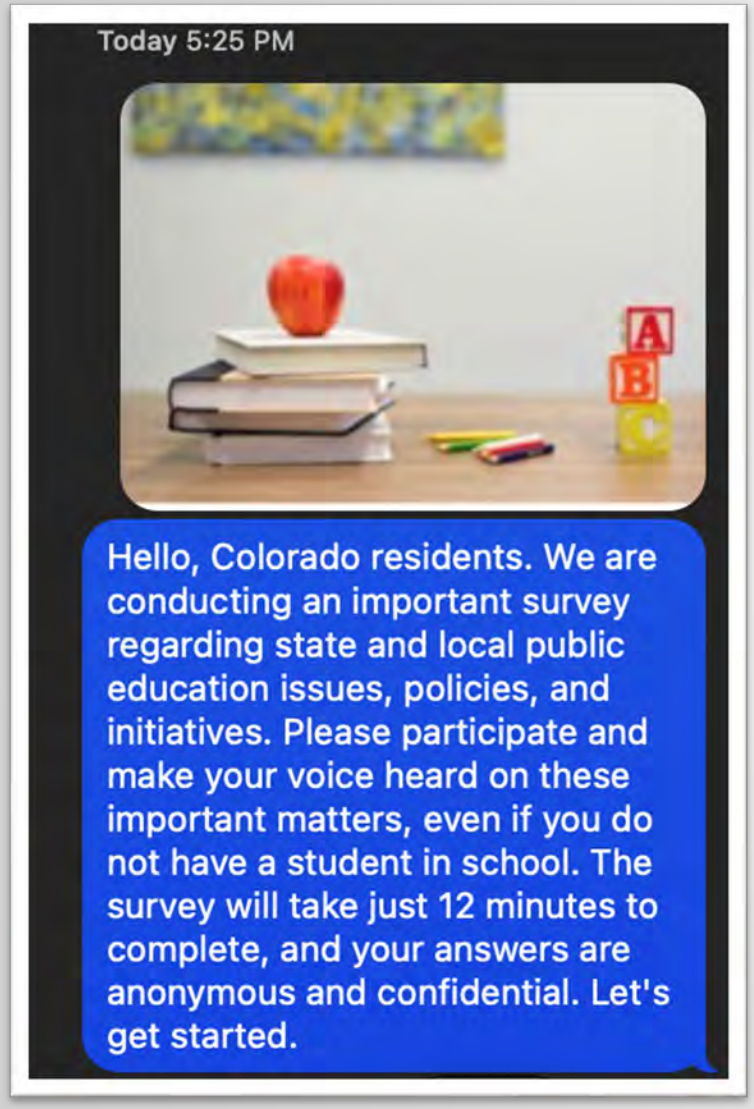
Your Trusted Survey Research Partner

Survey Goals & Objectives

The issue of public education nationally and in Colorado continues to be at the top of voter's minds, regardless of having a student in school. This survey attempts to measure and understand the opinions of Coloradan student parents and non-parents regarding a wide range of public education issues and their local school district.

Moreover, our clients are Colorado school districts, professional educators, and school board members. We hope this information helps them better understand how voters in their communities think about their local school district's education programs, initiatives, and culture.

Methodology



Magellan Strategies is pleased to present the results of an online survey of 1,550 Colorado voters regarding public education issues and policies. The interviews were conducted from September 7th to 26th, 2023.

The overall survey responses have a margin of error of +/- 2.5% at the 95% confidence interval. Population subgroups will have a higher margin of error than the overall sample.

The survey data was weighted to be representative of voter registration demographics for the state of Colorado. In addition, survey data was weighted to be demographically representative of a Colorado Association of School Boards (CASB) state region or a combination of individual regions. Magellan Strategies paid for this survey.

Colorado Voter Registration and Past Turnout Demographics

Magellan Strategies Colorado Voter Registration and Past Election Turnout Report

Congress	Registration		2022		2021		2020		2019	
District 1	539,540	12.4%	284,718	11.3%	166,994	10.7%	402,100	12.2%	181,814	11.5%
District 2	567,141	13.0%	357,243	14.2%	228,701	14.7%	443,136	13.5%	256,437	16.2%
District 3	566,431	13.0%	332,651	13.2%	212,676	13.7%	414,471	12.6%	205,340	13.0%
District 4	575,870	13.2%	359,940	14.3%	235,596	15.1%	435,671	13.3%	219,741	13.9%
District 5	540,086	12.4%	286,072	11.4%	169,560	10.9%	379,527	11.6%	193,294	12.2%
District 6	511,918	11.7%	283,639	11.3%	175,475	11.3%	426,390	13.0%	189,927	12.0%
District 7	577,968	13.3%	367,399	14.6%	232,450	14.9%	436,096	13.3%	186,530	11.8%
District 8	481,463	11.0%	246,055	9.8%	136,561	8.8%	346,068	10.5%	149,660	9.5%
Total	4,360,417		2,517,717		1,558,013		3,283,459		1,582,743	

Sex	Registration		2022		2021		2020		2019	
Female	2,206,031	50.6%	1,303,748	51.8%	804,985	52.0%	1,679,090	51.9%	816,927	52.0%
Male	2,154,386	49.4%	1,213,969	48.2%	744,082	48.0%	1,553,523	48.1%	753,632	48.0%
Total	4,360,417		2,517,717		1,549,067		3,232,613		1,570,559	

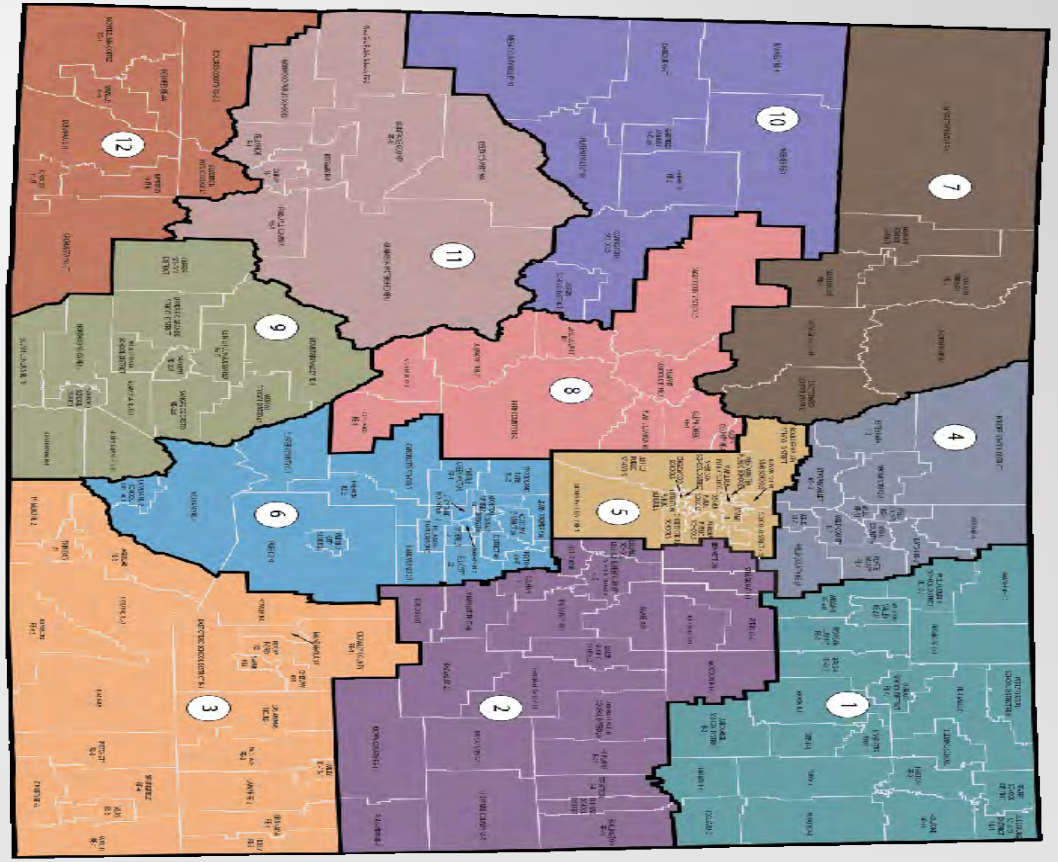
Age Group	Registration		2022		2021		2020		2019	
18-34	1,282,539	29.4%	495,111	19.7%	214,380	13.8%	872,423	26.6%	223,497	14.1%
35-44	811,751	18.6%	419,122	16.6%	224,716	14.4%	565,220	17.2%	213,221	13.5%
45-54	651,487	14.9%	408,955	16.2%	241,398	15.5%	523,354	15.9%	248,785	15.7%
55-64	640,401	14.7%	462,301	18.4%	317,119	20.4%	569,709	17.4%	350,255	22.1%
65+	974,239	22.3%	732,228	29.1%	560,400	36.0%	752,753	22.9%	546,985	34.6%
Total	4,360,417		2,517,717		1,558,013		3,283,459		1,582,743	

Party	Registration		2022		2021		2020		2019	
Unaffiliated	2,022,173	46.4%	1,017,709	40.4%	566,548	36.4%	1,278,947	39.0%	512,350	32.4%
Democrat	1,194,981	27.4%	761,772	30.3%	490,571	31.5%	1,017,590	31.0%	512,350	32.4%
Republican	1,058,825	24.3%	705,537	28.0%	485,091	31.1%	936,440	28.5%	539,563	34.1%
Libertarian	49,511	1.1%	21,429	0.9%	10,923	0.7%	34,130	1.0%	12,587	0.8%
Other	34,927	0.8%	11,270	0.4%	4,880	0.3%	16,352	0.5%	5,893	0.4%
Total	4,360,417		2,517,717		1,558,013		3,283,459		1,582,743	

Adjusted CASB Regions for Survey

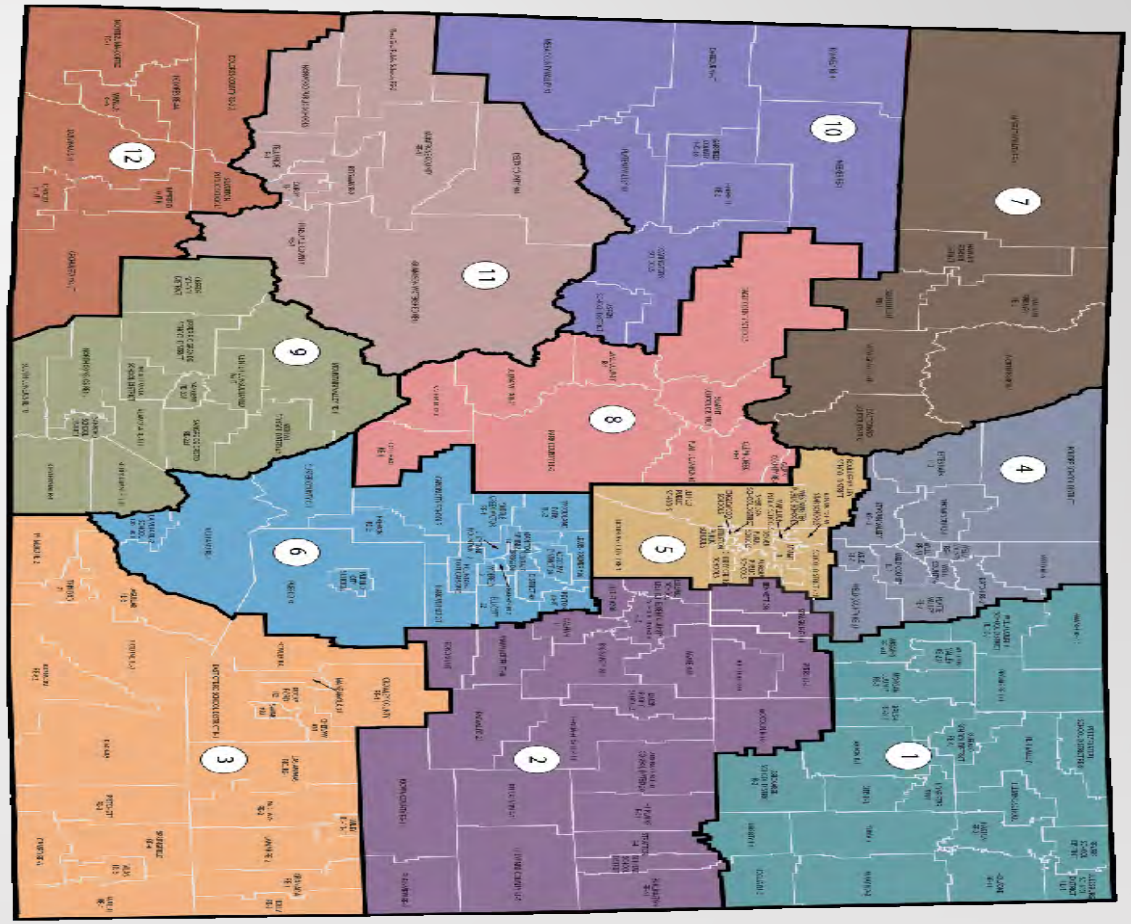
To ensure we have a statistically significant and demographically representative sample for each region, we combined some CASB Regions.

- Metro Region is CASB Region 5
- Weld-Larimer is CASB Region 4
- El Paso Region is CASB Region 6
- Mountain Region is CASB Region 8
- Western Slope is CASB Regions 7, 10, 11
- Southwest is CASB Regions 9, 12
- Eastern Plains is CASB Regions 1, 2, 3



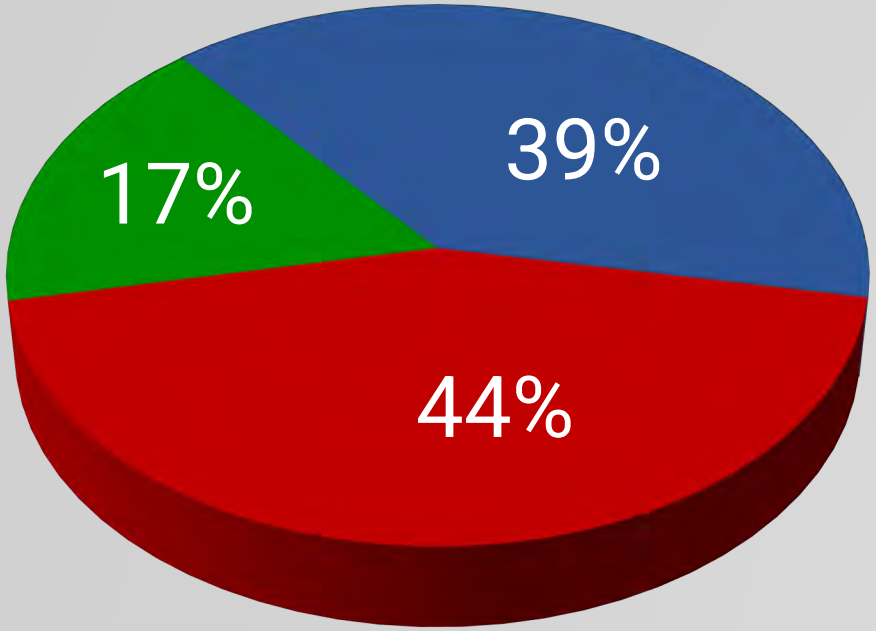
Survey Sample Sizes and Margins of Error for Adjusted CASB Regions

- Metro Region, 209n, +/- 6.8% MoE
- Weld-Larimer Region, 190n, +/- 7.1% MoE
- El Paso Region 192n, +/- 7.0% MoE
- Mountain Region 134n, +/- 8.4% MoE
- Western Slope Region 7, 10,11, 319n, +/- 5.5% MoE
- Southwest Regions 9, 12, 245n, +/- 6.3% MoE
- Eastern Plains Regions 1, 2, 3, 261n, +/- 6.0% MoE



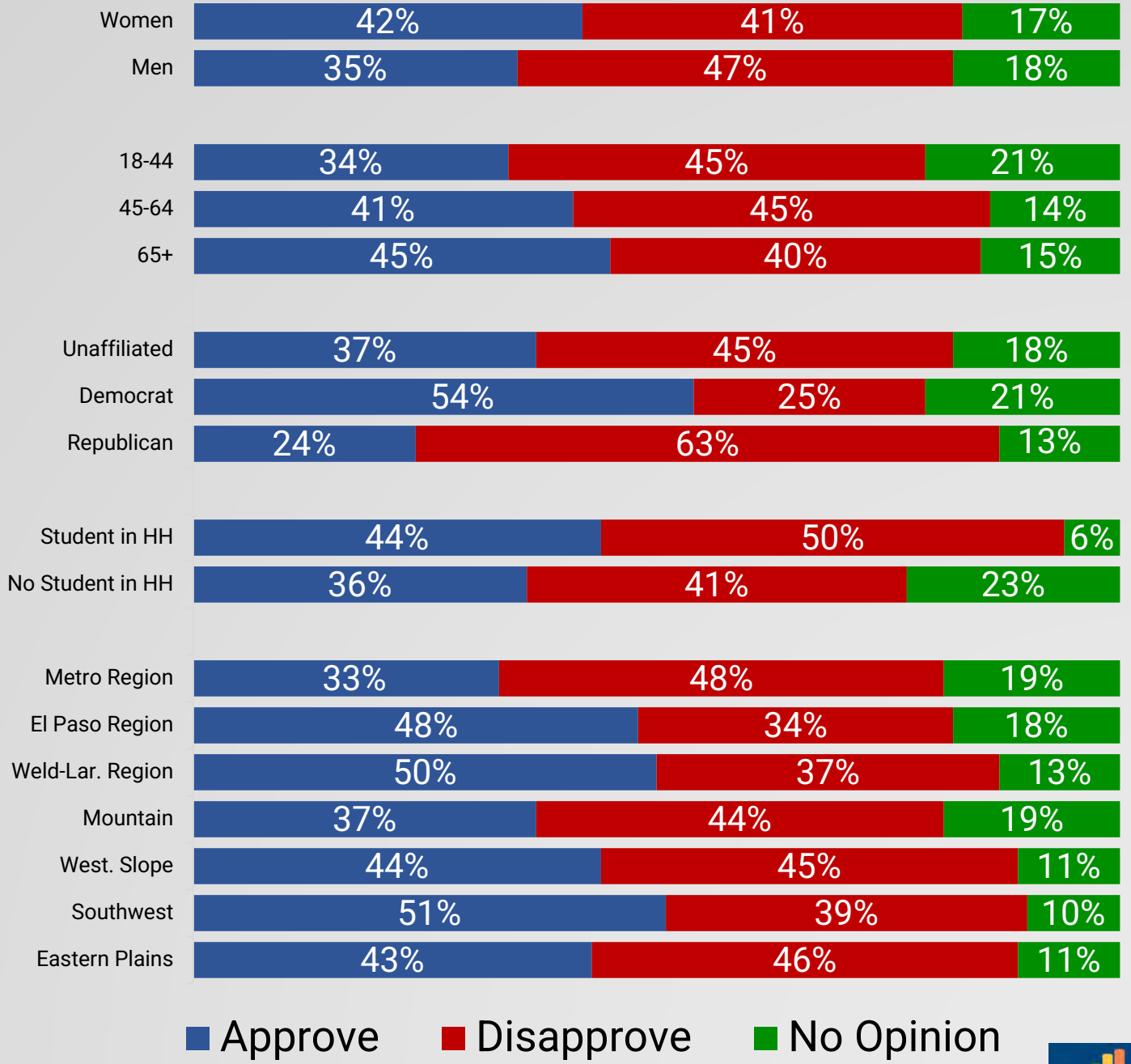
Districts by CASB Region

Do you approve of the job your local school district is doing educating students?



Approve
Disapprove
No Opinion

Strongly Approve	11%
Somewhat Approve	28%
Strongly Disapprove	24%
Somewhat Disapprove	20%

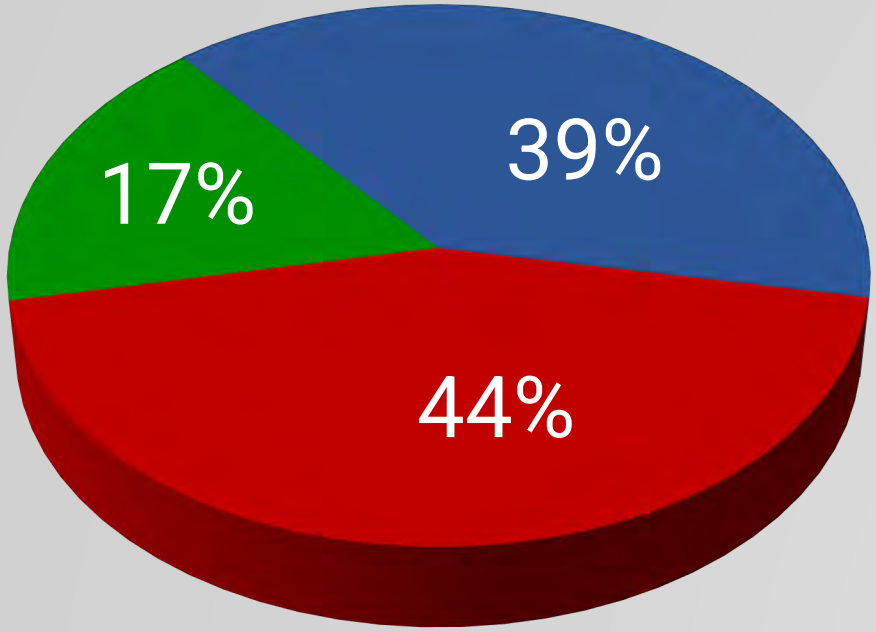


Colorado Public Education Issues Opinion Survey, September 2023, 1,550n, +/- 2.5% MoE

Magellan Strategies

Do you approve of the job your local school district is doing educating students?

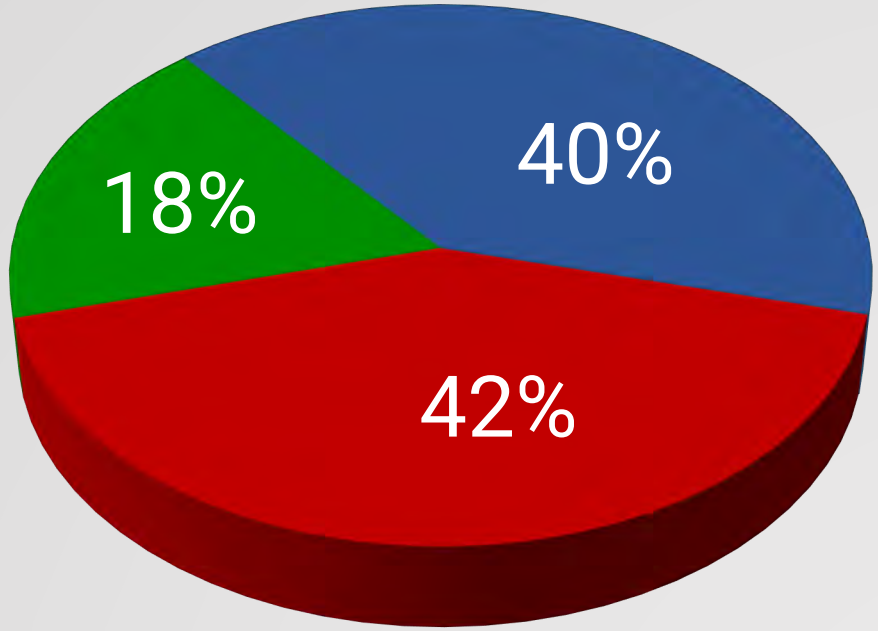
September 2023



- Approve
- Disapprove
- No Opinion

Strongly Approve	11%
Somewhat Approve	28%
Strongly Disapprove	24%
Somewhat Disapprove	20%

April 2022



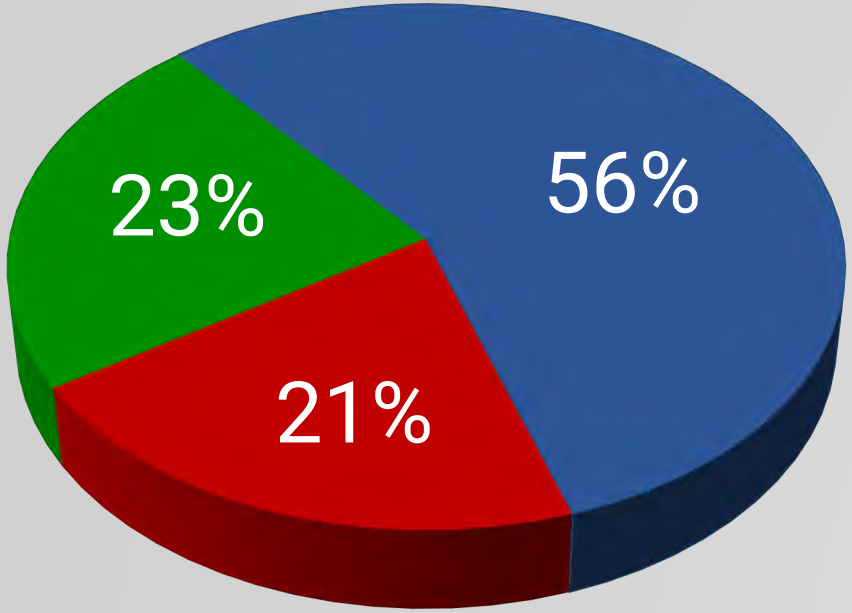
- Approve
- Disapprove
- No Opinion

Strongly Approve	10%
Somewhat Approve	30%
Strongly Disapprove	23%
Somewhat Disapprove	19%

Colorado Public Education Issues Opinion Survey, September 2023, 1,550n, +/- 2.5% MoE

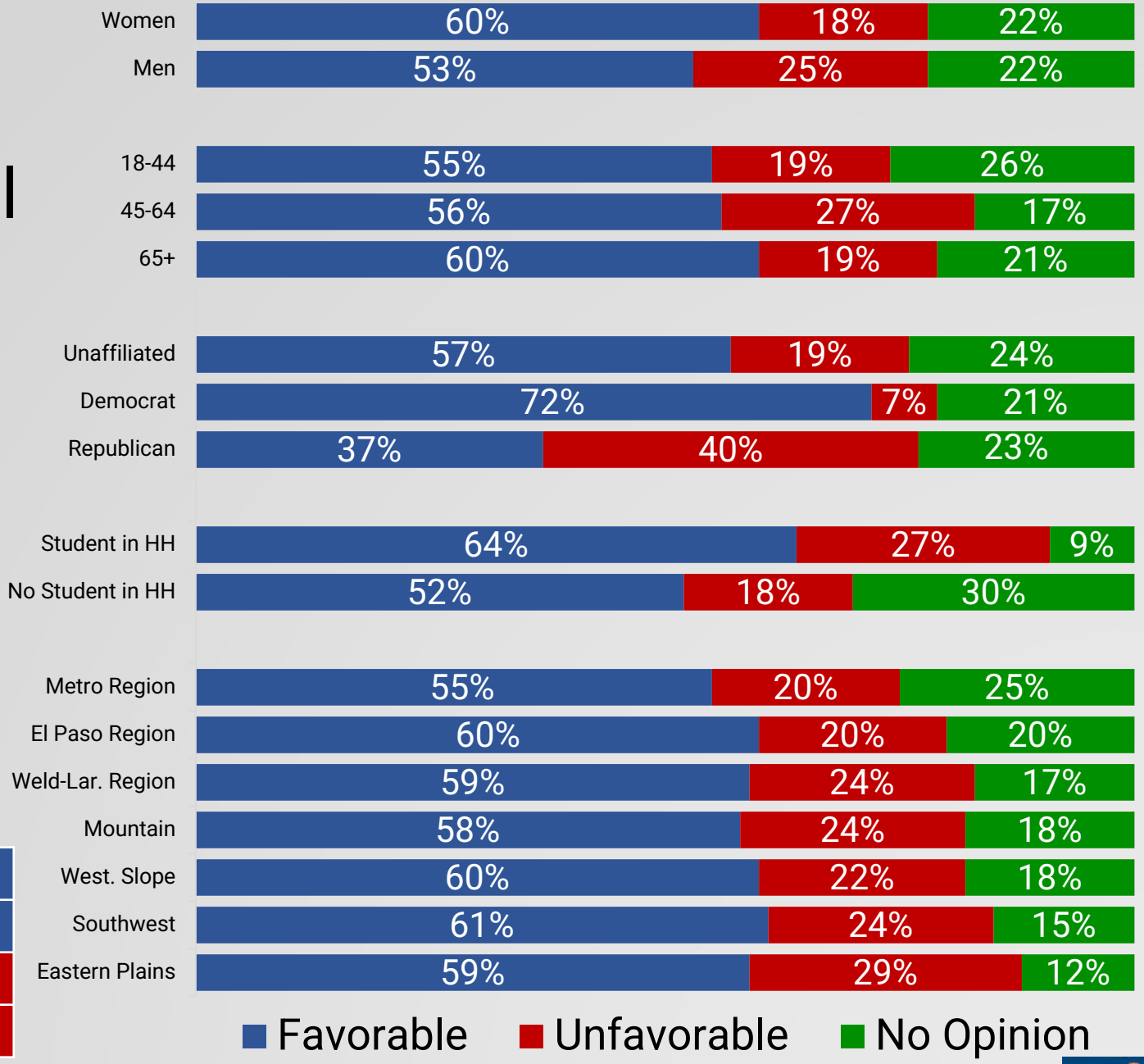
Magellan Strategies

Do you have a favorable or unfavorable opinion of the teachers in your local school district?



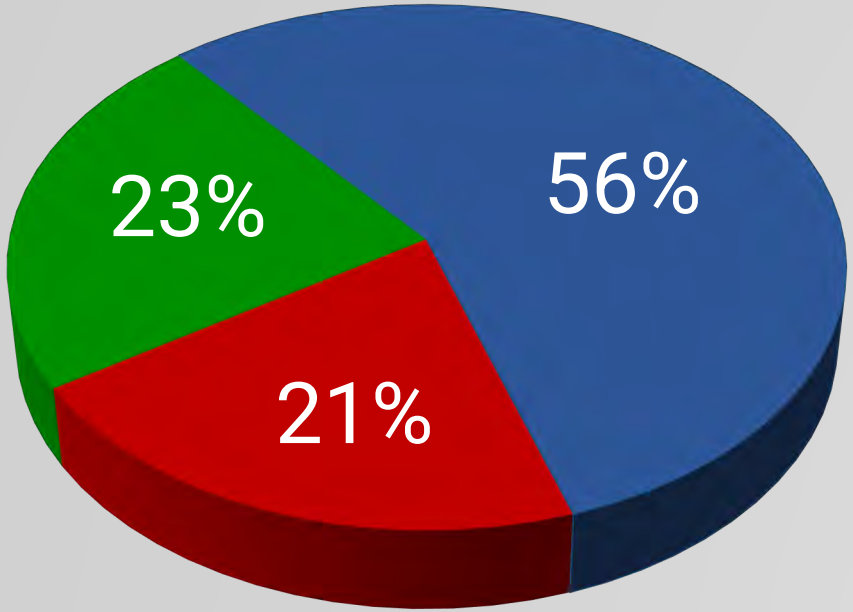
- Favorable
- Unfavorable
- No Opinion

Very Favorable	27%
Somewhat Favorable	29%
Very Unfavorable	8%
Somewhat Unfavorable	13%



Do you have a favorable or unfavorable opinion of the teachers in your local school district?

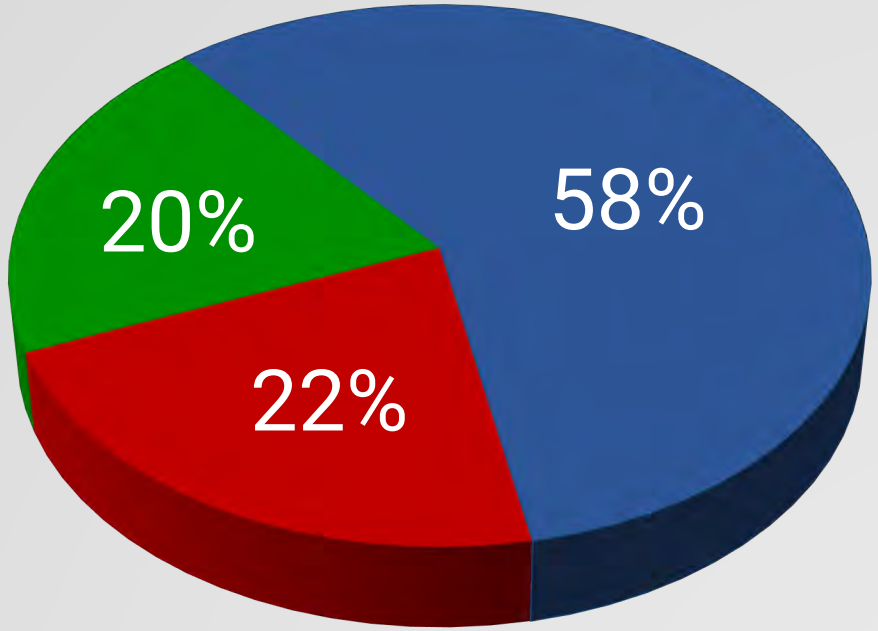
September 2023



- Favorable
- Unfavorable
- No Opinion

Very Favorable	27%
Somewhat Favorable	29%
Very Unfavorable	8%
Somewhat Unfavorable	13%

April 2022



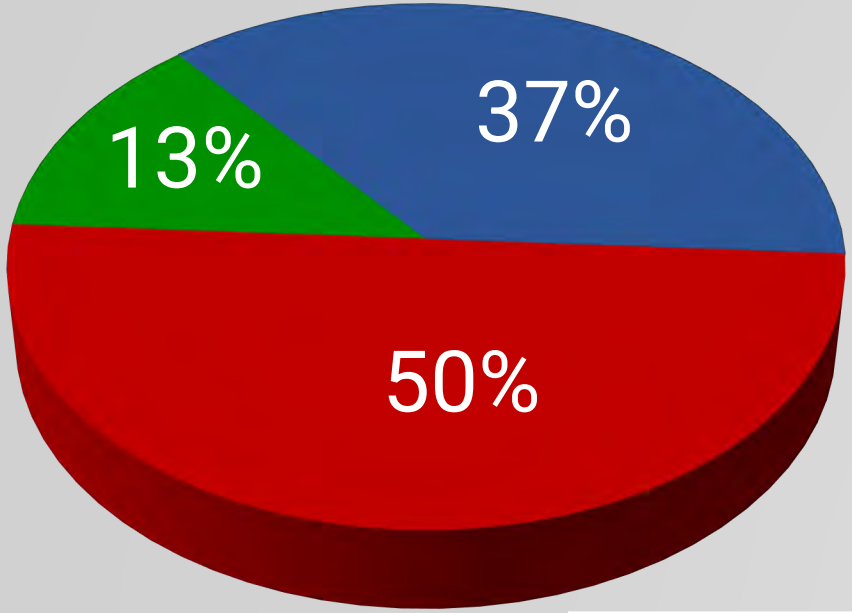
- Favorable
- Unfavorable
- No Opinion

Very Favorable	24%
Somewhat Favorable	34%
Very Unfavorable	9%
Somewhat Unfavorable	13%

Colorado Public Education Issues Opinion Survey, September 2023, 1,550n, +/- 2.5% MoE

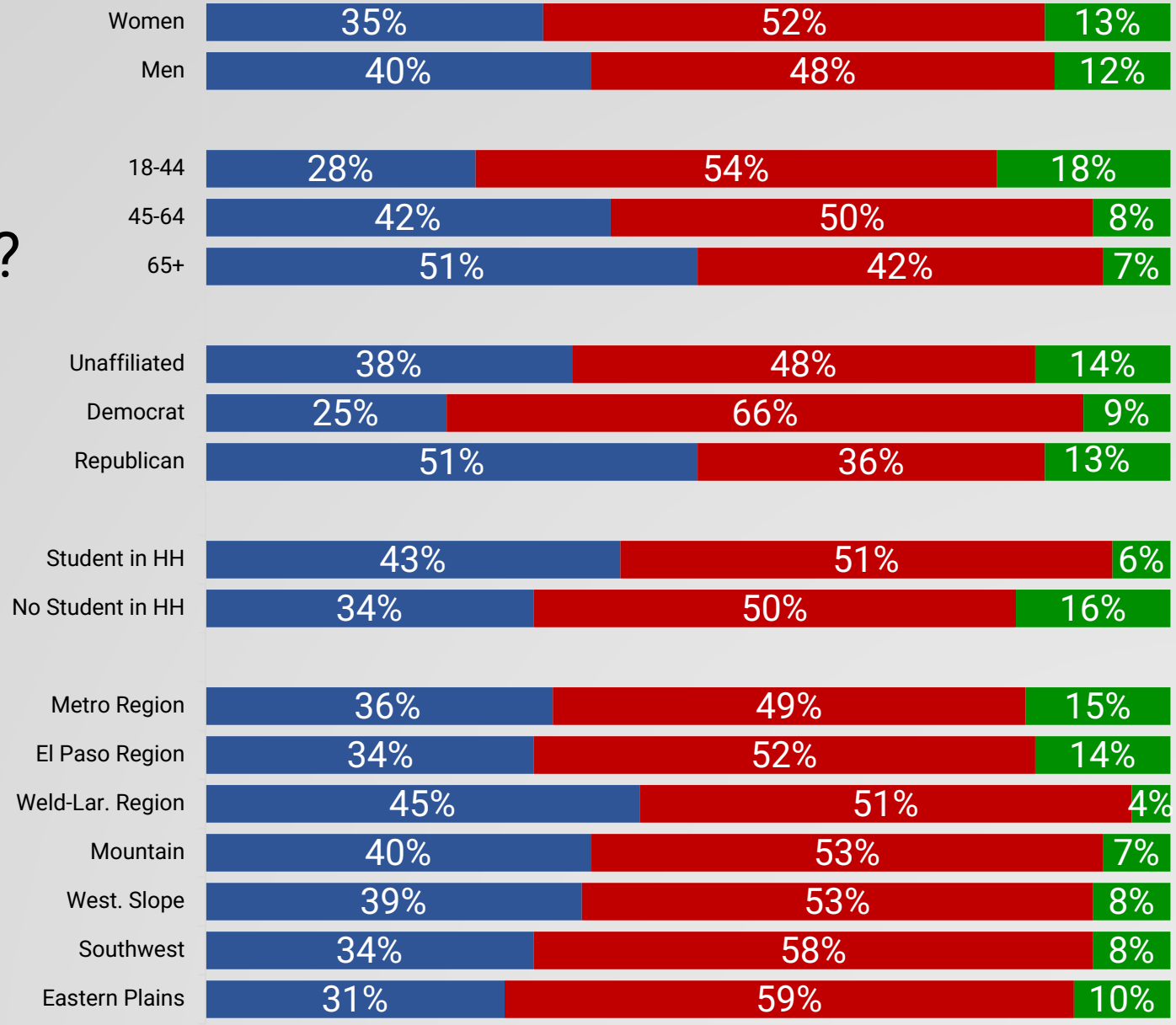
Magellan Strategies

Do you think your local school district has the financial resources needed to provide students with a good education?



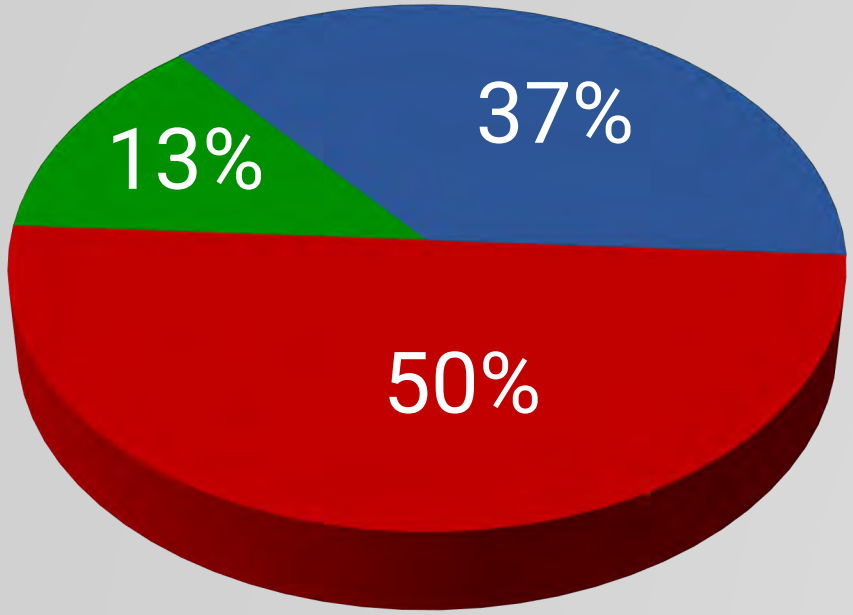
Total Yes
Total No
No Opinion

Yes, Definitely	20%
Yes, Probably	17%
No, Definitely Not	25%
No, Probably Not	25%



Do you think your local school district has the financial resources needed to provide students with a good education?

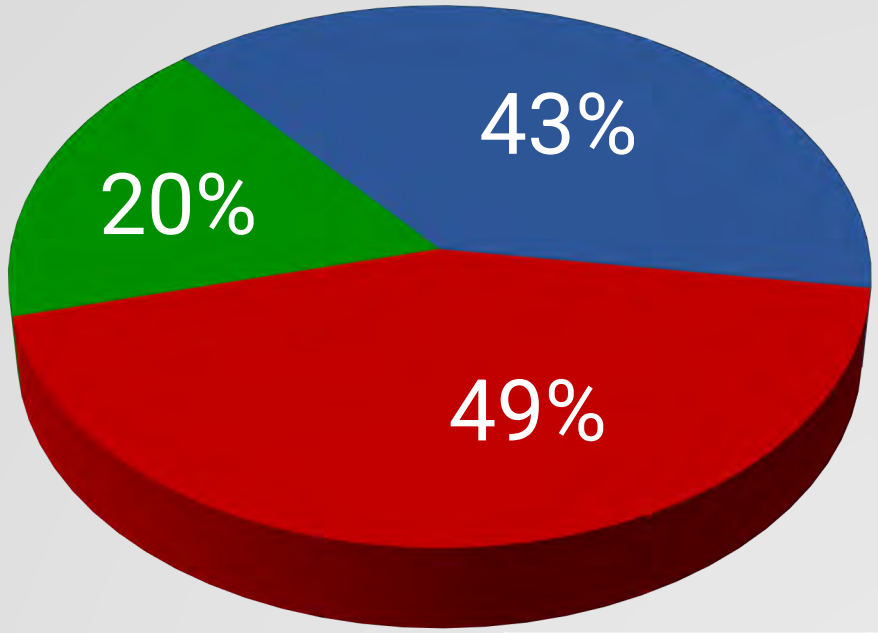
September 2023



- Total Yes
- Total No
- No Opinion

Yes, Definitely	20%
Yes, Probably	17%
No, Definitely Not	25%
No, Probably Not	25%

April 2022



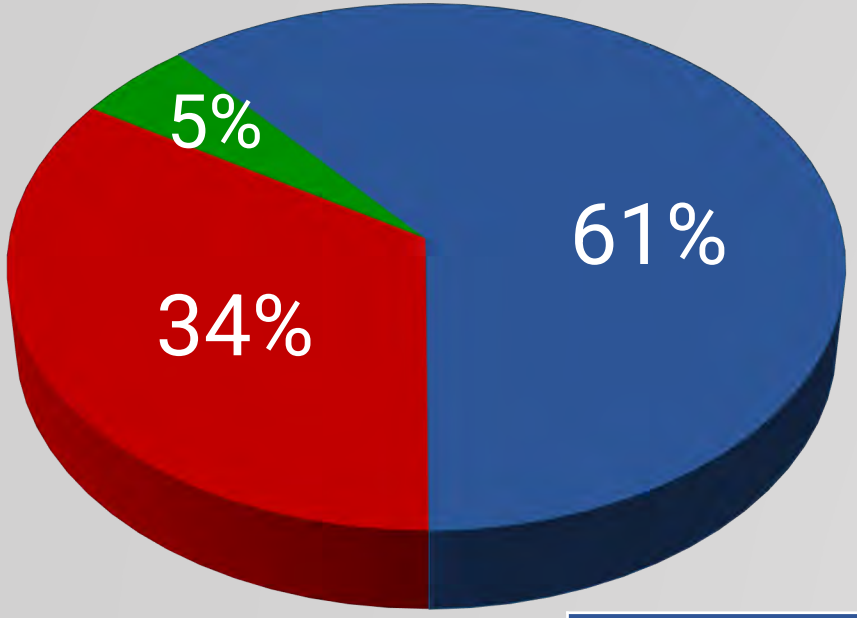
- Total Yes
- Total No
- No Opinion

Yes, Definitely	19%
Yes, Probably	24%
No, Definitely Not	18%
No, Probably Not	31%

Colorado Public Education Issues Opinion Survey, September 2023, 1,550n, +/- 2.5% MoE

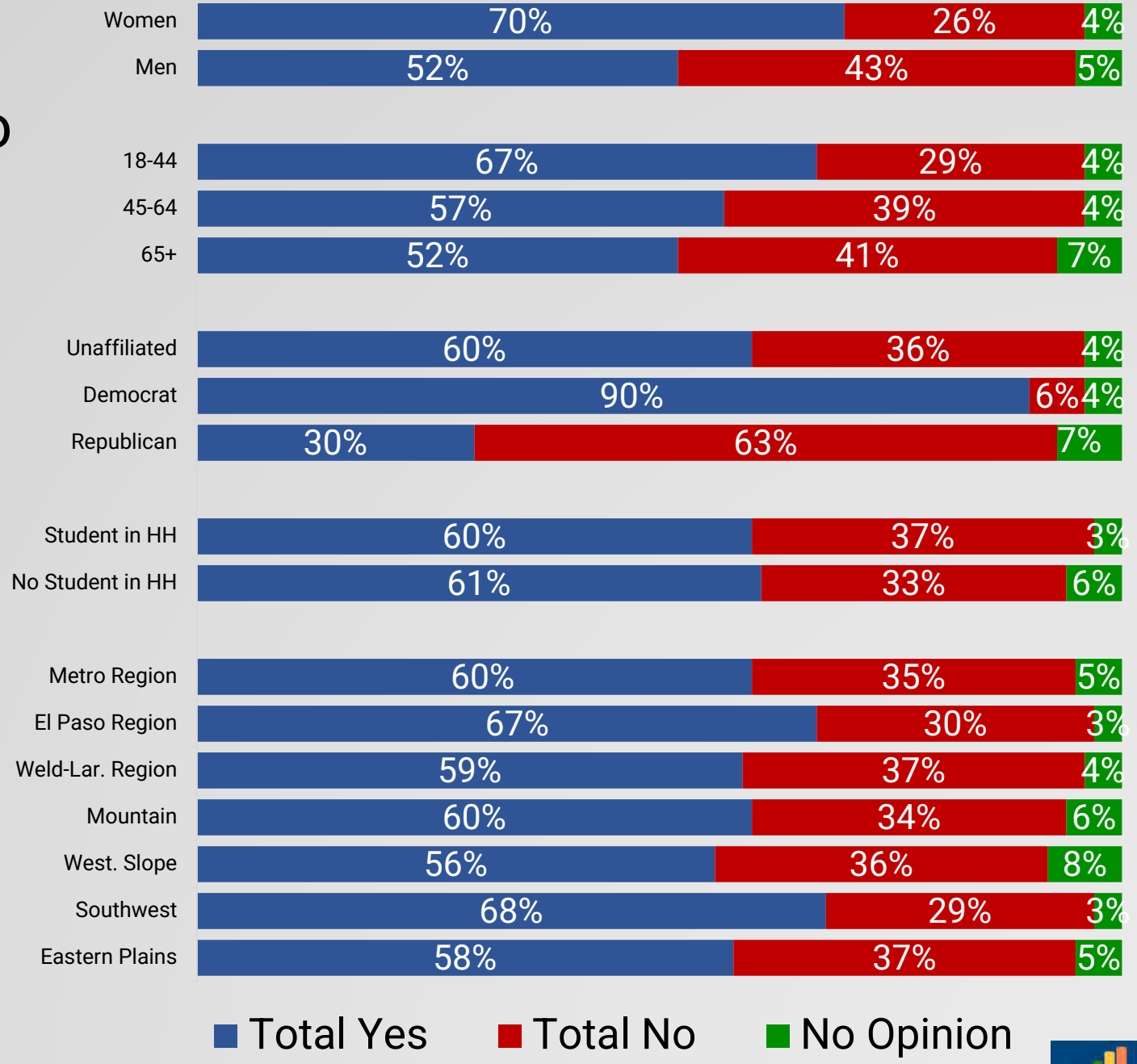
Magellan Strategies

Do you think additional funding for public education in Colorado will result in a better education for students?



- Total Yes
- Total No
- No Opinion

Yes, Definitely	36%
Yes, Probably	25%
No, Definitely Not	14%
No, Probably Not	21%

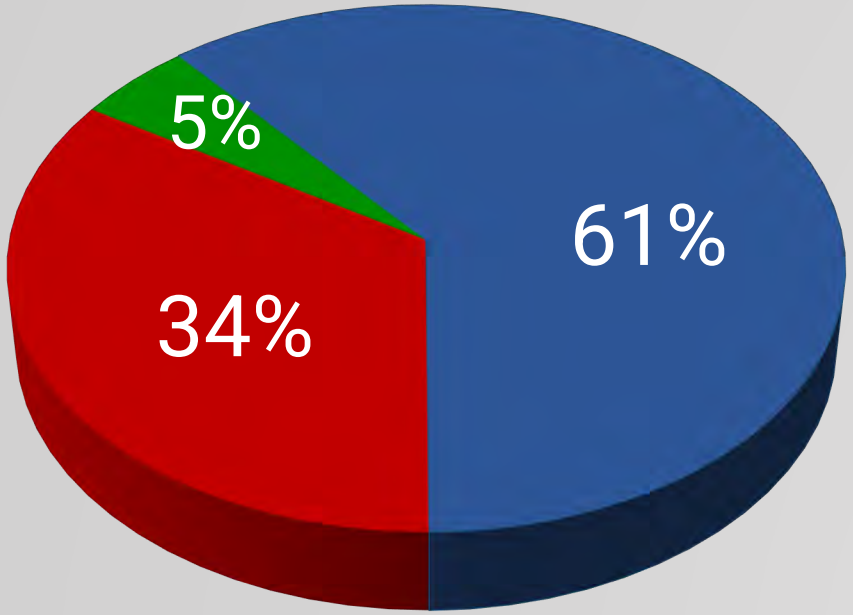


Colorado Public Education Issues Opinion Survey, September 2023, 1,550n, +/- 2.5% MoE

Magellan Strategies

Do you think additional funding for public education in Colorado will result in a better education for students?

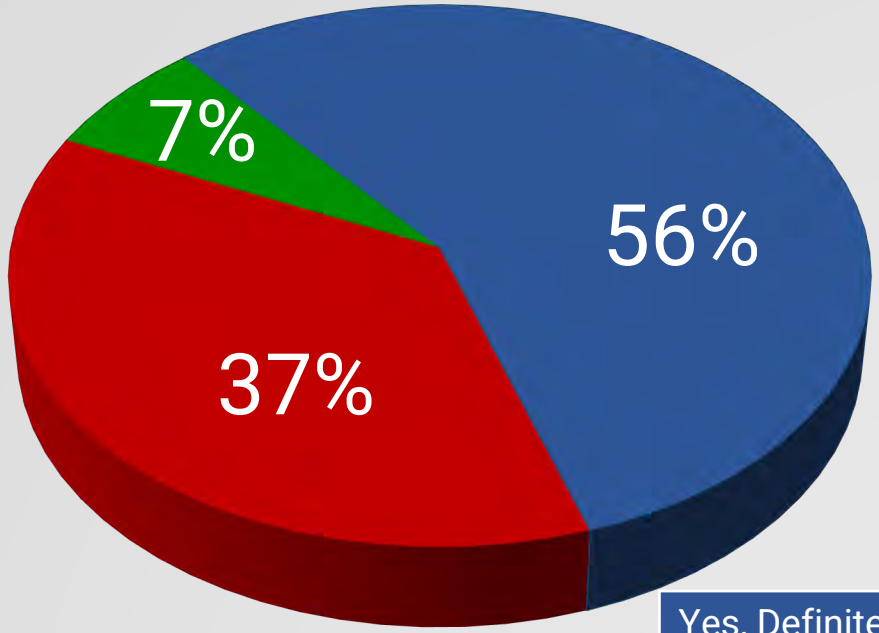
September 2023



- Total Yes
- Total No
- No Opinion

Yes, Definitely	36%
Yes, Probably	25%
No, Definitely Not	14%
No, Probably Not	21%

April 2022



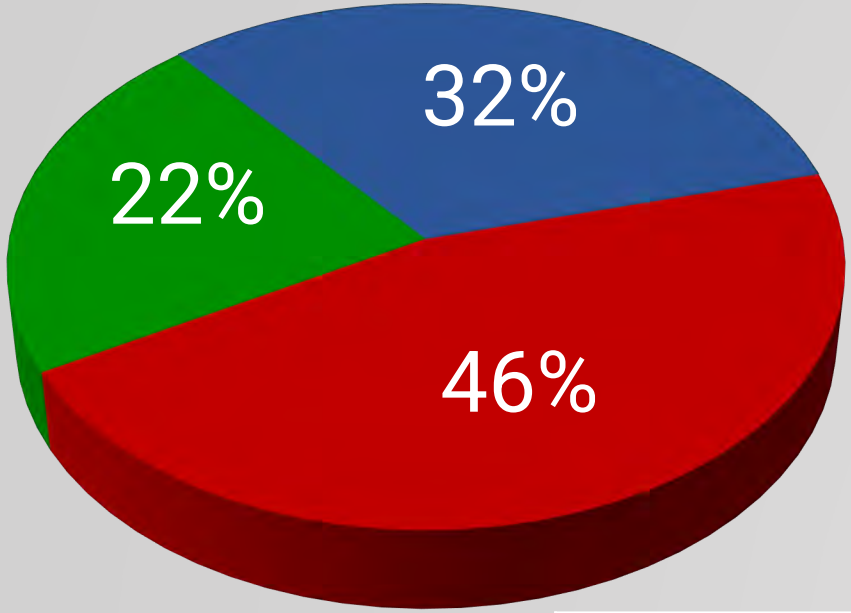
- Total Yes
- Total No
- No Opinion

Yes, Definitely	34%
Yes, Probably	22%
No, Definitely Not	14%
No, Probably Not	23%

Colorado Public Education Issues Opinion Survey, September 2023, 1,550n, +/- 2.5% MoE

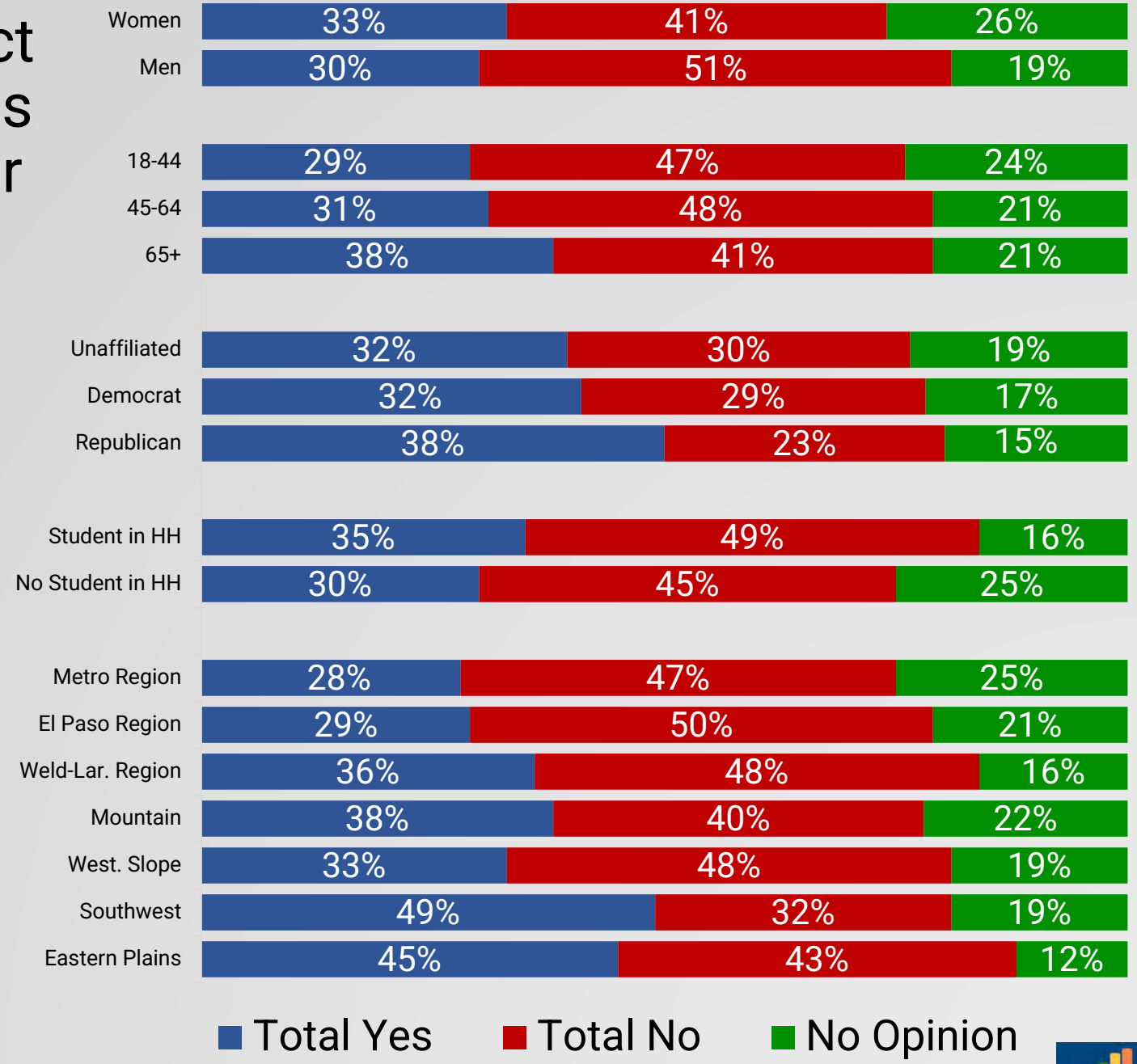
Magellan Strategies

Do you think your school district manages its financial resources efficiently and spends taxpayer money wisely?



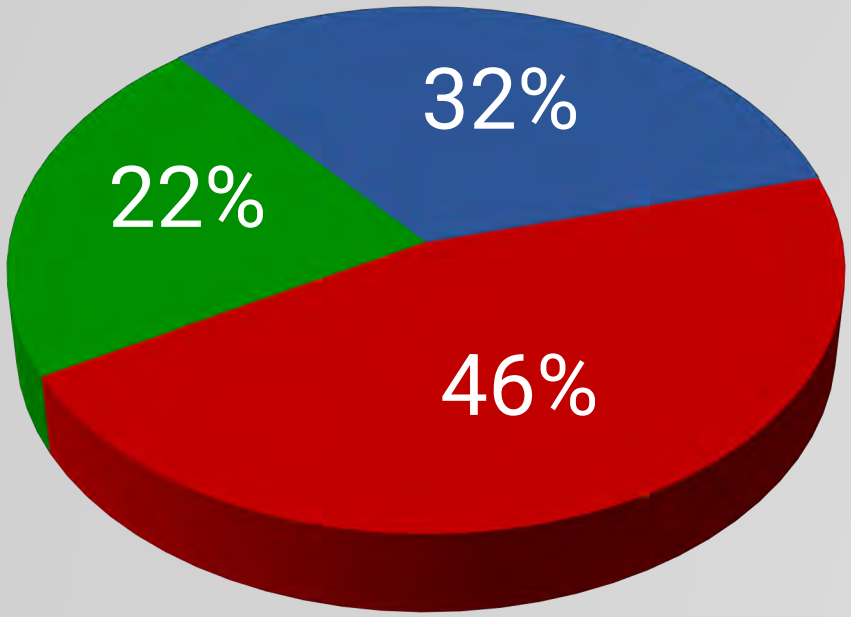
Total Yes
Total No
No Opinion

Yes, Definitely	8%
Yes, Probably	23%
No, Definitely Not	20%
No, Probably Not	26%



Do you think your school district manages its financial resources efficiently and spends taxpayer money wisely?

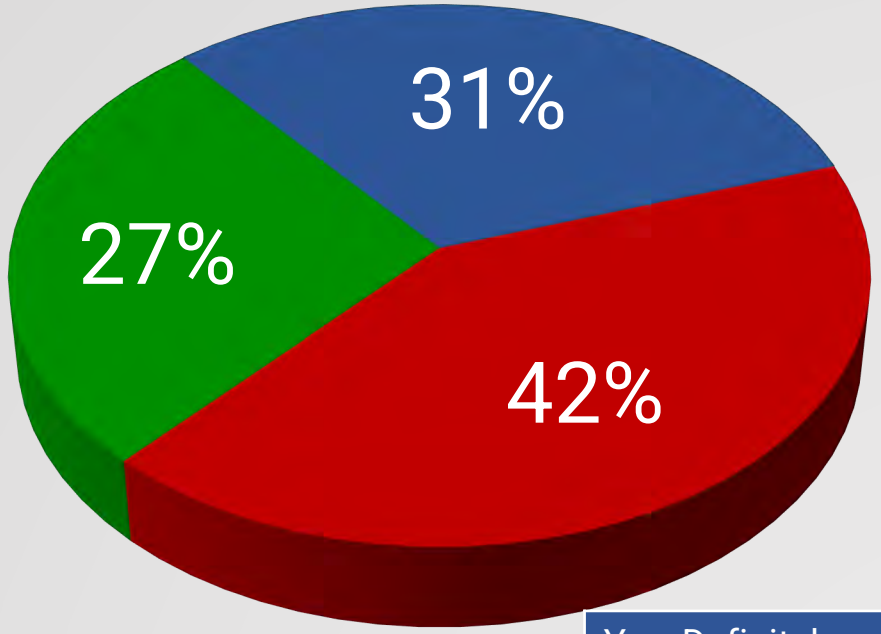
September 2023



- Total Yes
- Total No
- No Opinion

Yes, Definitely	8%
Yes, Probably	23%
No, Definitely Not	20%
No, Probably Not	26%

April 2022



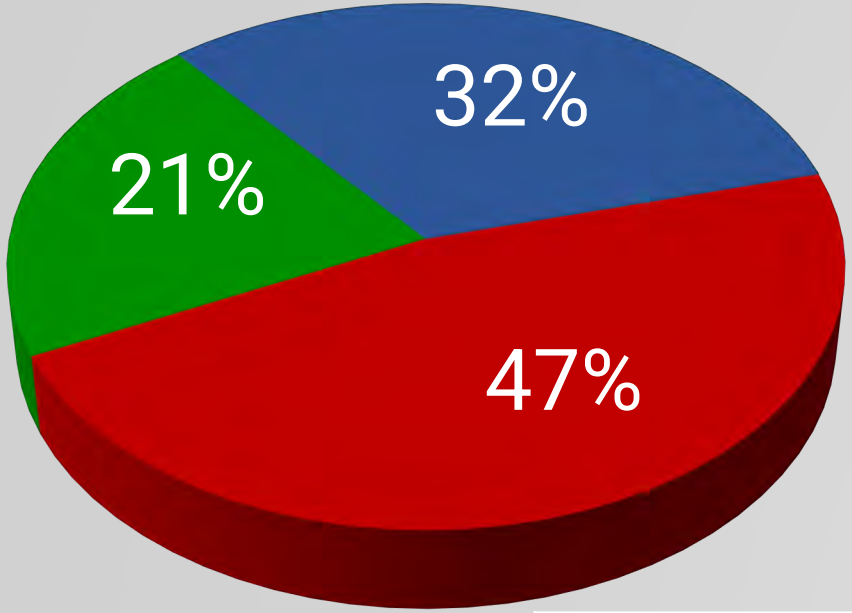
- Total Yes
- Total No
- No Opinion

Yes, Definitely	7%
Yes, Probably	24%
No, Definitely Not	20%
No, Probably Not	22%

Colorado Public Education Issues Opinion Survey, September 2023, 1,550n, +/- 2.5% MoE

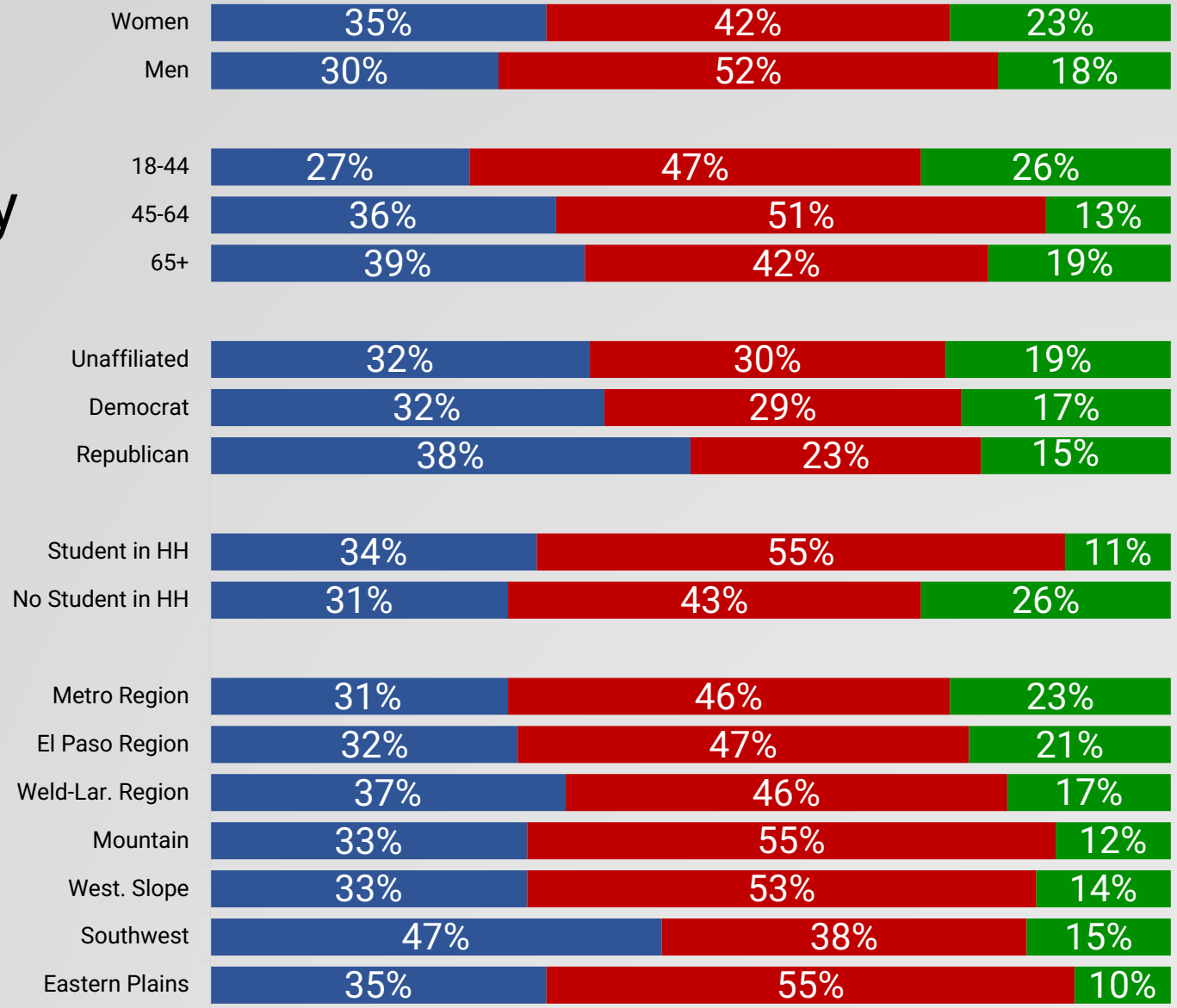
Magellan Strategies

Do you think the public schools in your area are heading in the right direction, or do you feel they are off on the wrong track?



- Right Direction
- Wrong Track
- No Opinion

Definitely Right Dir.	8%
Probably Right Dir.	24%
Definitely Wrong Trk.	26%
Probably Wrong Trk.	21%

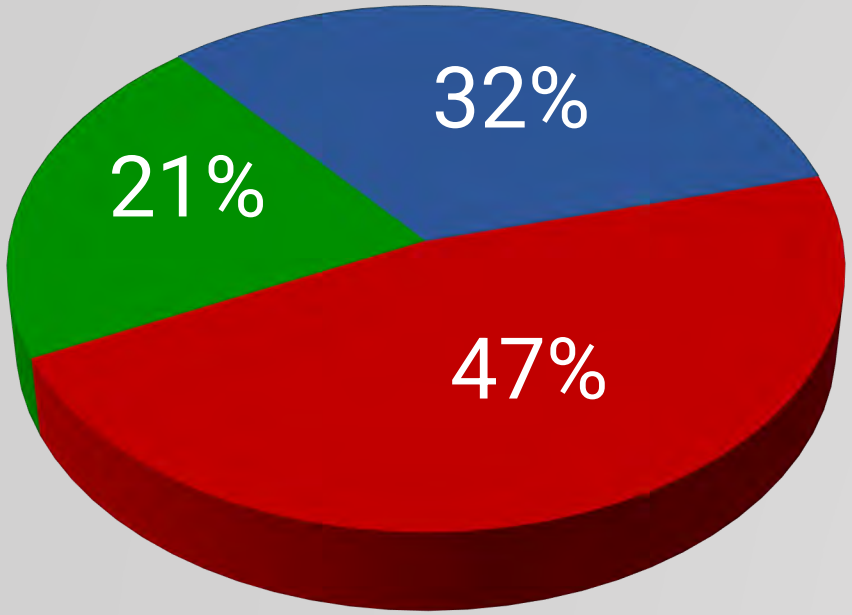


Colorado Public Education Issues Opinion Survey, September 2023, 1,550n, +/- 2.5% MoE

Magellan Strategies

Do you think the public schools in your area are heading in the right direction, or do you feel they are off on the wrong track?

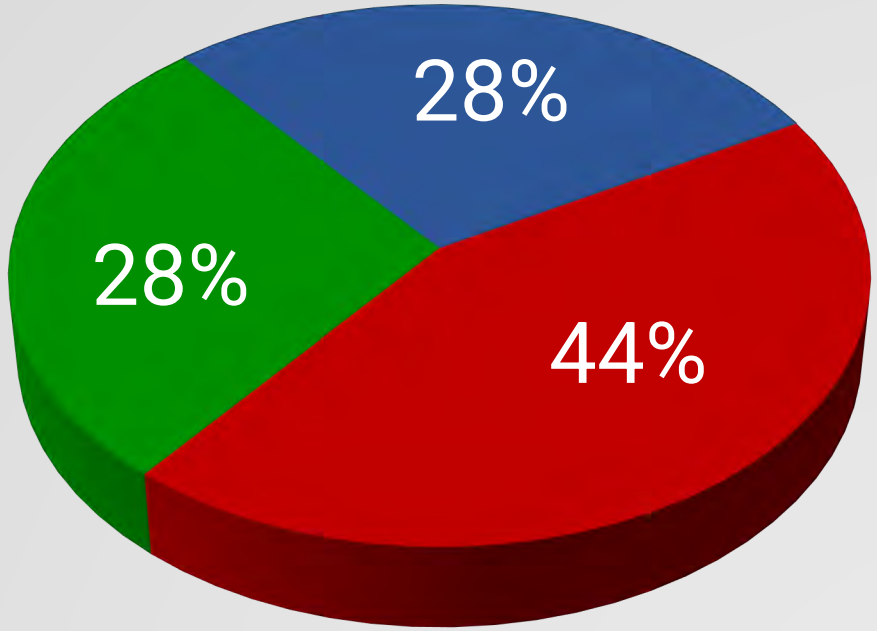
September 2023



- Right Direction
- Wrong Track
- No Opinion

Definitely Right Dir.	8%
Probably Right Dir.	24%
Definitely Wrong Trk.	26%
Probably Wrong Trk.	21%

April 2022



- Right Direction
- Wrong Track
- No Opinion

Colorado Public Education Issues Opinion Survey, September 2023, 1,550n, +/- 2.5% MoE

Magellan Strategies

Reasons why 32% of Coloradans think public schools in their area are headed in the right direction.

Please describe the reasons why you think public schools in your area are headed in the right direction.

Themes
A focus on quality education
Support and resources for teachers and the well-being of students
Dedicated educators and high-quality teaching

"I think they are doing the best they can with what they have. With the nationwide teacher shortage, I don't know that they will continue to be able to provide children with a high level of education. They need to be paid better!" **-Female, 35-44, Democrat, Western Slope Region**

"The educators work tirelessly to ensure that students experience a high-quality education and adapt to meet each learner's needs. The problem lies with administrators at the district, state, and federal levels." **–Female, 35-44, Republican, Weld-Larimer Region**

"Dedicated teachers and staff show up to support students every day despite challenges. Most of them care about students a great deal." **-Male, 35-44, Unaffiliated, El Paso & South Region**

"They teach love of country; they reject liberal policies that promote sex change, abortion, LGBTQ agenda, sexual conditioning and belief that parents have the right to know." **-Female, 65+, Republican, Eastern Plains Region**

"Our local school district has moved to standards-based grading, which I think is better than the arbitrary a through F type grading. I also feel that they manage their money very well." **-Male, 55-64, Democrat, Mountain Region**

"Our local schools have made incredible growth onstage assessments. They have worked tirelessly to educate our students and their families. They deserved the raise they got this year as well as the 4-day school week. The schools involve the community in many areas and work together with all stakeholders to increase student achievement." **-Male, 35-44, Other, Southwest Region**

Reasons why 47% of Coloradans think public schools in their area are off on the wrong track.

Please describe the reasons why you think public schools in your area are off on the wrong track.

Themes
Too much focus on social and political issues. Either too “woke” or too conservative.
Schools have moved away from teaching the basics of math, reading, writing, science.
Safety, discipline, student behavior concerns.

“There are ideological people who are taking over the school board and whipping up fear and culture wars like CRT and making teachers miserable.” **-Female, 55-64, Democrat, Eastern Plains Region County**

“Children are not being taught basic education, reading, writing, etc, but rather how to accept everyone. Education can do that, but we need to stick to the basics. We are falling behind as a nation in education.“ **-Female, 65+, Republican, El Paso & South Region**

“Local schools are not designed to address the complex needs of students in this day and age. Officials need to reimagine what education means to today’s student and ultimately settle on what they are able to commit to providing.” **-Female, 35-44, Unaffiliated, Metro Region**

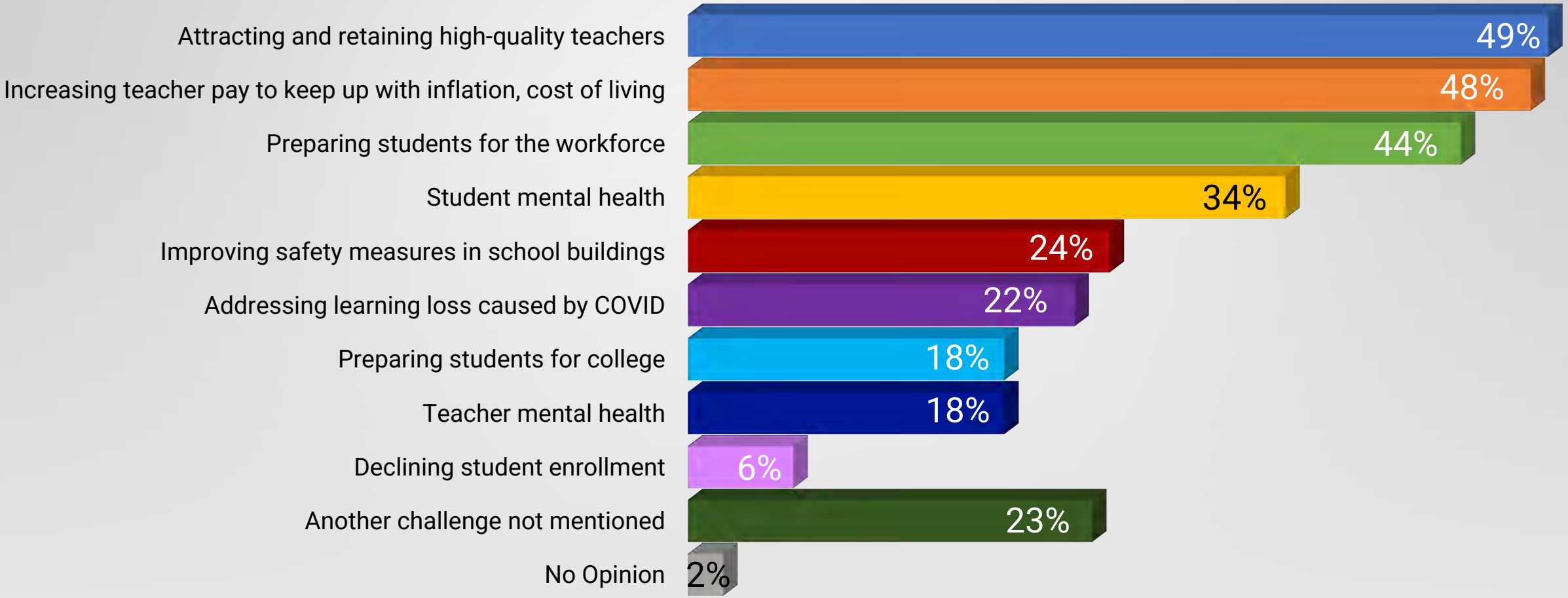
“I don't think traditional education is serving the children. Developing critical thinking skills should be of high importance, as well as social and emotional development. Testing well is neither important in real life nor indicative of intelligence. I think project-based education with more freedom to choose topics would be a better model.” **-Female, 45-54, Democrat, Mountain Region**

“I feel they have embraced too much woke ideals and the LGBQ traits, the Critical Race Theory, and gender ideology even to the point of identifying as a Furry. It’s time To get back to the basics. Reading writing and arithmetic and history and civics.” **- 65+, Republican, Western Slope Region**

“Do not indoctrinate. Just teach the needed skills. Teacher opinions have no place in the classroom. Let the parents teach values.” **-Female, 55-64, Unaffiliated, Southwest Region**

Ranking School District Priorities

Among the following challenges facing public schools in Colorado, please choose three that you think school districts should be addressing the most.



A Summary of Responses Among the 23% of Residents Who Answered “Another Challenge Not Mentioned”

Curriculum and Educational Content:

- Teaching relevant material.
- Focus on fundamentals such as reading, writing, and arithmetic.
- Educating students on critical thinking, life skills, and financial basics.
- Addressing inclusivity and representation in history.
- Bringing back art, music, vocational education, and student-led learning.

Political and Social Concerns in Education:

- Concerns about teachers pushing political agendas and personal ideologies.
- Keeping politics and religion out of the classroom.
- Avoiding "woke" education.
- Respecting parental input in children's education.

A Summary of Responses Among the 23% of Residents Who Answered “Another Challenge Not Mentioned”

Student Safety and Well-being:

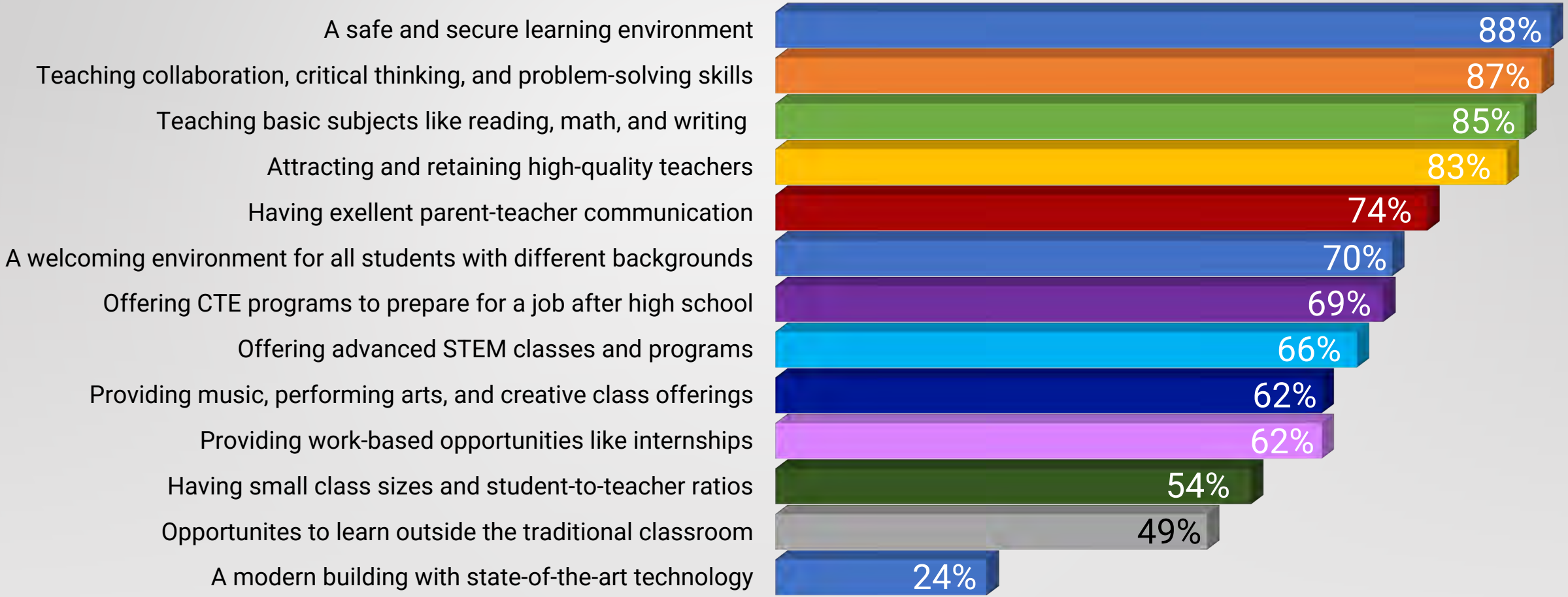
- Addressing bullying and ensuring the safety of students from violence, including gun violence.
- Addressing and preventing sexual assault.
- Improving mental health support for both students and teachers.
- Ensuring environments are conducive to learning, such as providing proper HVAC systems.

Support for Diverse Learning Needs:

- Assisting in the integration and acceptance of children with disabilities.
- Providing more resources and education for special needs students.
- Training teachers to understand and support students with learning or mental disabilities.
- Addressing issues related to student behavior and offering support for teachers in managing classroom discipline.

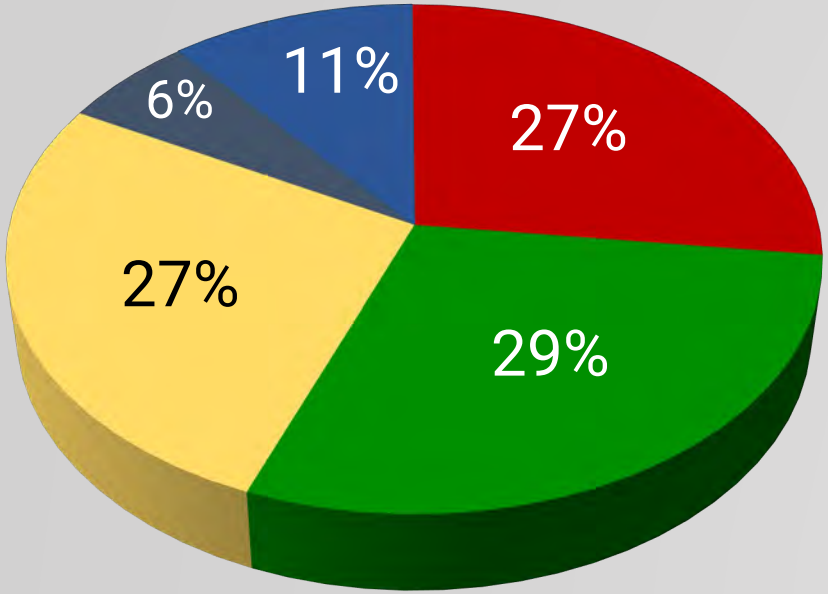
Opinion of Attributes in Developing Great Schools

Please indicate the importance of the following school attributes and characteristics in developing great schools. (Ranked by very important percentage)

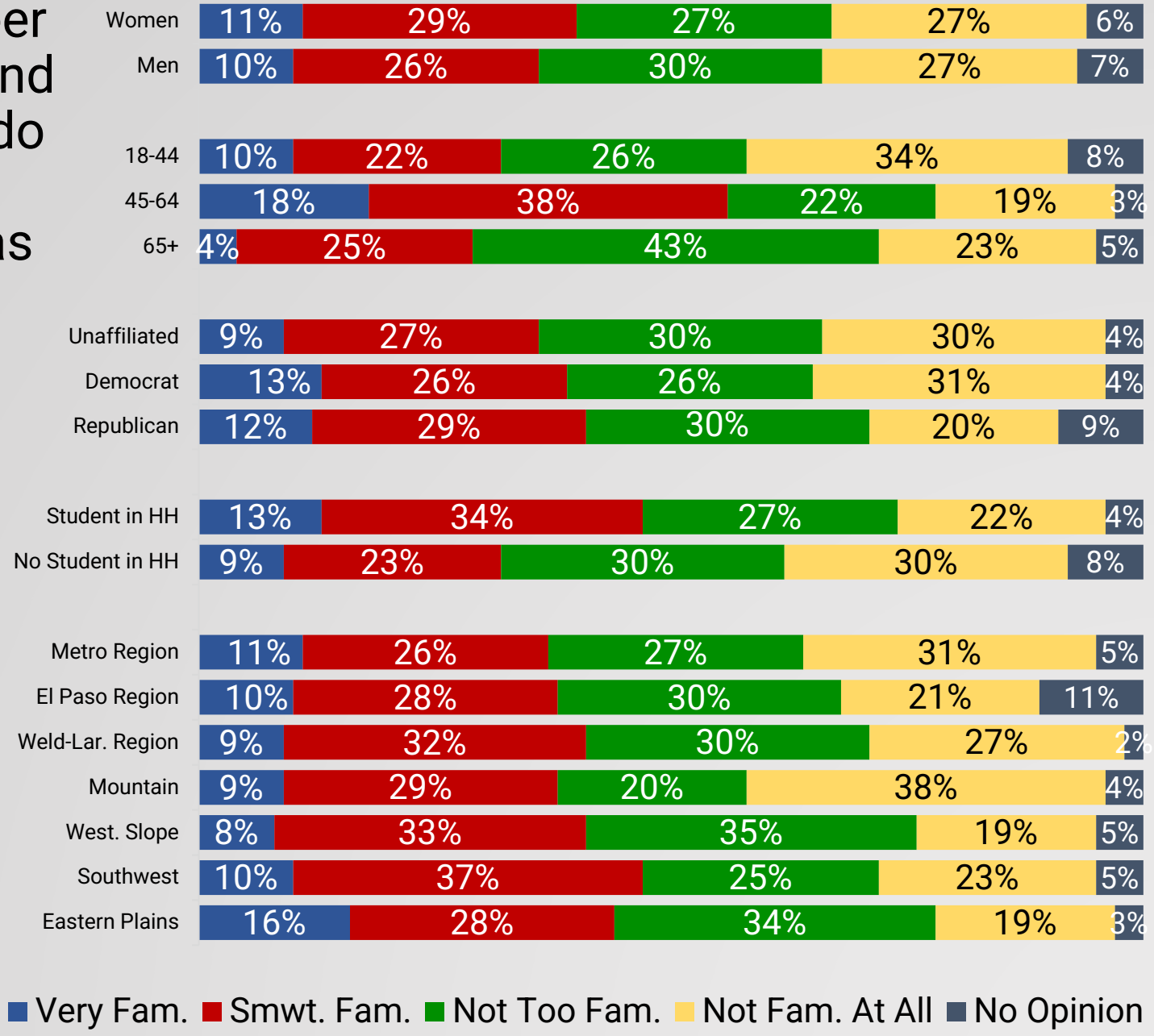


How familiar are you with the Career and Technical Education classes and programs offered by many Colorado school districts? Professional educators refer to these classes as "CTE Programming."

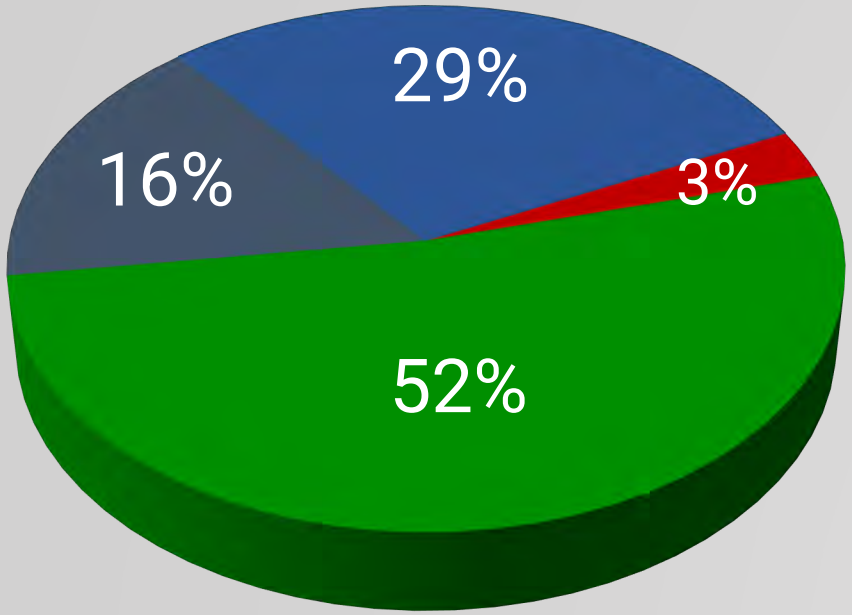
Very and Somewhat Familiar	38%



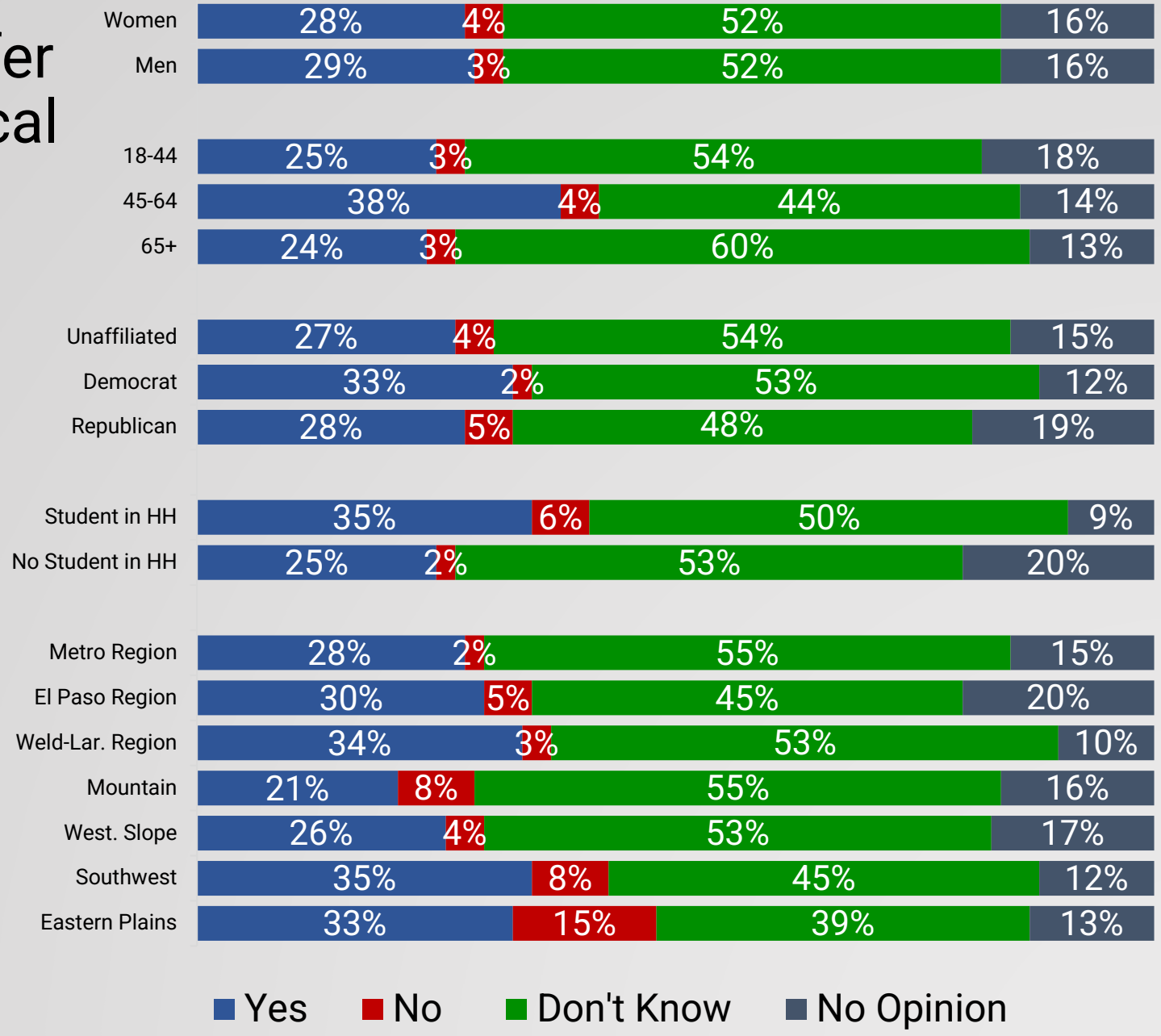
Very Familiar
Somewhat Familiar
Not Too Familiar
Not Familiar at All
No Opinion



Does your school district offer students Career and Technical Education classes and programs?



Yes
No
Don't Know
No Opinion



Colorado Public Education Issues Opinion Survey, September 2023, 1,550n, +/- 2.5% MoE

Magellan Strategies

Respondent Education of Career and Technical Education Programming

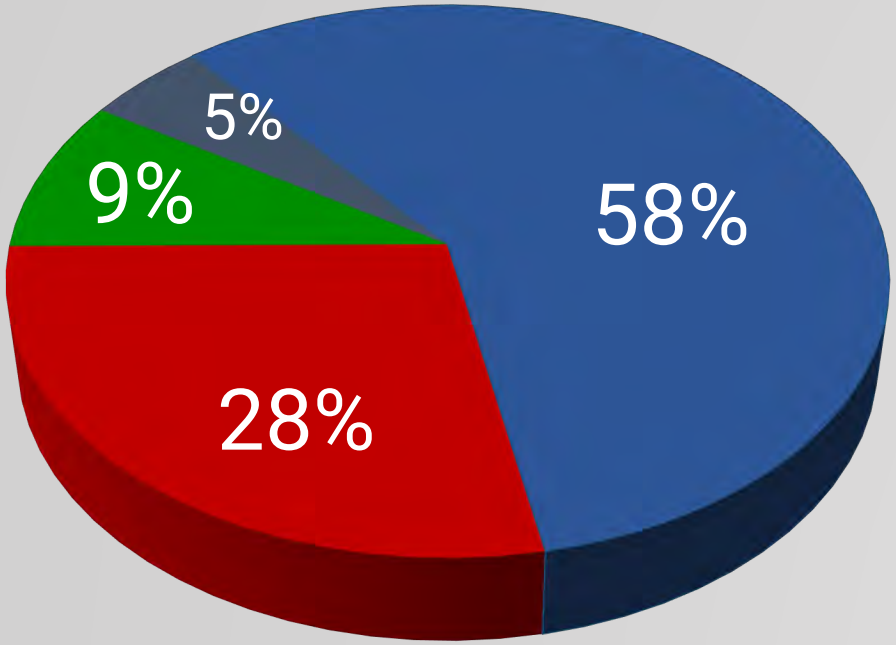
Career and Technical Education (CTE) are programs where the school district partners with local industry leaders to provide students with opportunities to advance their post-secondary education, earn industry certificates, and provide work-based learning opportunities in several career “pathways.”

These programs give students a competitive advantage as they enter college, the military, or start a career in the following areas:

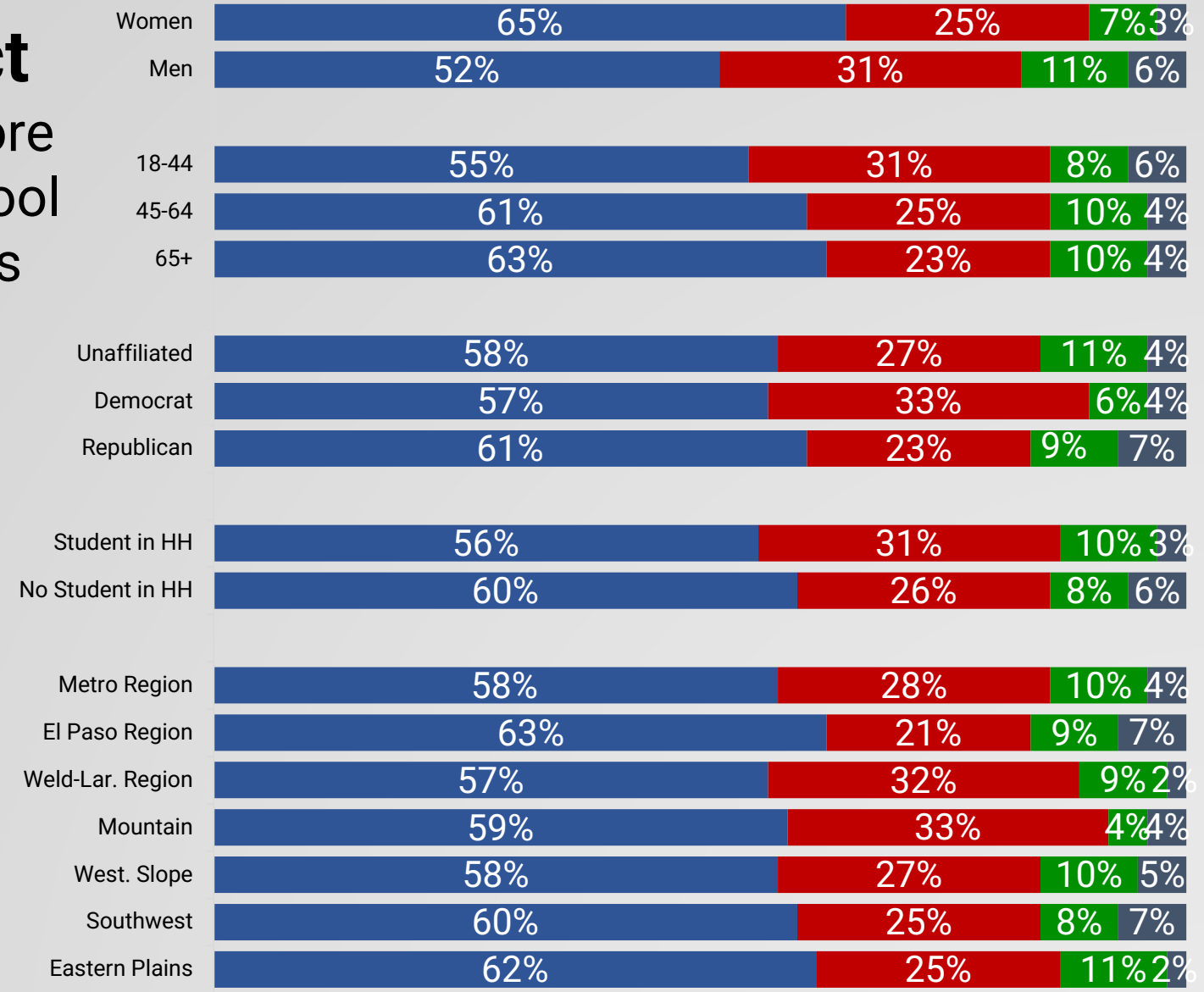
- Arts & Media Design
- Criminal Justice & Public Safety (Fire, Law Enforcement, EMS)
- Health Sciences, Nursing, Behavioral & Mental Health
- Hospitality, Food Production & Education
- Construction, Manufacturing & Skilled Trades (Such as Welding)
- Automotive Technology, Collision Repair & Refinishing
- STEM Education & Information Technology
- Business & Marketing

CTE Programming Impact

Knowing this, would you have a more favorable opinion of your local school district if they offered CTE classes and programs?



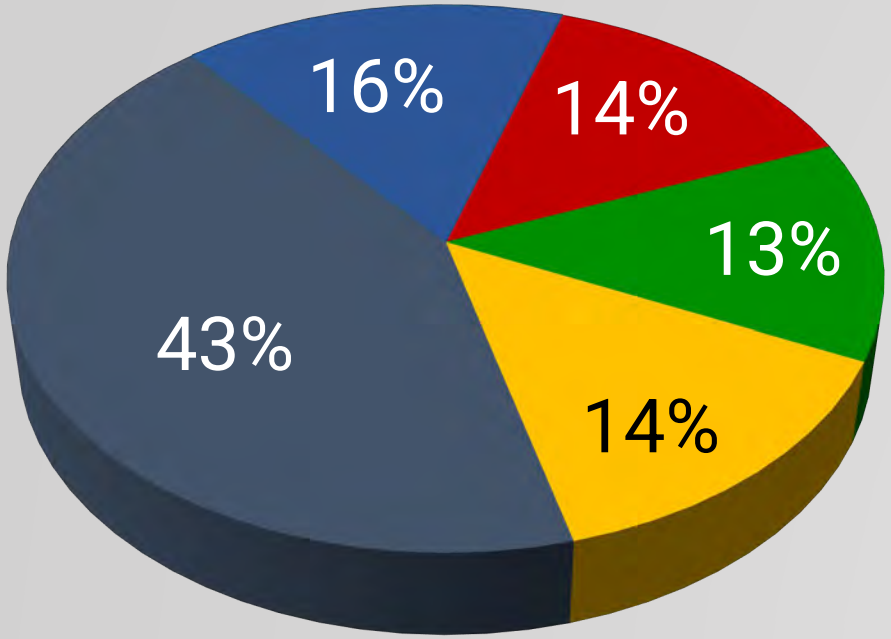
- Yes, much more favorable
- Yes, somewhat more favorable
- No, does not change my opinion
- No Opinion

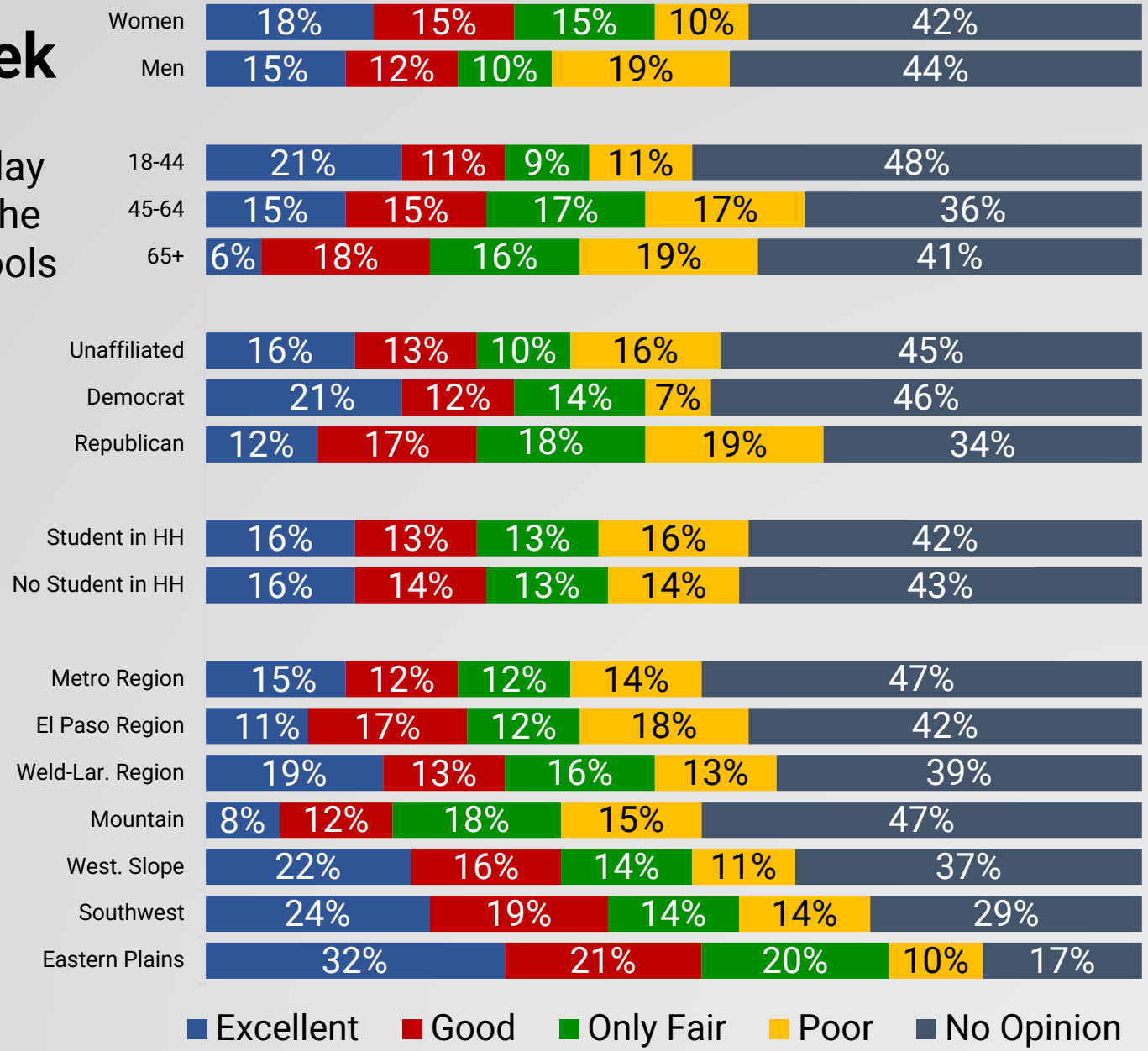


Opinion of Four Day School Week

As you might be aware, more than 100 school districts in Colorado have transitioned to a four-day school week. Knowing this, how would you rate the quality of education for students who attend schools with a four-day school week?

Excellent and Good	30%





Colorado Public Education Issues Opinion Survey, September 2023, 1,550n, +/- 2.5% MoE

Magellan Strategies

Respondent Education and Opinions of School Consolidation and Closure

Many school districts in Colorado will eventually have to address the issue of declining student enrollment. For example, some elementary schools designed to hold 400 to 450 students today have just 300 students.

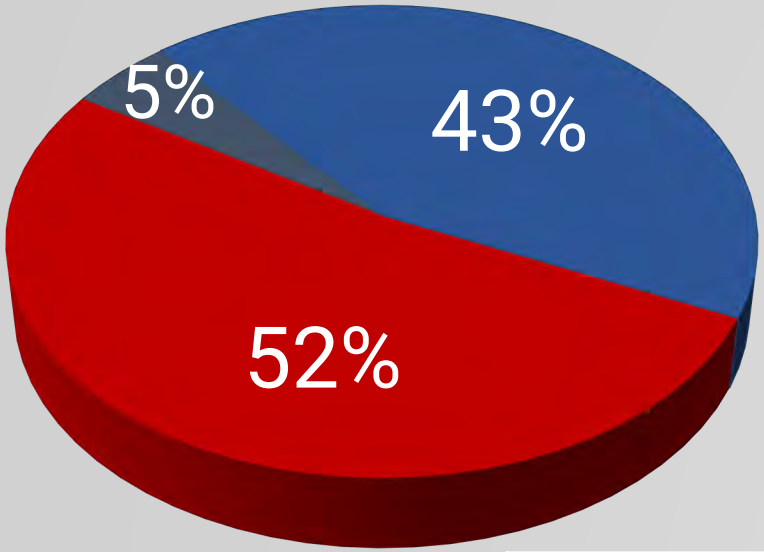
Unfortunately, many smaller elementary schools have limited access to special classes like art, music, and physical education, and grade levels may be combined into one classroom.

In addition, the cost per student to operate schools with smaller enrollments is more than the cost of operating schools with full or nearly full enrollments. This creates a tough decision for school districts, where the merging or closing of schools needs to be considered.

Knowing this, do you think school districts should do everything possible to keep all schools open, or should districts consider merging or closing schools with smaller enrollment numbers?

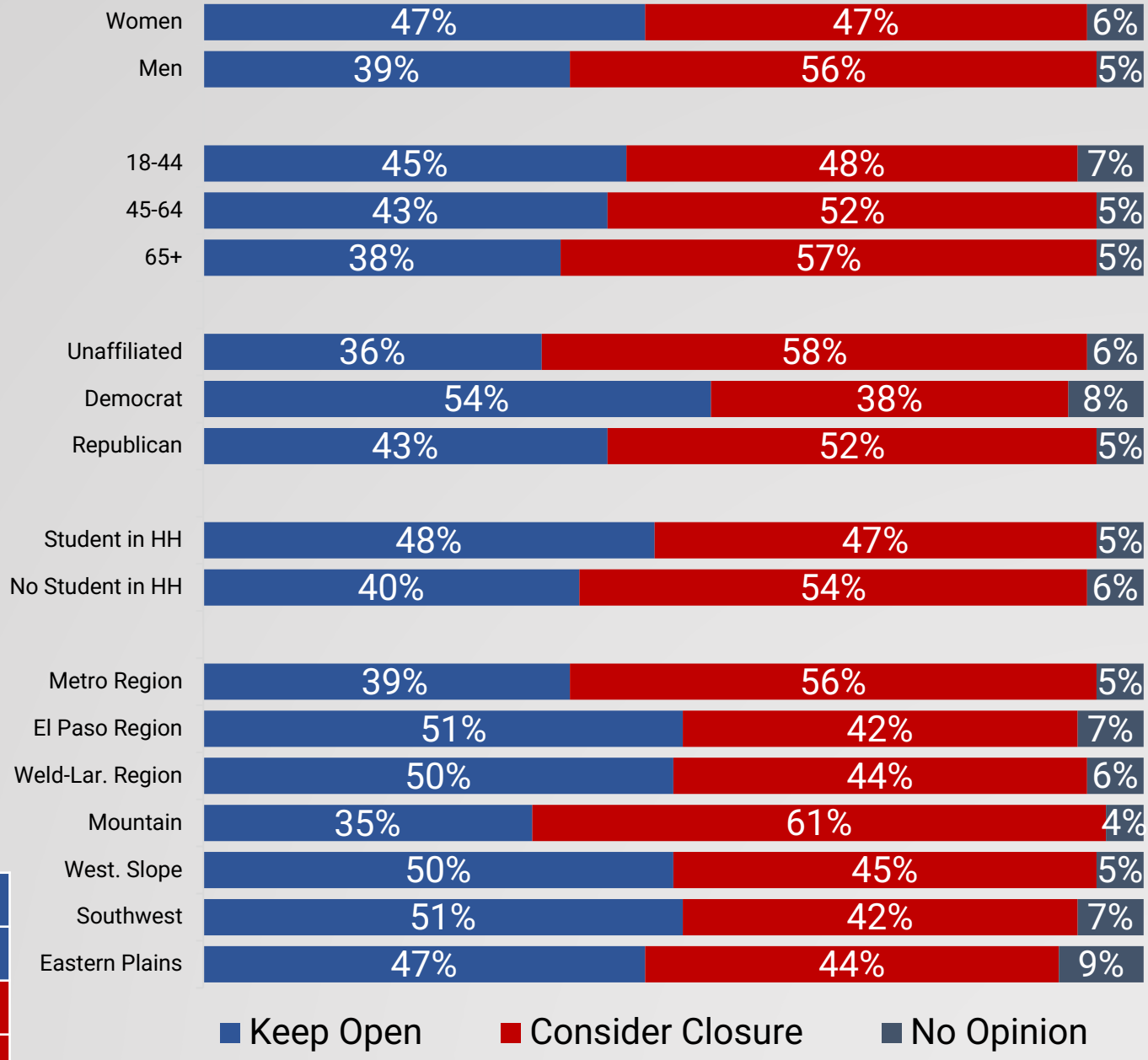
Opinion of School Closures

Knowing this, do you think school districts should do everything possible to keep all schools open, or should districts consider merging or closing schools with smaller enrollment numbers?



- Total Keep Open
- Total Consider Closure
- No Opinion

Definitely Keep Open	22%
Probably Keep Open	21%
Definitely Consider Closure	17%
Probably Consider Closure	35%



Colorado Public Education Issues Opinion Survey, September 2023, 1,550n, +/- 2.5% MoE

Magellan Strategies

Opinions of Large and Small High School Environments

We are now going to describe two different kinds of high schools. After reading about each, please indicate which one you prefer your student attend.

"High School A" is a smaller school which allows for staff to have a better relationship with every student and provides more opportunities for participation in sports and other activities because, with a smaller student body, there is not as much competition.

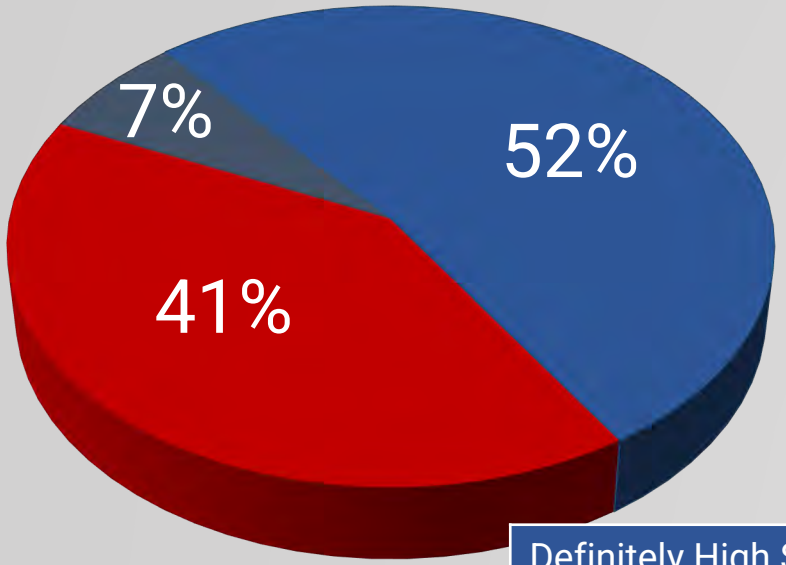
However, High School A offers limited courses and fewer activities like the student newspaper, art shows, debate club, and musical/theatre performances.

"High School B" is a large school that offers a broader range of student courses and activities. However, the size of High School B makes it more difficult for staff to have close relationships with every student.

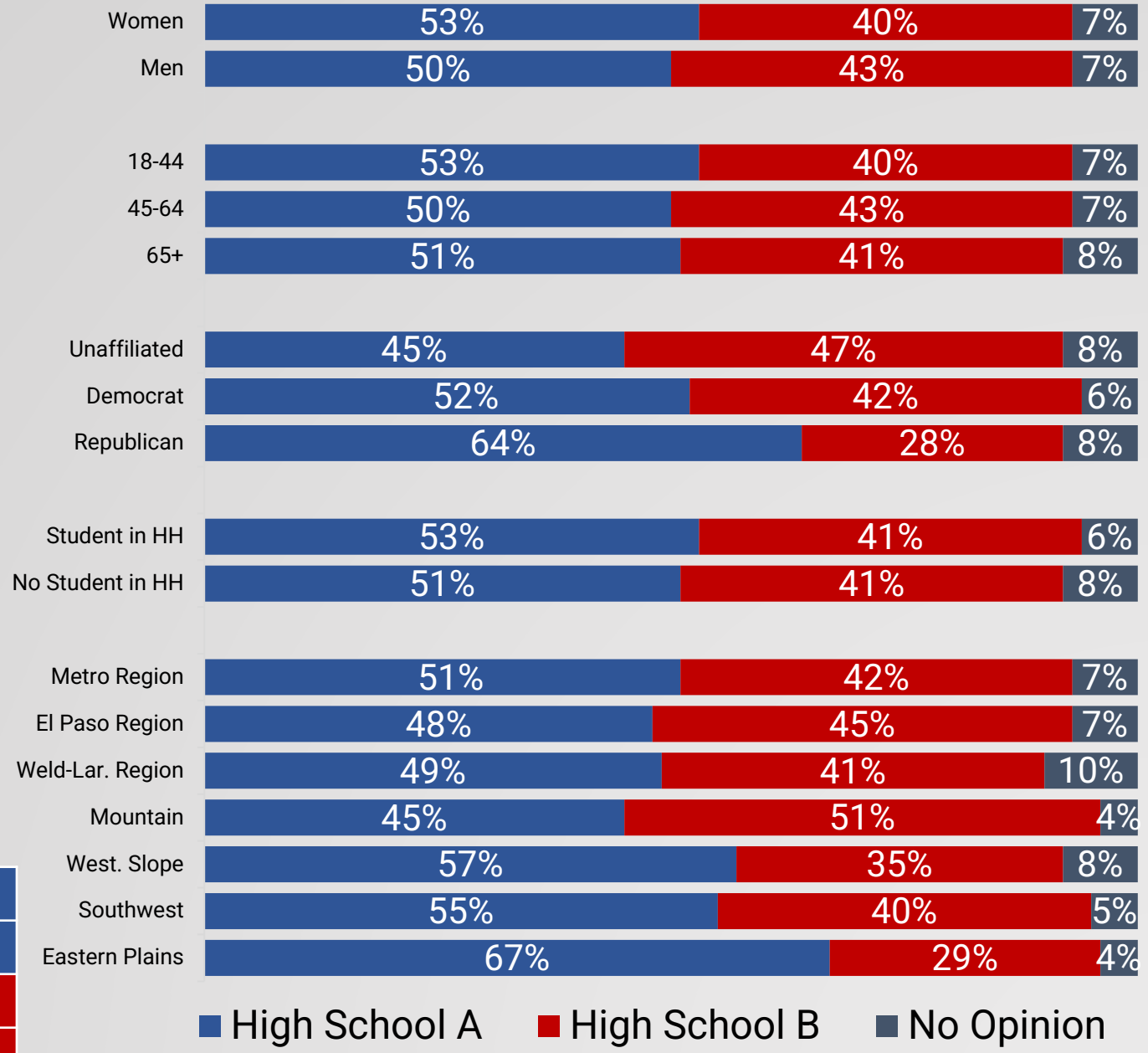
Knowing this, which High School would you want your student to attend?

Opinion of Large & Small High School Environments

Knowing this, which High School would you want your student to attend? (High School A is small, High School B is big)



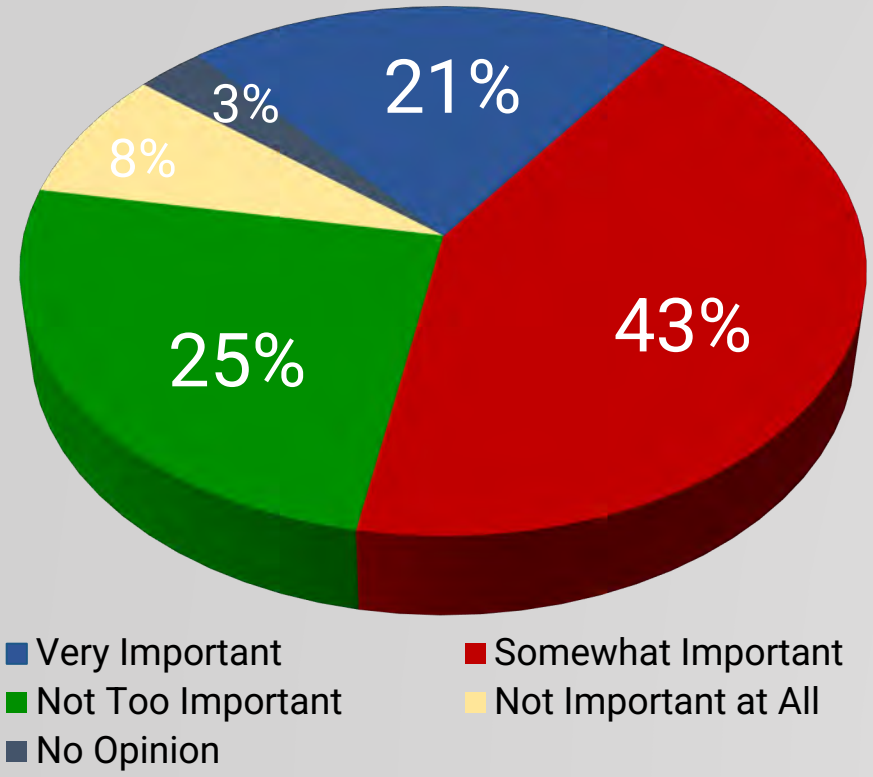
Definitely High School A	26%
Probably High School A	26%
Definitely High School B	11%
Probably High School B	30%

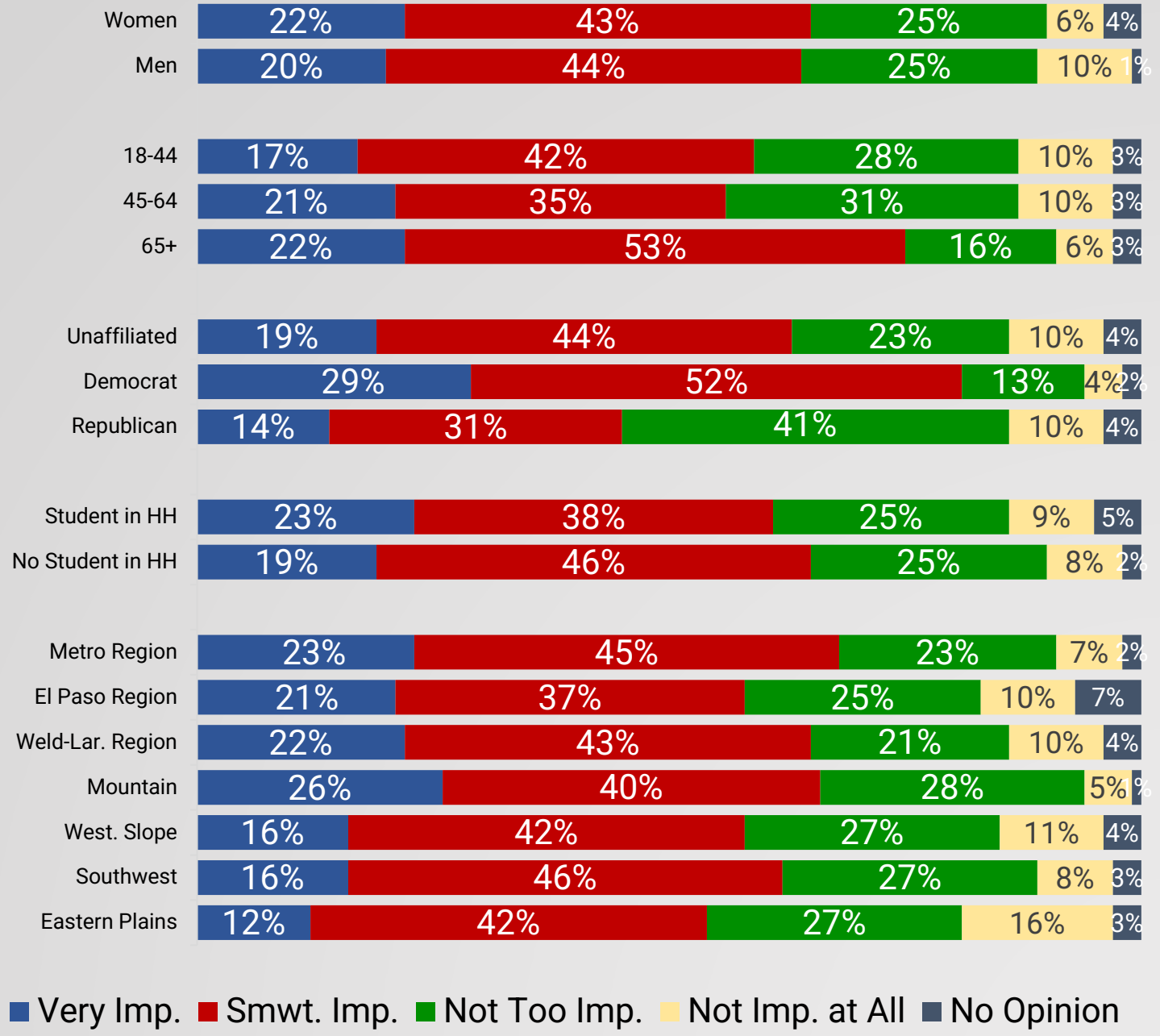


Opinion of the Importance of Earning a Four-Year Degree

How important is it to earn an undergraduate degree from a four-year college or university?

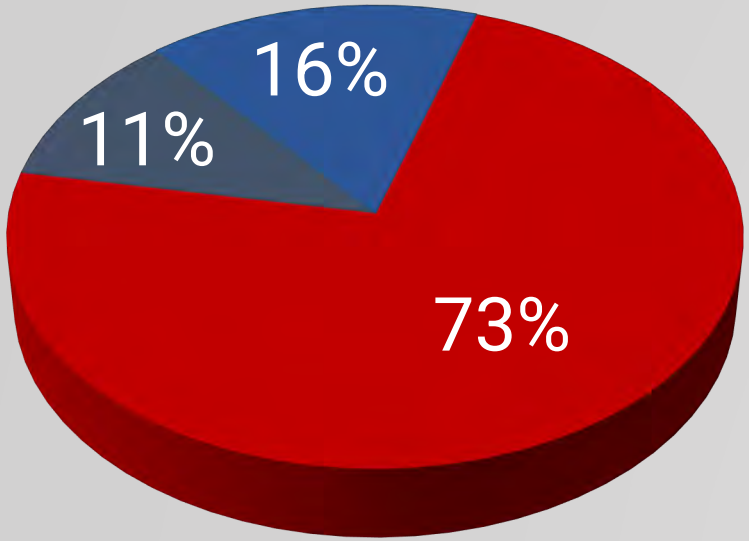
Very and Somewhat Important	64%





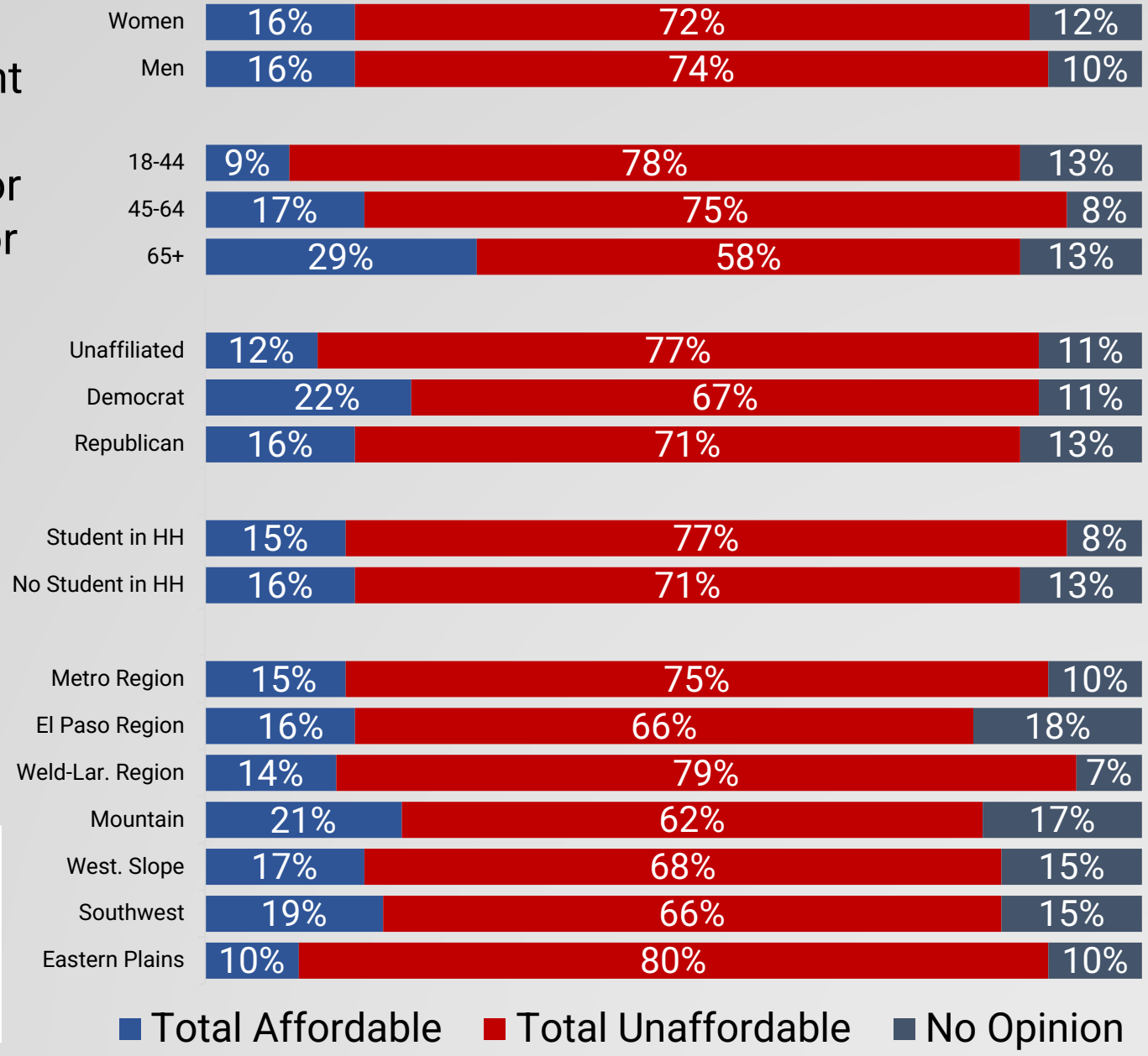
Opinion of College Affordability

How affordable is it for a Colorado resident to earn an undergraduate degree from a public, state-supported Colorado college or university like the University of Colorado or Colorado State University?



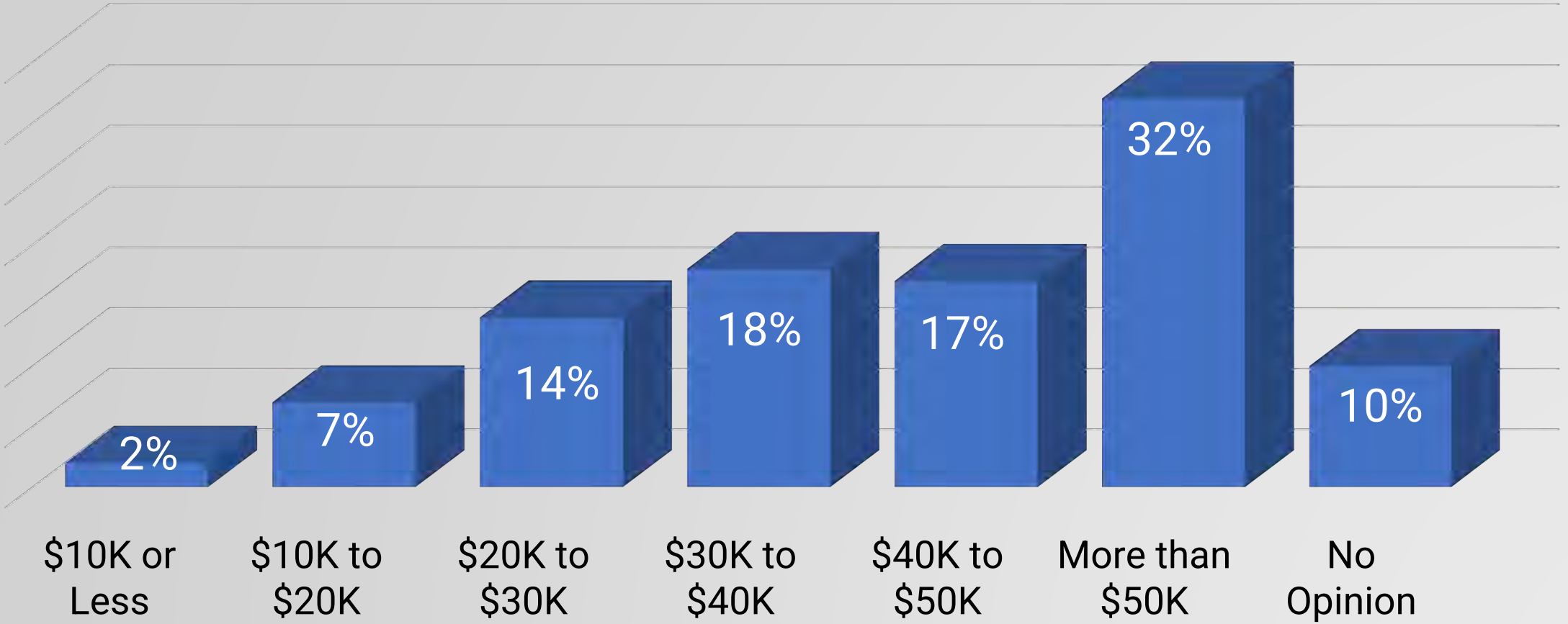
- Total Affordable
- Total Unaffordable
- No Opinion

Very Affordable	2%
Somewhat Affordable	13%
Very Unaffordable	45%
Somewhat Unaffordable	28%



Opinion of College Debt Amount for an In-State Resident

What do you think is the average amount of student debt a Colorado resident has when they graduate from a public, state-supported Colorado college or university?

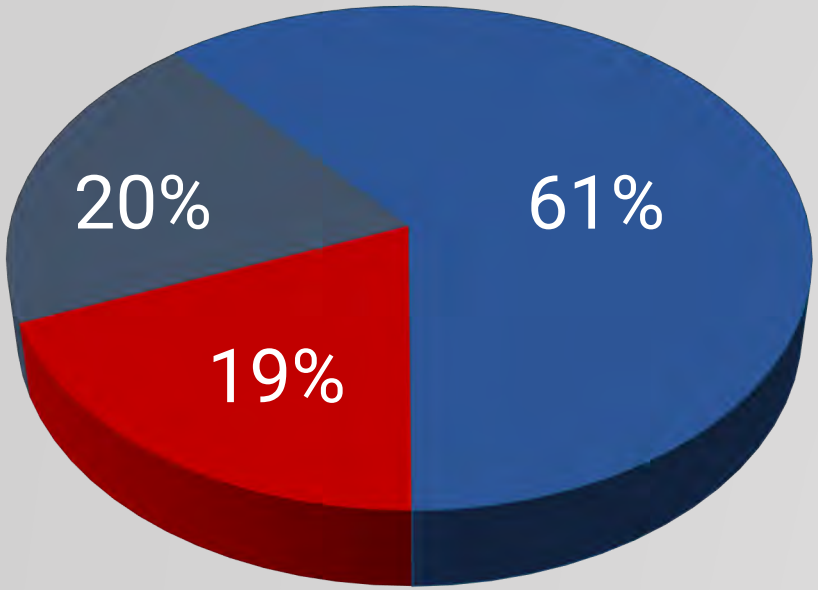


Colorado Public Education Issues Opinion Survey, September 2023, 1,550n, +/- 2.5% MoE

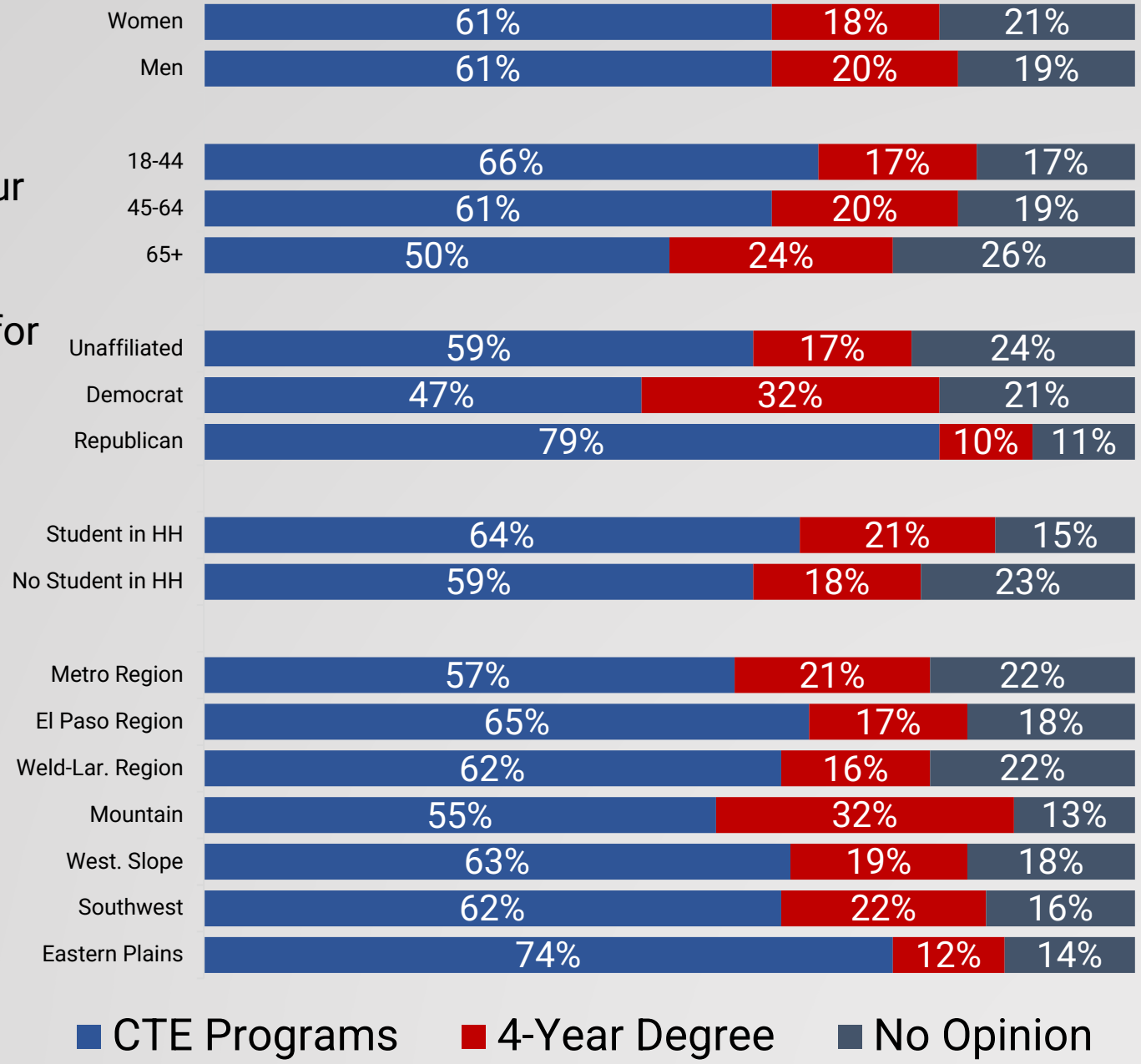
Magellan Strategies

Opinion of CTE Programs vs. Attaining a 4-Year Degree

Which of the following do you think should have greater importance for high school students in your school district? Learning and obtaining industry training and certifications through Career and Technical Education (CTE) programs or preparing for college to attain a four-year degree?



- CTE Programs
- Four Year Degree
- No Opinion



Reasons why 61% think CTE programs are more important for high school students in their area than attaining a 4-year degree.

Please describe the reasons why you think CTE programs are more important.

Themes
Affordability and debt concerns.
Practical skills that lead to immediate job opportunities.
College is not for everyone.

"I live in a rural area, and our youth have nothing available to achieve life skills or jobs. For many, college is not a desire, but having a trade might be more beneficial." **-Female, 55-64, Democrat, Eastern Plains Region**

"Most young people with a college degree can't find a job because their degrees are worthless, and they are saddled with huge student loan debts. A CTE program, while also doing an apprenticeship, would guarantee a job, a career, an income, experience on the first day after apprenticeship, and no huge debts." **-Male, 55-64, Other, El Paso & South Region**

"A college education no longer guarantees a student a job. There are many jobs that are in high demand that cannot be outsourced, such as electricians, mechanics, florists, and hairdressers. The list goes on and on. We need to prepare students for these jobs as college search-educated students do not have the training for these types of positions." **-Male, 55-64, Democrat, Mountain Region**

"We have a drastic shortage of "blue collar" workers, and giving students a chance to work right after high school to earn a living is critical, particularly with so few being able to afford college without major scholarships." **-Female, 35-44, Other, Weld-Larimer Region**

"CTE programs are more important because they allow students to obtain skills they will use for the rest of their lives rather than just putting them in debt. A lot of people who go to college end up in debt, and most don't even end up in a career relating to their degree." **-Female, 18-34, Other, Southwest Region**

Reasons why 19% think preparing for college to attain a 4-year degree is more important than CTE programming for high school students in their area.

Please describe the reasons why you think college and a 4-year degree are more important.

Themes
Career opportunities and economic stability.
Personal development and critical thinking.
Societal expectations and future readiness.

"College not only furthers a kid's education, but it teaches critical thinking skills, matures their sense of the world around them, etc. It is a vital experience for a well-rounded young adult." **-Female, 35-44, Democrat, Weld-Larimer Region**

"College provides more of a general education, so it allows for a career in several different fields. Usually, they are higher paying jobs and provide a better life for future generations." **-Female, 35-44, Republican, Western Slope Region**

"This accomplishes two important goals. First, it broadens a student's understanding of the world, which leads to a more fulfilling life. Secondly, it opens up more rewarding and lucrative job opportunities." **-Male, 65+, Democrat, Southwest Region**

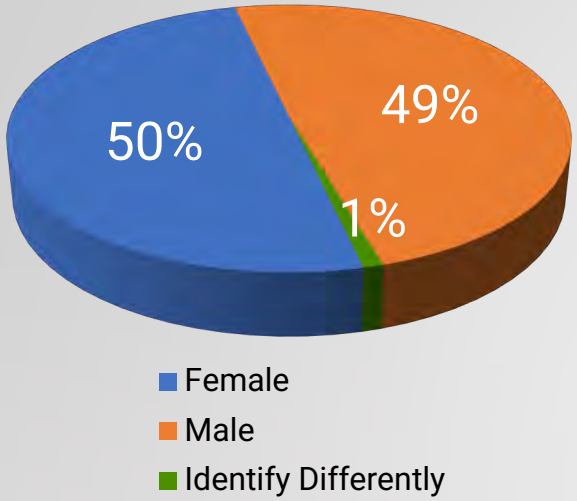
"In the long run, a college degree means higher earnings and better opportunistically for most graduates—but also because college teaches critical thinking skills not typically unlearned in high school and provides more flexibility in job opportunities as one age — the skills taught in a rigorous liberal arts college can translate to many different careers." **-Female, 65+, Democrat, Metro Region**

"Because automation will decimate the entire blue-collar and tradesman industries. Unless we embrace Universal Basic Income in the wake of the coming AI changes to our society, these CTE training programs will be useless." **-Male, 35-44, Democrat, Eastern Plains Region**

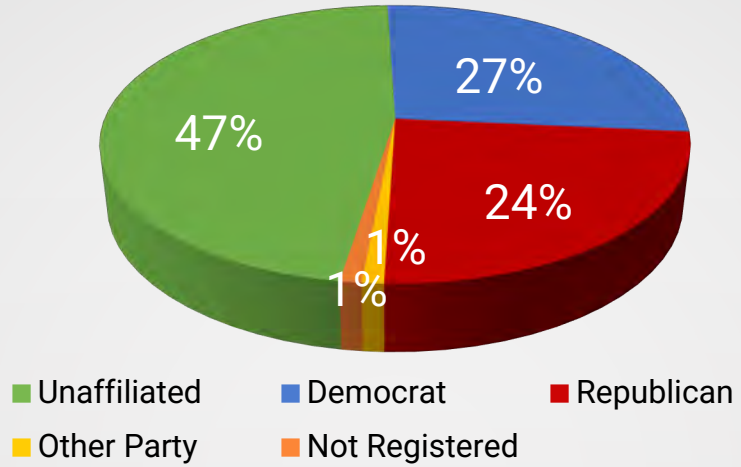
"Mostly for the experience- getting out of your neighborhood, meeting more diverse groups, and exploring a variety of interests. However, I think both undergrad and technical training should be far more accessible and affordable." **-Female, 18-34, Democrat, El Paso & South Region**

Survey Demographics

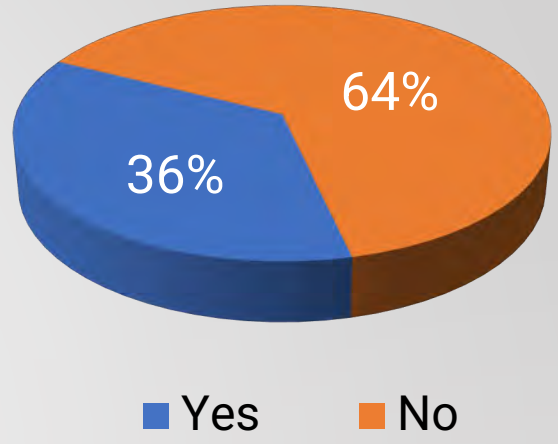
Gender



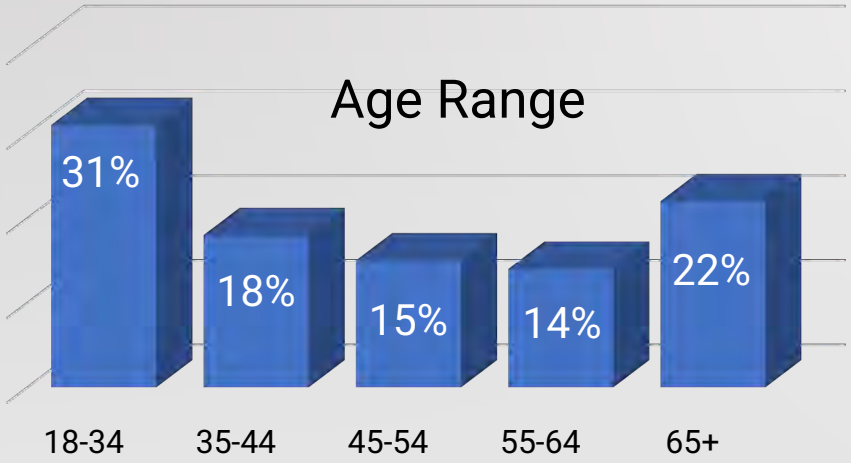
Party Affiliation



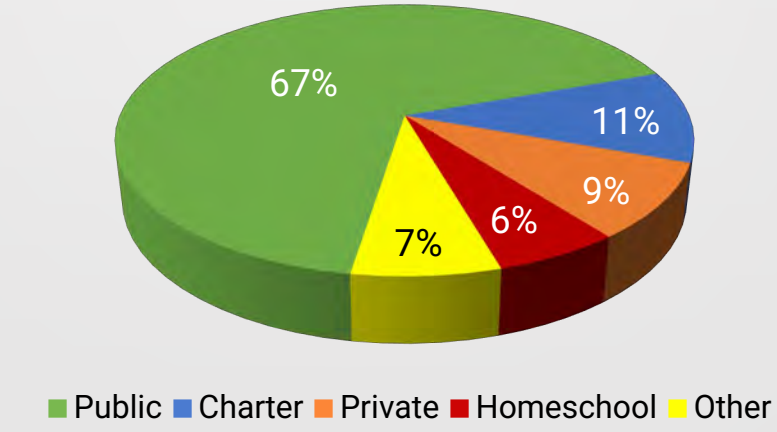
Student in HH



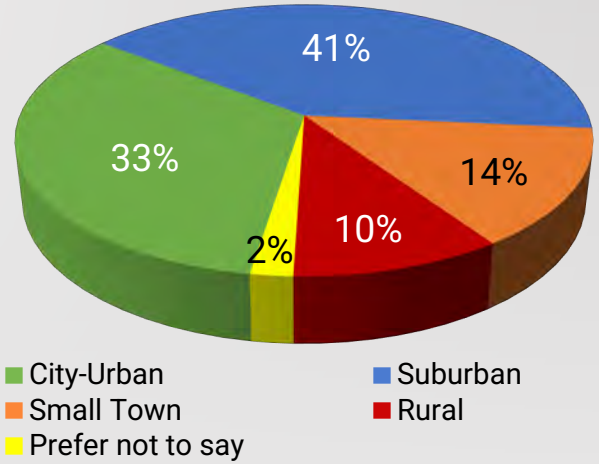
Age Range



Type of School

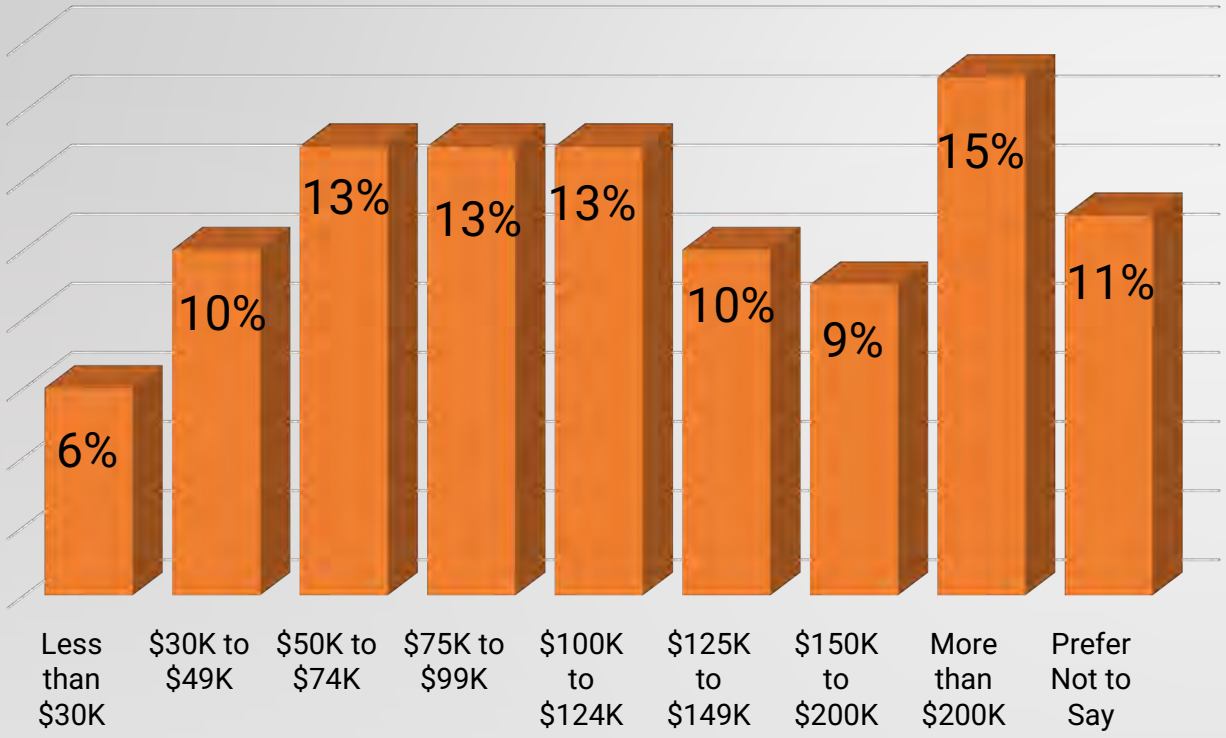


Type of Area

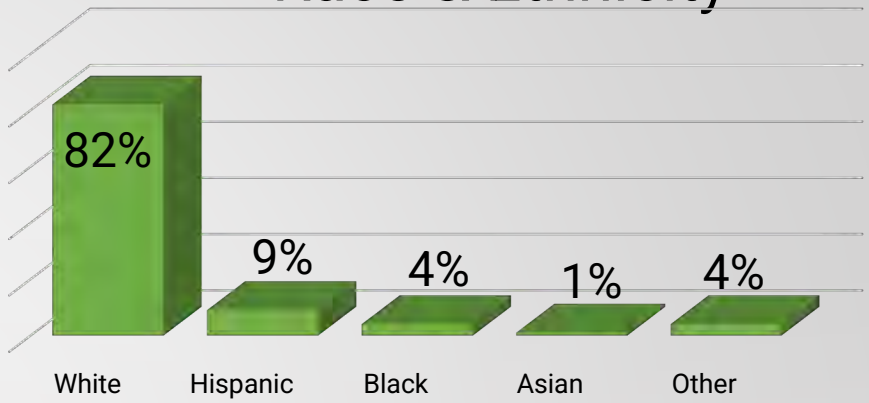


Survey Demographics

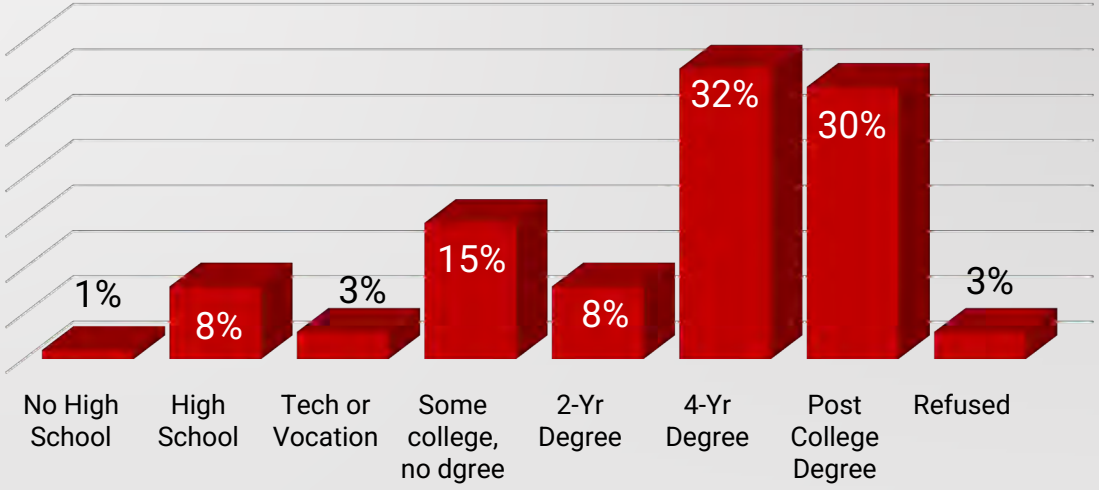
Household Income



Race & Ethnicity



Education



Colorado Housing and Land Use Opinion Survey, September 2023, 779n, +/- 3.51% MoE

David Flaherty
Courtney Sievers
Ryan Winger
Katie Witt

4800 Aspen Creek Drive
Broomfield, CO 80023
MagellanStrategies.com
(303) 861-8585

Brand and Reputation
Colorado State University

COLORADO STATE UNIVERSITY

CSU Brand and Reputation

CSU System Board of Governors
February 8-9, 2024

COLORADO STATE UNIVERSITY

University Marketing and Communications Overview

We are guided by …

CSU System Strategic Priorities	• Student Success & K12 Relationships • Land Grant Priorities • Innovation • Campus Collaborations • Healthy Campuses
CSU Campus Priorities	• Student success • World-class academic and research programs • Institutional competitiveness • Outreach and impact around the state and world • Strengthening our democracy
UCM Purpose and Mission	• To illuminate and elevate CSU's mission by connecting people across the university and creatively sharing stories of impact with local and global communities.
UCM Areas of Impact	• Driving engagement through storytelling and experiences • Raising the profile and strengthening the brand and reputation of CSU • Bringing people and communities together

Our team …

Nancy Deller

AVP for Marketing and Brand Strategy

Tiana Kennedy

AVP of Communications for CSU and CSU System

Emily Seems

AVP for Community Affairs and Engagement

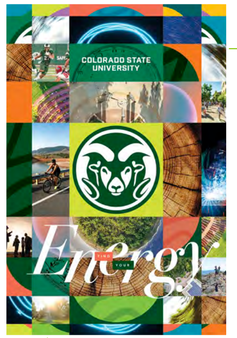
Kimberly Stern

AVP for Digital Strategy and Social Media

Connie Schimmels

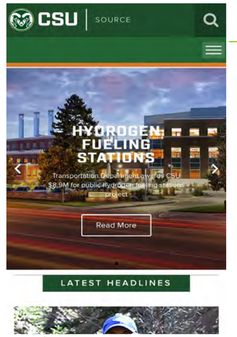
Chief of Staff

What we do ...



Marketing and Brand Management

- Graphic Design
- Advertising
- Branding



Strategic Communications

- Content Strategy
- Proactive Public Relations
- Crisis Communications and Issues Management
- CSU System Communications

Digital and Social Media

- Social Media
- Video & Photo
- SEO & Analytics

Community Affairs & Engagement

- Local Government Relations
- Regional Partnerships
- Concerts & Events

How we do it …

Serve as a hub for campus collaboration
Branding to support enrollment & awareness
High-impact integrated storytelling & PR
Crisis/Issues Management
Data/Metrics Driven
Building durable community connections
CSU Priorities
Student success
World-class academic and research programs
Institutional competitiveness
Outreach and impact around the state and world
Strengthening our democracy

Brand Campaign Update

Reaching prospective students and parents in support of CSU's enrollment goals

COLORADO STATE UNIVERSITY

Why Market Ourselves?

Prospective students do not have CSU top-of-mind.

Top Motivators for Consideration

n=461

IS A WELL-KNOWN SCHOOL	HIGHLY RANKED ACADEMIC PROGRAMS	RESOURCES TO SUPPORT STUDENTS	OPPORTUNITIES FOR HANDS-ON LEARNING	ALIGNS WITH PERSONAL VALUES/ETHICS
34%	28%	27%	27%	22%

Top Barriers to Consideration

n=349

LOCATED TOO FAR FROM MY HOME	DON'T KNOW ENOUGH ABOUT CSU	NOT A WELL-KNOWN SCHOOL	HIGH TUITION COST	DOESN'T ALIGN WITH PERSONAL VALUES/ETHICS
70%	67%	27%	22%	15%

Our Marketing Plan Parameters

Generate awareness of CSU's new branding message to reach key audiences

Target Audience	Geography	Timing
Primary Target Prospective Students and Parents / Families **Secondary Target** Colorado General Population	**Non-Resident** California Texas Illinois Arizona **Resident** Colorado (EN) *(Prospective students and greater community, alumni, staff, current students, etc.)*	**September 2023 - April 2024** **Rolling Launch**: Sept 21st– Jan 7th (16 weeks) **Sustain**: Jan. 8th – Feb. 18th (6 weeks) **Final Push**: Feb. 19th – April 14th (8 weeks)

Early Campaign Results

- **35 million** people have been exposed to the CSU brand in Phase 1
- Campaign has played a role on delivering **strong enrollment trajectory** for 2024-25

Enrollment Trajectory

- **Applications Are Up**
  - Increase of 8.1% over 2023; 9.18% over 2022
    - Non-Resident – Increase of 2.6% over 2023; 3.70% over 2022
    - Hispanic – Increase of 11.02% over 2023; 22.45% over 2022
  - We have exceeded Colorado resident goal for 2024 at 109.1%, the most applications we've ever received in CSU history
    - Increase of 14.72% over 2023; 15.69% over 2022

- **Focus now shifts to yield, maintaining top-of-mind awareness**

On track to surpass past market performance

Current numbers in January indicate we will surpass our goals by the end of the 2024 cycle.

*

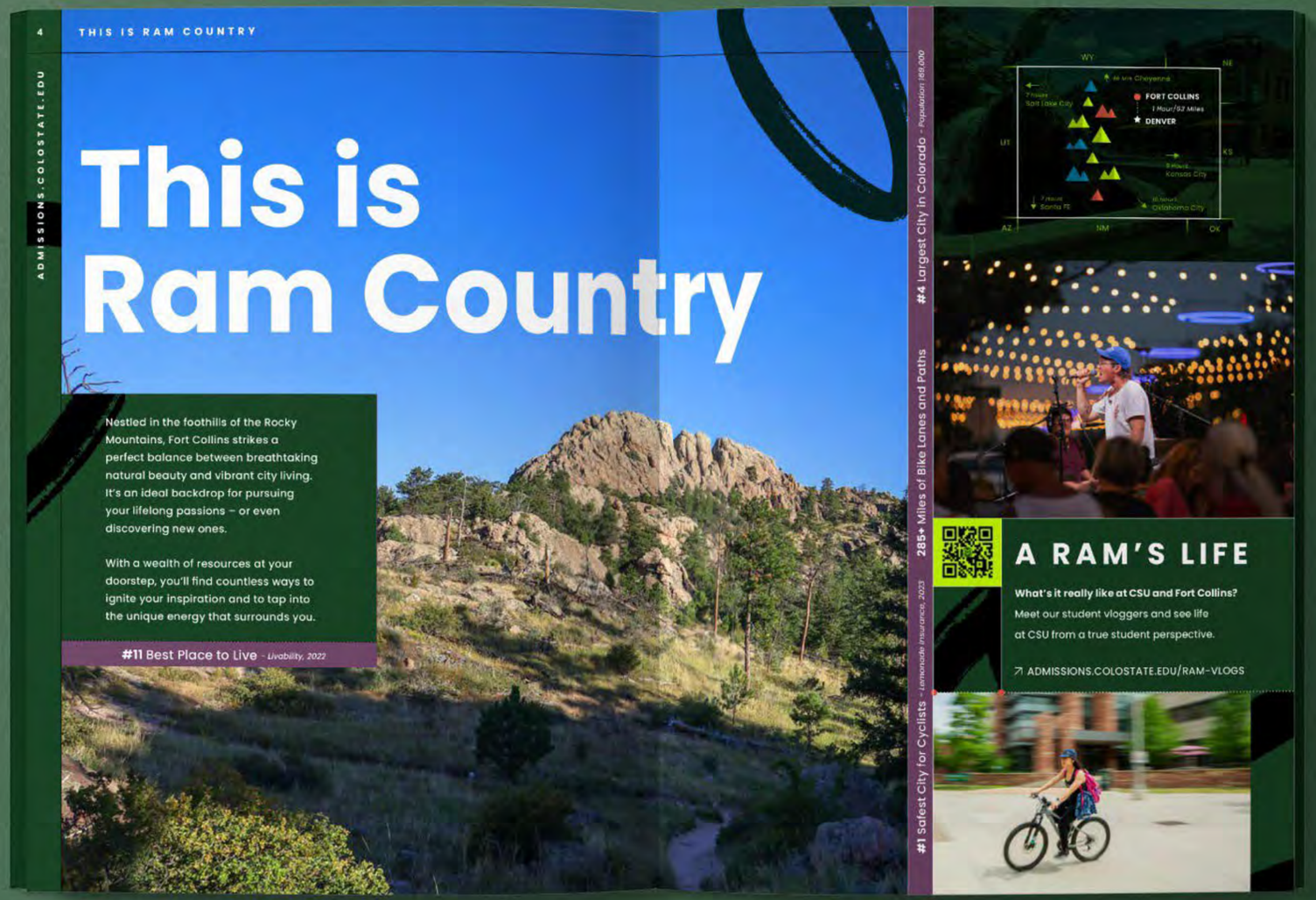
2023 Entry Term Texas	2024 Entry Term Texas	YoY Change
4.90% of inquires applied to CSU	5.50% of inquires applied to CSU	+12.24% YoY

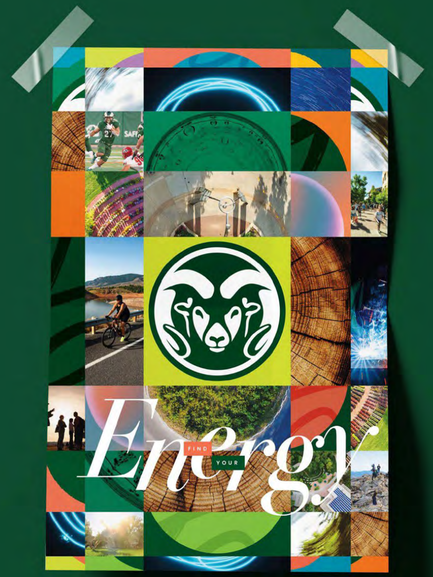
		2023 Entry Term (at end of cycle)				2024 Entry Term (as of Jan)	
State	Inquiries	Applications	Conversion		Inquiries	Applications	Conversion
AZ	3009	504	5.60%		2860	440	4.90%
CA	12317	4555	11.70%		12562	4359	10.80%
IL	4842	1433	9.20%		4863	1227	7.80%
TX	12713	2550	4.90%		10742	2061	5.50%
WA	2390	885	12.60%		2947	900	9.60%
WI	2036	349	7.50%		1470	281	6.10%
FL	3747	463	5.40%		3350	463	3.60%
MN	1960	595	10.40%		2292	509	6.70%
NM	2558	346	6.10%		2426	360	6.50%
OR	1574	567	12.40%		1871	534	9.90%
green = states with media							

*

The Work

admissions.colostate.edu
COLORADO STATE
UNIVERSITY


4
THIS IS RAM COUNTRY
ADMISSIONS.COLOSTATE.EDU
This is
Ram Country
Nestled in the foothills of the Rocky Mountains, Fort Collins strikes a perfect balance between breathtaking natural beauty and vibrant city living. It's an ideal backdrop for pursuing your lifelong passions – or even discovering new ones.
With a wealth of resources at your doorstep, you'll find countless ways to ignite your inspiration and to tap into the unique energy that surrounds you.
#11 Best Place to Live - Livability, 2022
#1 Safest City for Cyclists - Lemonade Insurance, 2023
285+ Miles of Bike Lanes and Paths
#4 Largest City in Colorado - Population 169,000
WY
NE
UT
KS
AZ
NM
OK
FORT COLLINS
1 Hour/52 Miles
DENVER
Cheyenne
Salt Lake City
Kansas City
Santa Fe
Oklahoma City
A RAM'S LIFE
What's it really like at CSU and Fort Collins?
Meet our student vloggers and see life at CSU from a true student perspective.
ADMISSIONS.COLOSTATE.EDU/RAM-VLOGS


Energy

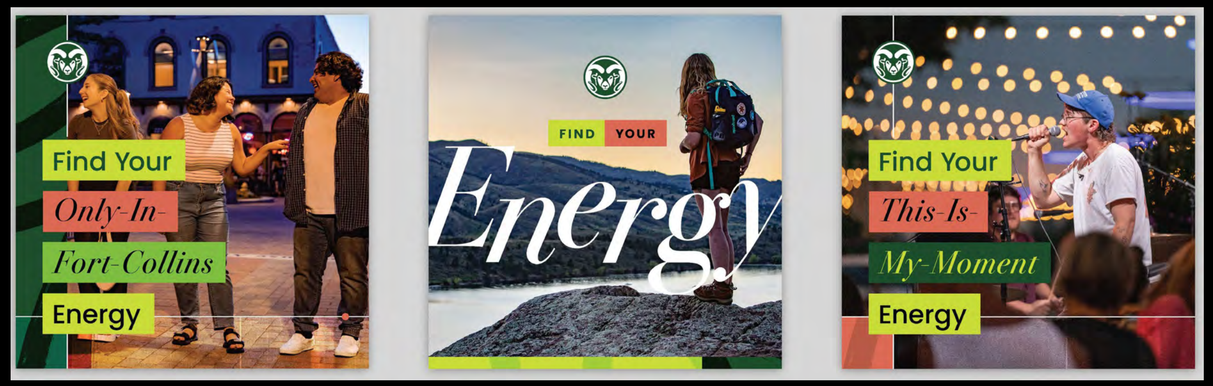
Find Your
Solution-
Seeking
Energy

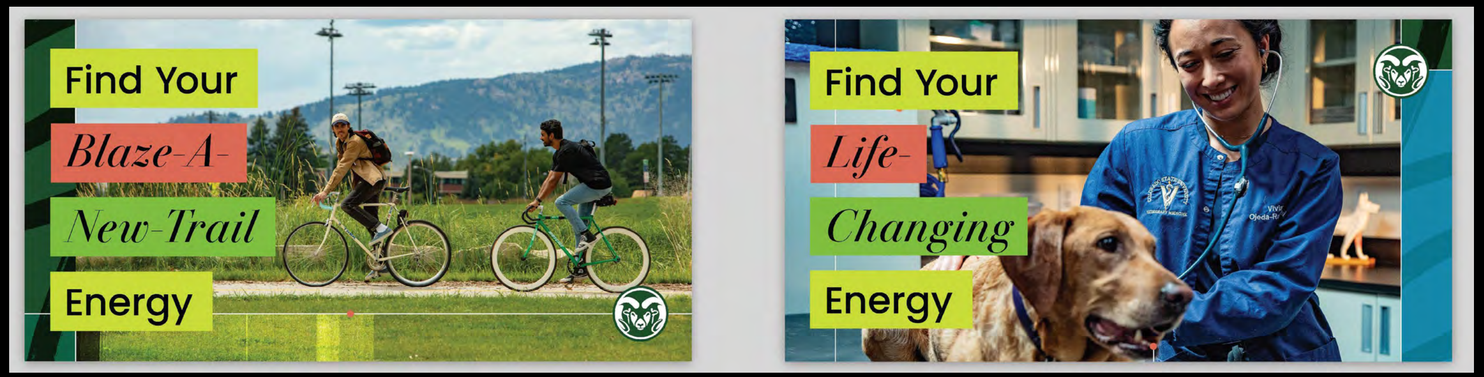
CO
FIND YOUR ENERGY | COLORADO STATE UNIVERSITY
FIND YOUR
ENERGY
COLORADO STATE UNIVERSITY
CSU
COLORADO STATE UNIVERSITY

That Difference-making
Difference-celebrating
Challenge and be challenged
Energy
COLORADO STATE
UNIVERSITY

Welcome to COLORADO STATE UNIVERSITY
FIND
YOUR
Energy

Advertising Campaign



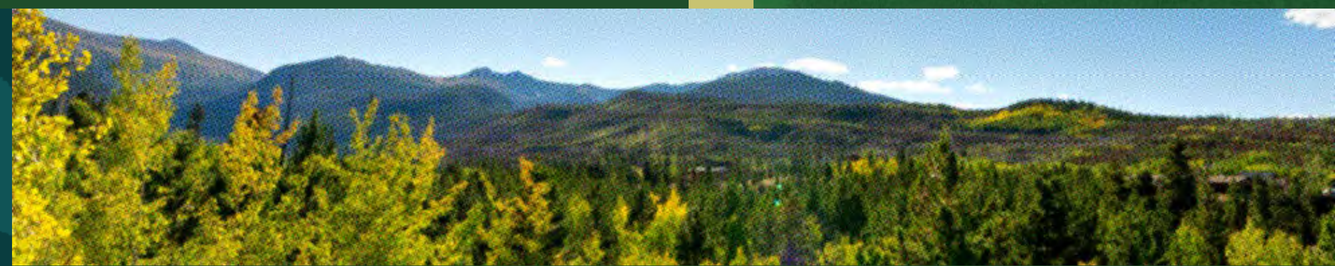


Brand Anthem Video

COLORADO STATE UNIVERSITY

Enterprise Packages

Elevating topics of expertise at CSU through interdisciplinary storytelling



Why enterprise?

- Establish and elevate CSU expertise on a topic.
- Media/press engagement.
- Potential media stories now and in the future.
- Topic briefs/content share with elected officials and civic leaders.
- SOURCE clicks/tracking opportunities.
- Lasting SOURCE sections and evergreen content development.
- Expert list creation.
- Share content with leadership at CSU, as well as civic and elected leaders.
- Opportunities to strategically engage with social media.
- President Parsons social media engagement opportunities.

Relevant topics, elevating CSU

- Wildfire Research.
- Artificial Intelligence.
- The Future of Agriculture.
- Strengthening Democracy.
- Supply Chain.
- CSU and the National Western Stock Show.
- Healthy Aging.

Next up: Water, Climate, Hurricanes, Translational Medicine, Recreation/Tourism, Election and Free Speech.

Diverse storytelling & distribution

- Written stories.
- Podcast episodes.
- Videos, photos, infographics, listicles.
- Expert Q&As.
- Media tip sheets and outreach to the press.
- SEO-driven content.
- Campus collaboration: social media, community outreach, colleges, President’s Office.
- Shared with civic leaders locally and across the state.

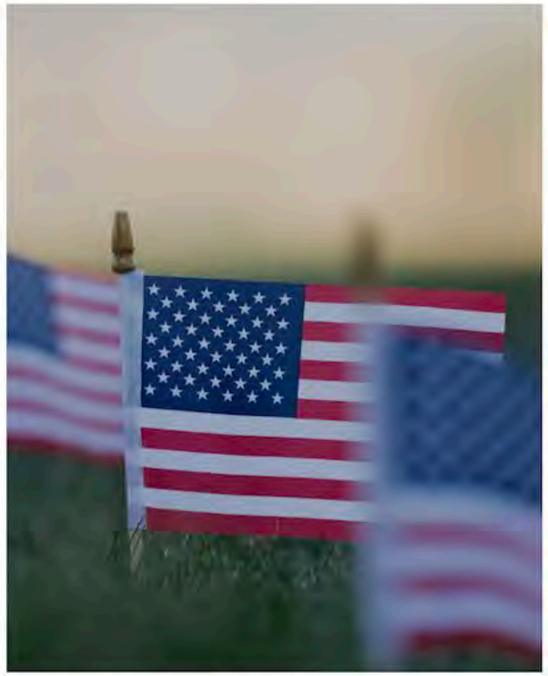
SPECIAL REPORTS

National Western Stock Show

As the nation's premier livestock, rodeo and horse show gets under way, discover more about CSU's connections to this historic event and the new CSU Spur campus.

Supply chain research: CSU faculty provide insights into strategy and practices

At Colorado State University, faculty and students are producing cutting-edge supply chain research



Strengthening our democracy: CSU is building a path for a more perfect union

At Colorado State University, faculty, students and staff are working together to strengthen our

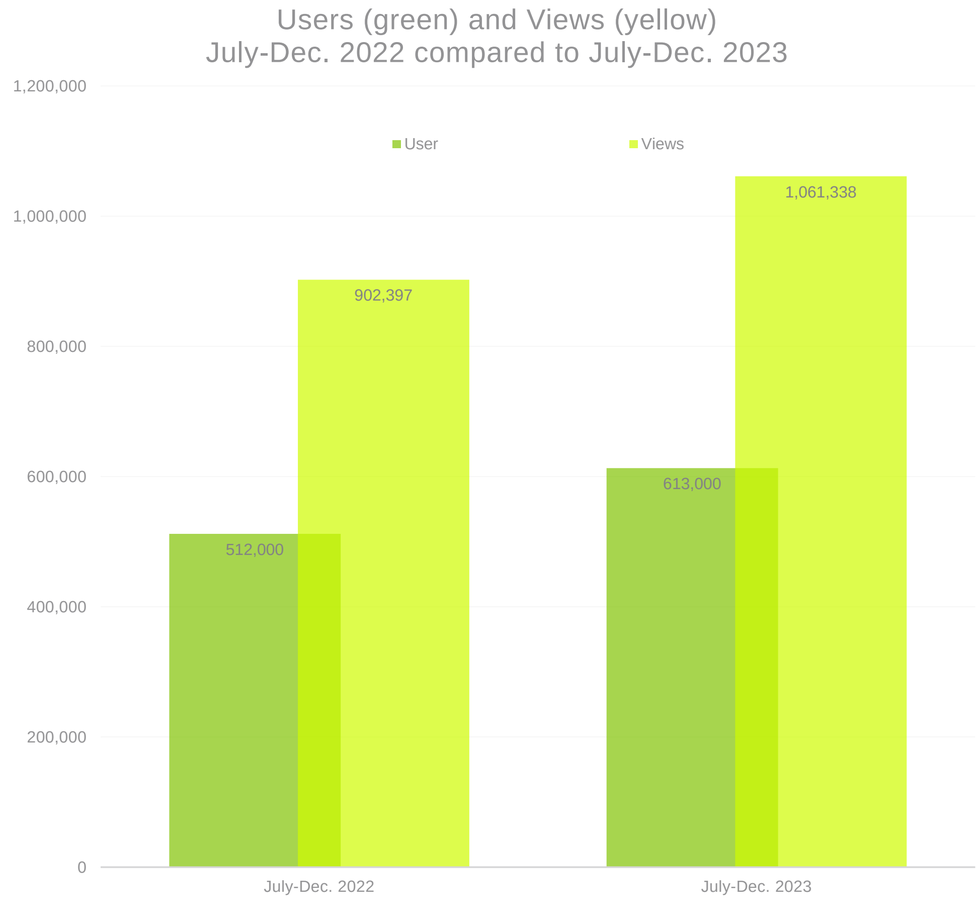
The future of ag is now

This special report from SOURCE explores the breadth of multidisciplinary, agricultural work happening at CSU — a place where researchers, students and food

Special sections in SOURCE

Results since launch July-December 2023

- Brought 30,000+ users to the SOURCE website.
- Nearly 48,000 views on stories.
- Overall user traffic to the SOURCE website has increased 20%.
- Views on the SOURCE website is up ~15%.



Next steps

- Engaging complementary content across campus.
  - Example: the Alumni Association is doing an alumni spotlight in alignment with the upcoming water enterprise package.
- A/B testing: testing different images to see which work better.
  - Example: For the Stock Show, the team tested different Western-wear images. The result led to an additional 400+ views on the article.
- Reusing evergreen content for key events and as topics resurface.
  - Example: the team retooled content from the Future of Agriculture package in January for the National Western Stock Show, which has resulted in additional views on the project.

COLORADO STATE UNIVERSITY

Thank You

CONFIDENTIAL

CSU System Leadership & Board of Governors:
Please be aware that the information
in the 3 following CSU Global Slides
is **embargoed until Thursday, February 7th at Midnight**
per U.S. News & World Report.

Thank you for the opportunity to share the ‘hot off the press’ update
with you now and at the Board Meeting.

- CSU Global Staff & Faculty

CSU GLOBAL

2024 U.S. News & World Report Rankings

U.S. News evaluates schools based on a variety of factors including student engagement, faculty credentials, and services and technologies.

Best in Colorado

CSU Global has been recognized as the #1 Ranked Colorado Institution in Three Online Bachelor Degree Categories

#9 Best Online Bachelor's Programs for Veterans

Moved up from No. 16 in 2023; top-ranked Colorado institution in its category.

#16 Best Online Bachelor's Programs

Moved up from No. 30 in 2023; top-ranked Colorado institution in its category.

#38 Best Online Bachelor's in Business Programs

Moved up from No. 44 in 2023.

Section 4

CSU-Pueblo Reports

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

Colorado State University
Associated Student's Government

Welcome Back to Campus

- New Leadership Structure
- Programming to start the semester
- Spring Orientation and Convocation
    - First time for spring students
    - New Layout
    - Outstanding attendance

Community Round Table

- Community members came to discuss the following:
    - Origins and Inspirations to serve
    - Volunteerism
    - Lived experiences giving to others
    - **Personal stories of resilience**
- Shay Wilson Panel Member

Martin Luther King Jr. Celebrations

- March postponed until February
- Handed out 100 bags of groceries with help from El Pueblo Museum
- "Walk in his Steps"
    - Educate on MLK's Legacy
    - How do you create your own legacy?
    - Footsteps from library to OSC

Associated Student Government Status

- 2nd Annual Leadership Summit

        - Session Speakers: David Volk, Rochelle Moreschini, Mike Wakefield, Garrett Lerch and Gavin Graham
        - Keynote Speaker: Armando Valdez
    - New Event Planning
    - New Election Layout

CSU Pueblo Faculty Representative Report
February 8 – 9, 2024; Pueblo
Submitted by Jonathan P. Pluskota, Ph.D.
Report Completed 1/26/2024

Faculty Senate

1. Faculty Senate, on behalf of senators and the AAUP, sent out an economic well-being survey in December. The data is in its final analysis and presentation stage as this report is being written. The instrument had a response rate of over 30% and sheds light on the current financial wellbeing of faculty at CSU Pueblo.
2. The proposed 3% raise, while appreciated, is concerning to faculty given the current economic situation of our faculty compared to inflation. In addition to raises, faculty are seeking a comprehensive equity plan to address compression and inversion.
3. The faculty handbook needs significant work. Faculty Senate is exploring options and processes to rewrite the handbook beginning this summer. Support from the campus and system is requested given the significance and scope of the project.
4. Faculty Senators and other faculty have expressed concerns over the remaining Vision 2028 funds and positions that have been created and funded with soft funds. Currently, there is no transparent plan in place to fairly evaluate the need for these positions, how positions are prioritized, or how they will continue to be funded. We are hopeful President Valdez will work with faculty and staff to develop an equitable and fair plan to address these concerns.

Despite organizational and administrative challenges, our faculty and accomplishing amazing things as evidenced below.

Colleges, Schools, and Departments

1. **Department of English & World Languages**
    a. Dr. Alegría Ribadeneira was invited to speak to ACTFL's Heritage Language Teacher Special Interest Group, alongside Dr. Melissa Bowles, Spanish Linguistics Professor at the University of Illinois Urbana-Champaign. ACTFL is the largest language-teaching organization in the nation. Their presentation was titled "Going from half empty to half full: Empowering heritage learners through lived experience and critical language awareness."
    b. Juan Morales was selected as part of the fourth cohort of the MSI Aspiring Leaders program, which is hosted by the Rutgers Center for Minority Serving Institutions. This leadership program brings together prominent leaders from Minority Serving Institutions (MSIs) to engage with mid-career aspiring leaders from education, non-profit, and business sectors to prepare the next generation of MSI presidents. The press release can be found here.
    c. Darci Schummer will present on a panel entitled "Beyond Composition: Creative Action in First-Year Writing Courses" at the annual Association of Writers & Writing Programs Conference in February. She will also read from her latest work at two events during the conference with several other writers.
    d. Dr. Audrey Taylor presented a paper at "Politics in Music and Song Conference 2023" in Belfast, Northern Ireland. She was also featured on the podcast "The Hugos There" discussing her research on author Patricia A. McKillip, this past December.
2. **Department of Exercise Science, Physical Education and Recreation**
    a. The department completed the site visit for their program review and are awaiting the report. An application for accreditation from the NSCA, National Strength and

Conditioning Association, has been submitted and the department will continue through the process as it comes along.

b. The Mark Harvey Award for Central District of SHAPE AMERICA has nominated Karen Marley for a prestigious award called the Mark L. Harvey Legacy Recognition Award. Our PE program has great leadership from Dr. Christine Rochester and Karen Marley. Karen is also involved with Shape America in writing suggested guidelines for teaching undergraduate history of physical education and sport in the P.E.T.E program.
c. Our M. Ed with a PE emphasis began in FALL 23 and is gaining momentum.
d. Dr. Daniel Bowan was featured in the SPUR publication about his work with Todo Santos in Mexico.
e. Dr. George Dallam, Distinguished Professor, continues his research and is writing his book on The Nasal Breathing Paradox during Exercise. He is writing several ongoing papers on the topic with other investigators and is in the publication process on another paper with Dr. Tina Twilleger, on how Daily heart rate variability is higher in regular exercisers versus matched non-exercisers with similar chronic stressor profiles during the COVID 10 Pandemic.

3. **Department of Health Science & Human Movement**
    a. This past fall, we welcomed our third faculty member in Health Science, Dr. Margie Day. She has been a much-needed addition to our small team, and has taken on a full course load, advises our majors interested in the accelerated nursing program, participates in a university committee, and has connected with several faculty in HSHM and Nursing for scholarly activity.
    b. As a faculty team, we created a more targeted approach to mentoring and offered five group sessions on campus throughout the fall, with topics ranging from internships and health coaching practices to professional credentialing in our field, Health Science majors were able to join us live or online for these events in addition to 1-1 traditional advising.
    c. Dr. Bethany KiesBolkema worked with staff from CSU Pueblo Admissions to host a CHEN recruitment event in Colorado Springs at our new D2 university track center location. Representatives from Education, Nursing and Health Sciences and Human Movement attended the first of its kind evening event.
    d. Dr. Tina Twilleger continued to coordinate the Discovery Scholars Program for CSU Pueblo campus, and to lead her own dynamic group of DS students. Following up on the food insecurity research completed by Dr. KiesBolkema's DS team in Spring of 2023, Dr. Twilleger's group will be collecting data on athlete nutrition and implementing a Cooking Matters class on campus in Spring of 2024. The class will bring nutrition education, food and meal prep skills, and a meal to students living in campus housing, while developing teaching and programming planning skills in our HS majors.
    e. Late in 2023, HS Coordinator, Dr. KiesBolkema reached out to several colleges and programs across campus to begin a discussion about the creation of interdisciplinary degree offerings related to Health Science. Moving forward, faculty are looking at the possibility of a new MES concentration in Health Media, a new online degree completion option in Health Communication, and adding an Environmental Health pathway within Biology or another area of STEM.
4. **Department of Media & Entertainment**
    a. SOCO Student Media, the department's practicum-based experiential courses, relaunched The Today Magazine on December 15. The magazine is student-run,

faculty advised with former editor-in-chief Steve Henson advising on the journalism content and artist-designer Kim Pluskota advising on the design and artistic content of the magazine. Features in the magazine were centered around CSU Pueblo's HSI status. The magazine is not only created but also physically produced in-house with the department's new printing capabilities, resulting from a $20,000 grant secured by Leticia Steffen and Jon Pluskota.

b. Production studio facilities in Buell Communication Center completed a $100,000 lighting system overhaul to fix equipment issues and accommodate modern LED fixtures. The 2,000+ square foot production studio will have a semi-permanent set to accommodate live music, talk shows, TED-talk style presentations, and film production.
c. The department has received a $5,000 grant to continue their work on promoting the expansion of equity in newsrooms. The grant will focus on recruiting and retention by compensating student journalists for their work on promoting journalism and the DEI-based storytelling initiative, Real Storytelling.

5. **Department of Music**
   a. Under the direction of Dr. Jennifer Bruton, CSU Pueblo choirs and alumni are performing at the Colorado Music Educators Association State Convention January 26, 2024. The piece being performed was written by Dr. David Volk. In addition to the performance, 24 students from CSU Pueblo are attending the convention.
   b. Dr. Bruton is collaborating with Pueblo D60 school district. They are jointly producing a musical this Spring.
6. **Department of Social Work**
   a. Dr. Trevor Gates-Crandall published an article on retention and wellbeing of first-year social work students and received a $10,000 grant from the Council on Social Work Education to write international case studies for social work education.
      i. Ross, D., Gates, T. G., Bennett, B., & Greene, K. (2024). Transformational learning and agency for professional identity development: first-year social work student retention and wellbeing. Social Work Education. https://doi.org/10.1080/02615479.2023.2300659
   b. Dr. Young Ji Yoon has several publications, presented at the Society for Social Work and Research, and received two grants – one for $250,000 and another for $2,000 (see below)
      i. Cho, M., Yoon, Y., Flanagan, S., & Haight, W. (2023). Students' risks for out-of-school suspensions: Indigenous heritage and child protective services involvement. Child Maltreatment, 28(4). 563-575.
      ii. Jin, S. W., Yoon, Y., & Hirschi, M. (In Print). A Moderating Role of Gender in Online Health Information Seeking Behaviors for Colorectal Cancer Knowledge among Korean Americans Aged 50 to 75 Years. Journal of Human Behavior in the Social Environment.
      iii. Lee, L. H., Yoon, Y., Kim, D., Noh, H., Jones, S., & Lee, H. Y. (In Print). Perceived transportation barriers moderate the association between depressive symptoms and household transportation use: A pilot study. Journal of Transport & Health.
      iv. Lee, H. Y., Yoon, Y., Choi, Y. J., Ham, Y. (In Print). Korean American women's health-related Internet use: Is having a primary care physician important? Journal of Immigrant and Minority Health.
      v. Grants:

1. Data Visualization of Structural Racism and Place (Co-investigator) (Fall 2023-Summer 2024) Robert Wood Johnson Foundation, $250,000 Creating data visualizations to understand the impact of structural racism on anti-Asian hate crime during COVID-19 and to mitigate its effects (PI: Sruthi Chandrasekaran) Aztlán Chicano Grant (Principal investigator) (Fall 2023-Summer 2024)
2. Aztlán Research Center, Colorado State University – Pueblo, $2,000 Discrimination, depressive symptoms, and health service use among Hispanic adults with chronic diseases (PI: Young Ji Yoon).

c. The MSW program is in the last year of the grant to create a Z-degree MSW with Open Education Resources.
d. Professor Sam Stephenson, the department's new MSW Placement Coordinator, has been selected to serve on the Mayor's Civic Leaders Fellowship Class of 2024 for the City of Colorado Springs. The program is designed to introduce civic leaders in Colorado Springs to the inner workings of city government with an emphasis on productive discourse in leadership and engagement with city leaders and issues. The Fellowship creates a unique experience for professionals to emerge with a greater understanding of the complicated nature of government and leadership, and tools for leading through productive dialogue. Professor Stephenson will attend 12 four-hour seminars through December 2024 and complete a minimum of 4 hours of Civic Engagement within the community.

7. Department of Sociology, Criminology, & Anthropology

a. Assistant Professor Yunhan Zhao recently published an article on segregation in a peer-reviewed journal, which was co-authored by 2023 CSU Pueblo bachelor's program graduate Shay Reszka.
    i. Zhao, Y., He, D., & Reszka, S. (2023). Unveiling Segregation's Impact: Analyzing the Relationship Between Dimensions and Police-Involved Homicide of Minorities in US Counties. *Crime & Delinquency*, 00111287231218706.
b. Assistant Professor Michael Briscoe published an article on waste separation behavior in Iran.
    i. Tabar, Seyed Ahmad Mir Mohamad, Michael D. Briscoe, and Maryam Sohrabi. 2024. "Waste Separation Behavior in Iran: An Empirical Test of the Theory of Planned Behavior Using SEM." *Journal of Material Cycles and Waste Management* 1-14 https://doi.org/10.1007/s10163-023-01881-8

You're Invited

Experience the Pueblo community and our unique educational environment. Feel free to reach out to me – I'll be happy to host and take you on a tour around town and campus.

###

EXECUTIVE SUMMARY

REPORT ON THE ECONOMIC WELL-BEING OF FACULTY AT CSU PUEBLO[1]

The CSUP chapter of the American Association of University Professors, in collaboration with the CSU Pueblo Faculty Senate, distributed a survey in December 2023 to learn more about the financial well-being and economic perceptions of faculty at CSU Pueblo. This survey, based on the Economic Well-Being of U.S. Households survey conducted by the Federal Reserve each year, covers a broad range of topics related to household finances, financial decision-making, and economic conditions. **112** faculty members (**~32%** of the CSUP Faculty) completed the survey. Select findings are presented below.[2]

- **93%** of CSUP Faculty have found it necessary to supplement their salary in some way since beginning work at CSUP.
- Less than half **(45%)** of CSUP faculty could cover 3 months of expenses by any means (including borrowing money, selling assets, etc.) if they lost their primary income. This level of economic insecurity is higher than the national average for U.S. adults (**30%**).
- Less than half **(43%)** of CSUP faculty would cover an unexpected $400 expense using cash or money in the bank. Most would need to go into debt or sell assets to cover it and some would still be unable to cover it through even these means.
- **64%** of CSUP faculty have carried a balance on at least one of their credit cards, paid only the minimum balance, or in engaged in similar credit behavior in the past 12 months.
- **47%** of faculty currently owe money on student loans, with an average of **$83,182.69** owed and an average monthly payment of **$456.80**.
- The majority of CSUP faculty have had to cut expenses to make their monthly mortgage **(55%)** or rent **(65%)** payment in the last 12 months.
- Among CSUP faculty who rent their home, the most commonly cited reason **(55%)** is that they cannot afford the down payment to buy a home.
- About half **(49%)** of CSUP faculty have gone without needed medical care within the last 12 months because they could not afford it.
- More than a quarter **(28%)** of CSUP faculty do not expect to retire until they are 72 or older or expect to never retire.
- **75%** of CSUP faculty expressed some degree or form of financial stress.
- There are significant inequities among CSUP faculty, with **LECTURERS** often showing the highest levels of economic insecurity.

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[1] Please direct any comments or questions about the survey or findings to Heidi Reynolds-Stenson at h.reynoldsstenson@csupueblo.edu

[2] The full report is available at https://coloradoaaup.org/salaries/report-on-the-economic-well-being-of-faculty-at-colorado-state-university-pueblo/

REPORT ON THE ECONOMIC WELL-BEING OF FACULTY AT COLORADO STATE UNIVERSITY PUEBLO

Heidi Reynolds-Stenson, PhD

in collaboration with the CSUP Faculty Senate &
CSUP Chapter of the American Association of University Professors

FEBRURARY 1, 2024

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EXECUTIVE SUMMARY

The CSUP chapter of the American Association of University Professors, in collaboration with the CSU Pueblo Faculty Senate, distributed a survey in December 2023 to learn more about the financial well-being and economic perceptions of faculty at CSU Pueblo. This survey, based on the Economic Well-Being of U.S. Households survey conducted by the Federal Reserve each year, covers a broad range of topics related to household finances, financial decision-making, and economic conditions. **112** faculty members (**~32%** of the CSUP Faculty) completed the survey. Select findings are presented below, followed by the full report.

- **93%** of CSUP Faculty have found it necessary to supplement their salary in some way since beginning work at CSUP.
- Less than half **(45%)** of CSUP faculty could cover 3 months of expenses by any means (including borrowing money, selling assets, etc.) if they lost their primary income. This level of economic insecurity is higher than the national average for U.S. adults (**30%**).
- Less than half **(43%)** of CSUP faculty would cover an unexpected $400 expense using cash or money in the bank. Most would need to go into debt or sell assets to cover it and some would still be unable to cover it through even these means.
- **64%** of CSUP faculty have carried a balance on at least one of their credit cards, paid only the minimum balance, or in engaged in similar credit behavior in the past 12 months.
- **47%** of faculty currently owe money on student loans, with an average of **$83,182.69** owed and an average monthly payment of **$456.80**.
- The majority of CSUP faculty have had to cut expenses to make their monthly mortgage **(55%)** or rent **(65%)** payment in the last 12 months.
- Among CSUP faculty who rent their home, the most commonly cited reason **(55%)** is that they cannot afford the down payment to buy a home.
- About half **(49%)** of CSUP faculty have gone without needed medical care within the last 12 months because they could not afford it.
- More than a quarter **(28%)** of CSUP faculty do not expect to retire until they are 72 or older or expect to never retire.
- **75%** of CSUP faculty expressed some degree or form of financial stress.
- There are significant inequities among CSUP faculty, with **LECTURERS** often showing the highest levels of economic insecurity.

INCOME

- **40%** of CSUP faculty say their spending was more than their income in 2022, compared to **19%** of U.S. adults, as reported by the 2022 Economic Well-Being Survey of U.S. Households.

- **93%** of CSUP faculty have done one or more of the following to supplement their income while at CSUP:

Q37. Since working at CSUP, have you ever done any of the following in order to supplement your income and/or cover expenses? (check all that apply)	Frequency (percent) [1]
Taken on a second job or summer job with a different employer.[2]	57 (51%)
Taken on additional responsibilities at CSUP for stipend/supplemental, including teaching summer classes if on a 9-month contract.	84 (75%)
Borrowed money from family or friends.	32 (29%)
Received side income from another source (e.g. donating plasma/eggs/sperm, (re)selling goods online or in person, etc.)	27 (24%)
Applied for a payday loan, deposit advance, or similar loan.	6 (5%)
Any of the above.	104 (93%)

- **46%** of CSUP faculty said that if they received $1,000 in unexpected income today, they would primarily use it to pay off existing debt.

Q35. If you received $1,000 in unexpected income today, such as a bonus at work, how much of the $1,000 you would spend, how much you would save, and how much you would use to pay down any debt within one month?	Frequency (percent)
Save most or all of it.	41 (37%)
Spend most or all of it.	19 (17%)
Use most or all of it to pay down existing debt	52 (46%)

[1] Percentages in table do not sum to total because respondents could select as many as applied.
[2] Lecturers and Adjuncts were significantly more likely to report taking on a second job, with 89% of lecturers (p=0.0001) and 86% of adjuncts (p=0.0025) doing so. While full-time and ranked faculty were significantly less likely (p=0.0025; p= 0.0000) to have taken on a second job, large numbers still did (46% of all full-time faculty and 34% of all ranked faculty).

EXPENSES AND EMERGENCY FUNDS

- **45%** of CSUP faculty said that if they lost their main source of income, they could not cover three months of expenses by borrowing, selling assets, or drawing on savings. By comparison, only **30%** of U.S. adults reported being unable to cover three months of expenses by one of these means in the 2022 Economic Well-Being Survey of U.S. Households.

- When asked how they would pay for an emergency $400 expense today, less than half **(43%)** of CSUP faculty reported that they would cover it in part with cash/money currently in their checking/savings account.

	CSUP Faculty[3]	U.S. Adults
Put it on my credit card and pay it off in full at the next statement	34%	36%
Put it on my credit card and pay it off over time	39%	16%
With the money currently in my checking/savings account or with cash	43%	44%
Using money from a bank loan or line of credit	11%	2%
By borrowing from a friend or family member	13%	9%
Using a payday loan, deposit advance, or overdraft	2%	2%
By selling something	11%	6%
Some other way	1%	0%
I wouldn't be able to pay for the expense right now	7%	13%

- CSUP Faculty responses to this question roughly mirror those of U.S. adults, as reported by the 2022 Economic Well-Being Survey of U.S. Households.

CREDIT

- Over **98%** of CSUP faculty have a credit card, with most (77%) having 1-3 credit cards and some (21%) having 4 or more credit cards.

- **64%** of faculty with credit cards have done one of the following in the last 12 months:

Did not pay the full balance on at least one of their credit cards	62 (56%)
Carried over a balance on a credit card and been charged interest	59 (53%)
Carried a balance at a low-interest rate from a special offer or promotion	27 (24%)
Paid only the minimum payment on one or more credit card bill	44 (39%)
Used a credit card for a cash advance	12 (11%)
Any of the above[4]	**72 (64%)**

[3] Percentages in table do not sum to 100 because respondents could select as many as applied.
[4] Percentages do not sum to total because respondents could select as many as applied.

STUDENT LOANS

- **47%** of faculty currently owe money on student loans[5].
- The average amount owed by CSUP faculty with student loans is **$83,182.69**.
- The average monthly payment for CSUP faculty with student loans is **$456.80**.
- **58%** of CSUP faculty with student loans say that the lifetime financial costs of their education have been greater than the lifetime financial benefits.
    - This is almost twice the national average, with only **30%** of respondents with student loans in the 2022 Economic Well-Being Survey of U.S. Households reporting that their educational costs have been greater than the benefits.

HOUSING

- **79%** of all CSUP faculty respondents live in a home that they and/or their spouse/partner owns.
- **80%** of homeowning faculty have a mortgage, and **18%** have a current home equity loan in addition to their mortgage.
- **55%** of homeowners have had to cut expenses sometime in the last 12 months to make their monthly mortgage payment.[6]
- **65%** of renters have had to cut expenses sometime in the last 12 months to make their monthly rent payment.
- Among renters, the top reason for renting instead of buying a home was being unable to afford a down payment. **55%** of renters cited this reason.[7]

I can't afford the down payment to buy a home	55%
I'm currently looking to buy a home	23%
I can't qualify for a mortgage to buy a home	18%
It's cheaper to rent than own a home	14%
It's more convenient to rent (for example you can move easily)	5%

[5] Lecturers are significantly more likely than other faculty to have student loans, with 73% of lecturers reporting having student loans (p=0.0056).
[6] Faculty members who own a home in Pueblo West were significantly more likely than faculty homeowners in other areas to cut expenses to make a mortgage payment, with 75% of Pueblo West homeowners reporting doing so (p=0.0306).
[7] Percentages in table do not sum to total because respondents could select as many as applied.

- **73%** of CSUP faculty live in Pueblo or Pueblo West. **65%** of faculty who live in Pueblo West have household incomes below the median household income for their area ($75,286).

Location	Frequency (Percentage) of CSUP Faculty	Area median household income[8]	Frequency (Percentage) of CSUP Faculty with household incomes below area median
Pueblo	65 (58%)	$46,766	13 (20%)
Pueblo West	17 (15%)	$75,286	11 (65%)
Colorado Springs	16 (14%)	$71,957	6 (38%)
Denver	5 (4%)	$78,177	2 (40%)
Other location in Colorado	9 (8%)	$80,184	4 (40%)

MEDICAL

- In the last 12 months, almost half (**49%**) of CSUP faculty needed one of the forms of medical care listed in the table below but did not get it because they could not afford it.

	CSUP Faculty	U.S. Adults
Prescription medicine (including taking less medication than prescribed)	13%	10%
To see a doctor or specialist	39%	16%
Mental health care or counseling	27%	10%
Dental care (including check-ups or routine cleaning)	27%	21%
Follow-up care (e.g., going to physical therapy sessions recommended by a doctor)	21%	10%
Any of the above[9]	**49%**	**28%**

- In every category, the rate of foregoing needed medical care due to cost is higher among CSUP faculty than among the U.S. adult population, as reported by the 2022 Economic Well-Being Survey of U.S. Households.

- **45%** of CSUP faculty reported that they were "not likely" to be able to pay their medical bills if they were to have a "major unexpected medical expense."[10]

[8] Source: US Census Bureau (https://www.census.gov/quickfacts/fact/table/CO/BZA210221)
[9] Percentages do not sum to total because respondents could select as many as applied.
[10] Lecturers are significantly more likely than other faculty to report being unable to pay their bills if faced with a major unexpected medical expense, with 56% of lecturers reporting inability to pay (p=0.0471).

SAVINGS AND RETIREMENT

- **42%** of CSUP faculty do not regularly set aside any part of their income in a savings account.

- **28%** of CSUP faculty expect to retire when they are 72 or older, or to never retire.

Projected Retirement Age	Frequency (Percentage)
Under 55	5 (4%)
56 to 60	7 (6%)
61 to 64	9 (8%)
65 to 68	21 (19%)
69 to 72	21 (19%)
Over 72	16 (14%)
Never stop working	16 (14%)
Not sure	17 (15%)

FINANCIAL STRESS

- **75%** of CSUP faculty agreed or strongly agreed with at least one of the following statements indicating financial stress:

	Agree or Strongly Agree
I feel depressed because of my financial situation.	46%
I feel anxious because of my financial situation.	60%
I feel burned out because of my financial situation.	53%
I work too much to improve financial situation.	60%
My financial situation interferes with my daily job performance.	35%
My financial situation frequently interferes with my relationship with co-workers/colleagues.	23%
Any of the above.	**75%**

METHODOLOGY

- Survey questions were drawn from the U.S. Federal Reserve's 2022 Economic Well-Being Survey of U.S. Households (Federal Reserve System 2023a, 2023b), the Affective Physiological and Relations Financial Stress Scale (Heo, Cho, and Lee 2020), and original questions added specific to CSUP faculty. These survey questions were compiled and drafted by Heidi Reynolds-Stenson with feedback from the CSUP Faculty Senate and AAUP Chapter.

- The survey was distributed via a Google Form (see Appendix B for full survey instrument) emailed to all CSUP faculty on the faculty email listserv in December 2023.

- 112 respondents completed the survey. This constitutes a response rate of 32%, assuming a total of 352 faculty (as reported by CSUP for the 2021-2022 AY) and assuming all these faculty members were on the email list (we were unable to confirm this).

- Several checks were done to gauge the representativeness of the sample compared to the CSUP faculty population, as reported by CSUP. The conclusions of these checks are as follows:

    - The sample is roughly representative in terms of ranked and unranked faculty. 63% of faculty who completed the survey are ranked faculty, whereas 69% of CSUP faculty were ranked in 2022.

    - Some ranks of faculty are better represented that others. 31% of ranked faculty who completed the survey were Assistant Professors, compared to 41% of all ranked CSUP faculty in 2022. 37% of ranked faculty who completed the survey were Associate Professors, compared to 29% of CSUP ranked faculty in 2022. Finally, 32% of ranked faculty who completed the survey were Full Professors, compared to 30% of CSUP ranked faculty in 2022.

    - Full-time faculty are over-represented in the survey sample. 88% percent of those who completed the survey work for CSUP full-time, whereas only 51% of faculty at CSUP were full-time in 2022.

    - Those earning below the median CSUP base salary for their rank are somewhat over-represented in the survey sample. 56% of survey respondents reported their base salary last year was below the median base salary for their rank and position, as reported by CSUP, 35% were above the median, and 9% didn't know or their base salary was very close to the median. To be representative of CSUP faculty as a whole, we would expect equal numbers to be above and below the median.

    - CSUP Faculty with PhDs and Master's degrees are over-represented in the survey. 67% of survey respondents have a PhD, whereas 56% of CSUP faculty do. 33% of survey respondents have a Master's degree, compared to 28% of CSUP faculty.

- 80% of adjuncts who completed the survey reported that they received more than 50% of their individual income from a source other than CSUP, further justifying examining financial well-being for different categories of CSUP faculty separately.

- Due to the differences between the survey sample and the population of CSUP faculty as reported above, and to be able to get a better picture of how different categories of CSUP faculty are doing financially, all results in this survey were calculated for:
    - All survey respondents
    - Full-time survey respondents only
    - Survey respondents who are Full-time or get their majority of their individual income from CSUP
    - By position (Ranked, Lecturer, Adjunct, or Visiting)
    - By rank (Assistant, Associate, Full)
    - By location of residence (Pueblo, Pueblo West, Colorado Springs, Denver, etc.)

- Two sample t-tests were used to examine the differences in parameters between these subsamples of survey respondents and, where statistically significant differences were found, these were noted in footnotes throughout the report.

- For survey questions drawn from the Economic Well-Being Survey of U.S. Households and for which results were reported for 2022 by the Federal Reserve, the survey findings on CSUP were compared to the U.S. adult population. It should be kept in mind when making these comparisons that the CSUP faculty have a very different educational profile that the U.S. adult population. As already reported, 67% of CSUP faculty survey respondents have a PhD, whereas the table below shows that only 2% of the U.S. adult sample for the Federal Reserve survey has reached this level of education. Similarly, while 33% of our CSUP sample has a Master's degree, only 10% of the U.S. adult sample in the Federal Reserve survey does.

Question EDO. What is the highest level of school you have completed or the highest degree you have received?

Response	Percent
Less than high school degree	7
High school degree or GED	23
Some college but no degree (including currently enrolled in college)	21
Certificate or technical degree	5
Associate degree	9
Bachelor's degree	20
Master's degree	10
Professional degree (e.g., MBA, MD, JD)	4
Doctoral degree	2
Note: Note: Number of unweighted respondents = 11,667.	

- Data management and analysis was done by Heidi Reynolds-Stenson using Stata 13. Full log of results available upon request.

- All percentages reported in this report are rounded to the nearest whole number.

- All comments made in the open comment field at the end of the survey are reported in this report and grouped thematically (see Appendix A). In some cases, lengthy comments addressing different themes were separated into two comments for the purpose of thematic grouping, but comments were otherwise reported in full with no editing. A few other comments are also included in the appendix which were entered in other parts of the survey where respondents were given an opportunity to specify why they selected "other" as a question response.

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APPENDIX A: RESPONDENT COMMENTS

The final question on the survey asked: *"Do you have anything else to add about your economic situation or concerns as a faculty member at CSUP?"* All responses to this question are grouped thematically and reported in the following 8 pages. To jump to a certain theme, use the table of contents below:

DIFFICULTY MEETING BASIC NEEDS 11

RELIANCE ON OTHER PEOPLE AND SOURCES OF INCOME 12

INFLATION AND LOCAL COST OF LIVING 12

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DIFFICULTY MEETING BASIC NEEDS

“I have driven the same car for 15 years because I can’t afford a new one.”

“I have not treated some serious medical conditions out of fear for what the out of pocket cost will be.”

“I have repeatedly checked my checking account balance over the years in order to make sure I could cover the cost of purchases, especially groceries.”

“I was able to buy a house in 2022 and my mortgage is half of my take home pay. A 30 year mortgage at this rate will be paid off in 2052. I'll be nearly 90. And my social security is deeply impacted as we don't pay in. My TIAA account has taken big hits and I have borrowed all I can get from it.”

“Once in a while when I first started working at CSU-Pueblo, book buyers would come and purchase my textbooks for cash. I would usually use that money for food or essentials.”

“Since I am a new faculty, I have not done any of these things [to supplement my income] but am considering it given how low pay is at this institution.”

“I have taught summer classes for multiple years in order to make ends meet.”

“Unfortunately, for the past 13 years of working at CSU Pueblo, I have maintained a half time part time additional job in order to live without having to take in more loans than for my modest car and house. However, for first time in the past year, I have felt that even with that I am spending more than earning. As a Full Professor with 13 years of work at CSU Pueblo I feel embarrassed with my income and financial standing.”

“Working alongside colleagues who earn so little is a source of suffering due to their financial struggles. Just this week I had a co-worker begging for any additional work and trying their best not to cry. I have no access to a budget but did my best to advocate for them. It's truly heartbreaking at times. As for me, I advocate for those with less first. With that said though, according to the equity study, I am underpaid by almost 20,000 dollars a year. This is quite substantial. It could be an amazing vacation. It could be an actual savings safety net. It could be a newer car. Instead, I choose between dental care and having a vacation. I continue to drive a vehicle with close to 200,000 miles. But, at least I can keep a roof over my family's head and feed us all and keep the vehicle fueled and running. While this is more than I can say for many of my colleagues, it is rather pathetic for having the highest degree possible and full-time employment for 30 years here. Thanks for asking. To end with gratitude, I have appreciated reduced lunches at the cafeteria.”

RELIANCE ON OTHER PEOPLE AND SOURCES OF INCOME

“Almost half of my income comes from retirement benefits from a previous career.”

“I simply could not make it on the $41,000 a year that I make at CSUP without my husband. My household income is above the Pueblo West average but that is due to my husband's income. And while that might sound like a stable situation, it simply it not. He could die, or who knows. I have a child to raise and to be financially dependent on any other person is frightening and frustrating.”

“I was awarded money in a divorce and without it, I would have too much credit card debt to ever climb out of poverty. CSUP does not pay me enough to support myself alone. I am also married and if anything were to happen to my spouse or my marriage, I would not be able to support my daughter on what I make at this university.”

“If I would not have my spouse's income, my situation would be much worse.”

“If my husband didn't have a good job we would not be able to survive. Our mortgage alone is about half of my monthly income. I have two children. We would have to leave and move into a relative's home in another state so that we were not homeless.”

“I have repeatedly thought about trying to hold down another job, start a business or work part-time in addition to being a full-time professor. I have a colleague on the CSU-Pueblo campus who said to me, ‘I wish I could just be a professor and not have to have another job and own a company to survive.’”

“I would not have been able to afford childcare for my kids without the help from family.”

“My financial stability is due to privilege--spouse with income, not having student loan or medical debt, an inheritance. I would not be financially secure without those privileges.”

INFLATION AND LOCAL COST OF LIVING

“I work two jobs and my spouse also works full-time to provide sufficient income for our family. We are fiscally conservative and manage to put money into savings and used to be able to pay all expenses every month. However, in recent times, expenses have grown and it is harder and harder to pay everything off every month and harder to put money into savings. We drive older cars, that we bought with cash, and we consider needs versus wants when buying things, but even in being cautious with what we spend, general expenses have gone up so much recently that it is incredibly hard to stay afloat now.”

“Since coming to CSU Pueblo, the situation has not improved at all. The perception of Pueblo being more ‘affordable’ is laughable. Our employees are paid way too low (except for the overpaid cabinet) compared to market.”

“I've lived here only a short time, but I know that my salary doesn't equate with home prices in Pueblo and the surrounding areas. I've been a professional in academia for almost 20 years (most of those years outside of CO), and I'm struggling right now with the decision to buy a car - salaries here don't support that financial decision, either. Since coming here, I often feel like a graduate student again in terms of finances and housing precarity.”

“I live in Pueblo because it is less expensive than other cities within a fifty mile radius.”

PERSONAL AND PSYCHOLOGIAL IMPACT OF LOW PAY

“I am a competent, highly qualified, and caring instructor, and I wish I could earn enough money doing my best for the students, retention, and my colleagues while earning enough not to be constantly anxious, exhausted from working side jobs, and still in debt.”

“I attribute several of my personal problems to my inadequate salary.”

“Higher education has been a big disappointment and not what I originally imagined it would be like.”

“I have seen a lot of relationships end in divorce because of low paying salaries at CSU-Pueblo.”

“My mental health is now being affected with the lack of security going from lecturer back to adjunct back to lecturer back to adjunct for 8 years now.”

“The relentless financial stress has had a direct impact on my familial life, especially impacting my children.”

UNDERVALUING FACULTY

“My terrible salary proves that CSU Pueblo does not respect my skills or abilities.”

“I wish we made more money for the amount of education we paid for to get here.”

“The question of economic well-being goes beyond what makes faculty desperate (although that is dire for many). It is not just a matter of "can I survive on what I am paid?" it is "am I paid fairly for the work I do and the extent of my skills and knowledge?" and the answer is no.”

“We are underpaid, exploited and disrespected at CSU-Pueblo and leadership does not care.”

“If compensation is not made more competitive and equitable at CSUP, we are going to have a harder and harder time attracting and retaining high-quality faculty and the morale of those who remain working at CSUP will continue to get worse. As faculty, we provide an extremely valuable service (in fact, the central service of any university), a position which requires a tremendous amount of expertise and education (and often student debt). Our compensation needs to improve to reflect this value and investment.”

“I do think it is very sad what has happened to education in this country. Every year those in the teaching field are valued less from a monetary perspective. I LOVE teaching and I LOVE my field. However, I do not consider this a main source of income. I think once I retire, I would like to teach more, but I would have retirement savings to supplement me. I think the bottom line is teachers are not valued in a monetary way in this country and that goes from kindergarten to high school to college.”

RETENTION

“I have been pretty disappointed in how low my starting salary is at CSUP. I am even more disappointed to learn that there is not much room for improvement, or at least no one has discussed with me how to augment my base salary by taking on more duties. As I see it, CSUP really offers no incentive for new faculty to stay.”

“I have been talking with colleagues about quitting over the Christmas break because the pay is so low. I will spend break looking for other alternative jobs.”

“I have noticed a recurring pattern wherein talented individuals join CSUP, only to depart prematurely, largely due to financial concerns. The majority of new faculty and staff members leave within 1-2 years of joining, and the primary factor behind this high turnover is financial instability. This continuous cycle not only adversely affects individuals both financially and psychologically but also has far-reaching consequences for the overall efficiency and quality of work. It poses a risk of potential disruptions in the delivery of classes and services.”

“Salaries need to be higher, not just to support basic financial needs, like transportation and housing, but also to support the continuity of faculty working at the university. If we're a teaching institution, then relationships between students and faculty are paramount, and relationships can't be developed if faculty are staying only a few years to move on to other positions that are better paid.”

“Several colleagues, many of whom were outstanding educators, have left CSUP due to poor pay and to their working conditions (4/4 load).”

ADMINISTRATION AND SHARED GOVERNANCE

“It is not a healthy environment that the people who get paid the most (administrators) keep coming up with rules for the people who get paid the least (faculty).”

“My family and I struggled for many years due to low pay, inadequate promotion increases, salary inversion, and no annual raises. In the past, I had to teach additional classes and consult to cover costs and put my kids through college. While things are better now, the administration (deans, presidents, and provosts) were not concerned with faculty moral[sic]. President Mottet was the exception. The main problem with the university is administrative turn over. No one is here long enough to solve longstanding problems, including faculty compensation. Faculty are the most important employees on campus, but this is not reflected in budget allocations. There is no effective mechanism or funding to prevent faculty salary compression and inversion. After

years of insufficient, or no annual increases, relatively high inflation since 2021 has hit most faculty very hard. I have never seen such a crises of morale among the faculty."

"Pueblo pay is a problem, but even worse are problems stemming from unethical behavior. Even more nauseating is that all of the supplemental appointments taken by department chairs, deans and administration and their friends. These people believe they have a right to the extra appointments at the expense of faculty and these people think their contributions are more valuable than faculty. Remove slush funds for administrators and apply to faculty salaries. Strike through withholding of final grades to show how vital faculty are to an institution. Organized action is the only action that will get attention."

"Upper administration is top heavy$ Too many dept/org and Friend job placement. High turnover is an indication of POOR ADMINISTRATION AND MANAGEMENT. Resignation nation."

"Tim Mottet has dramatically increased the money we spend on admin and sports. Look at all the administrators he's given hefty 6-figure raises too since he's began employment here in 2017. Look at all the new admin positions he's created. Look at where our VISION funds have gone. And for what? We can't recruit and retain students at CSU-P because he does not understand a simple point: Admin and sports programs will not bring students to this campus. It's the faculty and programs that will! And consider this: Faculty have been leaving for higher-paying jobs by the dozens, and our students and programs are the worse off for it. I hope the new president will take a hard look at the admin bloat and the soaring costs we've spent on sports at this university. Compared to our peers, we spend far too much money on admin positions and sports. It's time to bring faculty salaries to 50% of the national median. It's time to show that we prize faculty. Our students and programs deserve better."

INEQUITY RELATIVE TO OTHER INSTITUTIONS

"I am paid significantly less than others, doing the same or less of a job, here at CSU-P. When compared to similar positions at other institutions in Colorado or other states, most are shocked at how low my salary is and how much my job requires."

"I believe it makes CSU look bad and hurts its reputation as a University to pay its employees so poorly."

"I feel strongly that faculties at CSUP are severely underpaid compared to other professionals with the same level of education, or to faculties working in Colorado Springs and Denver. Our salary fails to commensurate with the amount of work we do."

"[Compensation] needs to be in line with peer universities, CSU P is underpaid overworked. Except Admin."

"It disheartening to see colleagues at other universities with the same job function but with lighter teaching load AND more pay."

INEQUITY AMONG CSUP FACULTY

"CSUP should want to keep people and pay those that have been there more than those starting today. So disappointed that longevity is not valued or rewarded in any way shape or form."

"We currently post similar positions to me (Lecturer) at much higher rates. COLA + small raises vastly pale in comparison to the current new pay rate. I would be better off leaving my position, and reapplying for the same job to get the current salary rate."

"Adjunct compensation is not competitive and below average. There was a recent increase which was encouraging."

"It pains me to know that I make significantly more than most of my colleagues who have been here a substantial amount of time and yet I think I am underpaid."

"Salary adjustment was unfair to non-tenure track individuals. The ones that make the most money were gready [sic] and yelled to get a bigger percentage of funds than lower staff members. They already don't work much, not on campus and make more. Try living on a lecturers [sic] salary."

"There are basically no salary increases for lecturers. It leads to younger faculty having no desire to stay, as their salary will never increase."

"There is great imbalance in pay for those with the title of senior lecturer who hold leadership roles. In discussions about pay, lecturers need to be in the conversation. We are forgotten too much of the time."

"I plan to leave CSUP, and higher education, because of the miserable pay and the treatment of lecturers and adjuncts. I feel used, undervalued, and my necessities ignored; CSUP is exploitative. I am tired of having to ask for a fair salary as if I were asking for a favor. I need to be paid a fair living salary for the work that I do. Especially when compared to tenured faculty who teach, maybe, a third of the students I teach per semester, and higher administrators who do not work with students and don't listen to faculty."

BENEFITS AT CSUP

"CSU-Pueblo does not contribute to Social Security for its employees, this is unfortunate."

"CSU-Pueblo should have full tuition remission opportunities within the CSU System for dependents of its employees. Full-time employees who have children should not have to worry about paying 50% of tuition costs in order to send their kids to college when they have dedicated their entire professional lives to service, teaching and research at this institution."

"Combining my salary with matched retirement and benefits, as well as careful planning, I am paid enough."

DEBT

“I have been a adjunct at another college. At that time it was my only source of income for about 5 years. I could not get a full time job here in southern Colorado. During that time I ran up a significant amount of credit card debt. Credit cards were used to supplement my income. It took me years to pay this off. I ended up getting two roommates and renting out rooms at my home to pay it off. Eventually I got a full-time job with decent benefits. This job is not teaching.”

“I do appreciate the 5% raise that we got, and I appreciate the matching for the 403b. All of my financial misfortunes are due to the victimization, exploitation and abuse I suffered at my previous institution. I am still picking up the pieces from that.”

“I paid back my student loans in 13 years through a Federal Government’s Public Service Loan Forgiveness program. This required 120 consecutive monthly payments, submission of annual paperwork to verify my employment status and continued employment at a public university.”

“I mainly do not too much debt because I simply do not do many things because I feel I cannot afford to do them.”

“I have cash in the bank now because I had to refinance my house. It's not a home equity loan but when the house had an emergency and the insurance would not pay, I had no money to finance fixing the home. So now I have a mortgage at a worse interest rate than before and a bigger debt so my home will not be anywhere close to paid off when I retire. Without that loan, I would be living closer to the edge as I am supporting an adult child and - to some degree - that child's significant other.”

GENERAL COMMENTS

“I genuinely appreciate the university's commitment to excellence and recognize the efforts being made to provide a conducive environment for both learning and working. In light of the current circumstances, I humbly urge the university to evaluate and address the financial challenges faced by CSUP faculty and staff, fostering a stable and supportive environment that encourages long-term commitment and dedication.”

“hope they can understand”

“I need a raise”

“I have sought promotion at CSU-Pueblo above all for the money and less so for any sort of prestige the title may carry.”

“It sucks”

“Wish there was a significant increase in salaries for everyone at csup and there were large holiday bonuses.”

“The flexibility of the job is worth the low pay for me. I'm very productive, but I have some choice in how to do this in terms of research and teaching. But if that were to change I would seriously consider leaving for a more lucrative position.”

“I have thought about being financially insecure hundreds of times while employed at CSU-Pueblo.”

“I have lived paycheck to paycheck my entire career at CSU-Pueblo. I was offered $44,000 when I first started my tenure-track position.”

COMMENTS ON THE SURVEY

“This survey seems to be a bit too general. For example, it would seem that the age of those being surveyed would be very important. While this may address the economy of some faculty (especially young faculty), those who have been working for 15-20 year may not be economically deficient in the critical areas provided here, but may be nowhere near where they need to be to even consider retirement. Those who are currently (or will in the near future) paying for a child's (or children's) education will find significant struggles. In addition, the question concerning the cost of one's graduate education versus the benefits does not truly fit some degrees. For example, many graduate programs in science or engineering will waive tuition and provide a stipend for their students, so an analysis of the cost/benefit of such a degree are somewhat limited. The better question would be the cost/benefit of a faculty position versus some other position. If we compare many faculty salaries at CSU Pueblo to salaries that could be earned in another position in the same field, a better picture of the discrepancy may be seen. Even if we compare the faculty salaries at CSU Pueblo to high school teaching positions in Pueblo or Colorado Springs, one would find that the high school positions have higher 9 month salaries. Clearly, the concerns addressed in the survey need to immediate attention, but the issues that are associated with longer term employment at CSU Pueblo may need to be determined and addressed at some point.”

APPENDIX B: SURVEY INSTRUMENT

Economic Well-Being of CSUP Faculty

The CSUP chapter of the American Association of University Professors, in collaboration with the CSU Pueblo Faculty Senate, is interested in learning more about the financial well-being and economic perceptions of faculty at CSU Pueblo. This survey, based on the Economic Well-Being of U.S. Households survey conducted by the Federal Reserve each year, covers a broad range of topics related to household finances, financial decision-making, and economic conditions. Your responses are completely anonymous. We appreciate you taking the time to participate in this survey.

1. Which one of the following BEST describes your current position at CSUP?

Mark only one oval.

- ◯ Ranked Faculty *Skip to question 3*
- ◯ Visiting Faculty *Skip to question 5*
- ◯ Lecturer *Skip to question 5*
- ◯ Adjunct *Skip to question 5*
- ◯ Other, please specify below *Skip to question 5*

2. If you selected "other" as your position at CSUP, please specify here:

_____

3. What is your current rank on the CSUP faculty?

Mark only one oval.

- ◯ Assistant Professor
- ◯ Associate Professor
- ◯ Full Professor
- ◯ Other, please specify below

4. If you selected "other" as your current rank on the faculty, please specify here:

_____

Skip to question 6

5. Do you work full-time for CSUP?

Mark only one oval.

- ◯ Yes
- ◯ No *Skip to question 9*

6. Did you work for CSUP in the 2021-2022 Academic Year?

Mark only one oval.

- ◯ Yes
- ◯ No *Skip to question 8*

7. The median base salary for full-time faculty at CSU Pueblo was $61,555 in 2022. Given your rank in the 2021-2022 academic year, how did your CSUP base salary (in 2021-2022) compare to this median?

Mark only one oval.

- ◯ My base salary was above this median.
- ◯ My base salary was below this median.
- ◯ Don't know/my base salary was very close to this median.

Skip to question 10

8. The median base salary for full-time faculty at CSU Pueblo was $61,555 in 2022. Given your current rank on the CSUP faculty, how does your current CSUP base salary compare to this median?

Mark only one oval.

- ◯ My base salary is above this median.
- ◯ My base salary is below this median.
- ◯ Don't know/my base salary is very close to this median.

Skip to question 10

9. Do you receive more than 50% of your individual income from CSUP?

Mark only one oval.

- ◯ Yes
- ◯ No

10. Where do you live?

Mark only one oval.

- ◯ Pueblo
- ◯ Pueblo West
- ◯ Colorado Springs
- ◯ Denver
- ◯ Other location in Colorado
- ◯ Other location outside of Colorado

11. In the table below, the median household incomes in Pueblo and other areas from 2017-2021 (in 2021 dollars) are listed.

Given your location (indicated in the previous question), how does you household's income compare to the relevant median?

Location	Median Household Income
Pueblo	$46,766
Pueblo West	$75,286
Colorado Springs	$71,957
Denver	$78,177
Colorado (at large)	$80,184
United States (at large)	$69,021

Source: US Census Bureau (https://www.census.gov/quickfacts/fact/table/CO/BZA210221)

Mark only one oval.

- ◯ My household's income is above this median.
- ◯ My household's income is below this median.
- ◯ Don't know/my household's income is very close to this median.

12. What is the highest level of education you have completed?

Mark only one oval.

- ◯ Bachelor's Degree or lower
- ◯ Master's Degree
- ◯ Doctorate Degree

Housing Section

13. Which best describes your current housing situation?

Mark only one oval.

- ◯ Live in a home that you (and/or your spouse/partner/significant other) own. *Skip to question 15*
- ◯ Live in a home that you rent. *Skip to question 18*
- ◯ Live in the home of a relative or friend. *Skip to question 21*
- ◯ Other, please specify below. *Skip to question 23*

14. If you selected "other" as your current housing situation, please specify here:

_____

Homeowner Section

15. Do you (and/or your spouse/partner/significant other) currently have a mortgage on your home? (Do not include home equity lines of credit)

Mark only one oval.

- ◯ Yes *Skip to question 23*
- ◯ No *Skip to question 23*

16. Do you (and/or your spouse/partner/significant other) currently have a home equity loan or home equity line of credit in addition to your first mortgage?

Mark only one oval.

- ◯ Yes *Skip to question 23*
- ◯ No *Skip to question 23*
- ◯ Don't know *Skip to question 23*

17. Over the past 12 months, have you had to cut back on any spending so that you could make your monthly mortgage payment, and if so, by how much?

Mark only one oval.

- ◯ No *Skip to question 23*
- ◯ Yes, had to cut back a little *Skip to question 23*
- ◯ Yes, had to cut back some *Skip to question 23*
- ◯ Yes, had to cut back a lot *Skip to question 23*

Renter Section

18. Please select all the reason below for why you rent your home rather than own your home?

Check all that apply.

- ☐ It's cheaper to rent than own a home
- ☐ It's more convenient to rent (for example you can move easily)
- ☐ I plan on moving in the near future
- ☐ I can't qualify for a mortgage to buy a home
- ☐ I can't afford the down payment to buy a home
- ☐ I simply prefer to rent
- ☐ I'm currently looking to buy a home
- ☐ Other, please specify below.

19. If you selected "other" as your reason for renting, please specify here:

20. Over the past 12 months, have you had to cut back on any spending so that you could make your monthly rent payment, and if so, by how much?

Mark only one oval.

- ◯ No *Skip to question 23*
- ◯ Yes, had to cut back a little *Skip to question 23*
- ◯ Yes, had to cut back some *Skip to question 23*
- ◯ Yes, had to cut back a lot *Skip to question 23*

Living with Friend/Relative Section

21. Do you currently live with your relative or friend so that you can save money?

Mark only one oval.

- ◯ Yes
- ◯ No

22. Would you live on your own if you could afford it?

Mark only one oval.

- ◯ Yes
- ◯ No

Student Loan Screening Question

23. Do you currently owe any money or have any loans that you used to pay for your own education or someone else's education (e.g. Spouse/partner's education, child's education, or grandchild's education)? Please include any loans on which you are the co-signer.

Mark only one oval.

- ◯ Yes *Skip to question 24*
- ◯ No *Skip to question 27*

Student Loan Section

24. Please provide a little more information on the total amount owed for your education and/or someone else's education. If you don't know the exact amount an estimate is fine.

25. Please provide a little more information on the total monthly payments that you make on student loans for your education and/or someone else's education, if any at this time. If you don't know the exact amount an estimate is fine.

26. Overall, how would you say the lifetime financial benefits of your higher education compare to the lifetime financial costs to you of this education?

Mark only one oval.

- ◯ Much larger financial benefits than costs
- ◯ Somewhat larger financial benefits than costs
- ◯ About same financial benefits and costs
- ◯ Somewhat smaller financial benefits than costs
- ◯ Much smaller financial benefits than costs

Credit Section

27. How many credit cards do you have?

Mark only one oval.

- ◯ 0 *Skip to question 31*
- ◯ 1-3 *Skip to question 29*
- ◯ 4-6 *Skip to question 29*
- ◯ 7-9 *Skip to question 29*
- ◯ 10-14 *Skip to question 29*
- ◯ 15+ *Skip to question 29*

28. In the last 12 months, have you applied for any credit (such as a credit card, mortgage, or other loan)?

Mark only one oval.

- ◯ Yes
- ◯ No

Credit Card Section

29. In the past 12 months, have you always paid your credit card bills in full each month?

Mark only one oval.

- ◯ Yes
- ◯ No

30. Also, in the past 12 months, have you ever (check all that apply):

Check all that apply.

- [ ] Carried over a balance on your credit card and been charged interest
- [ ] Paid only the minimum payment on one or more of your credit card bills
- [ ] Carried a balance on your credit card at a low-interest rate from a special offer or promotion
- [ ] Used a credit card for a cash advance

Retirement Section

31. In which of the following age ranges do you expect to retire fully, meaning completely stop working for pay?

Mark only one oval.

- ◯ Under 55
- ◯ 56 to 60
- ◯ 61 to 64
- ◯ 65 to 68
- ◯ 69 to 72
- ◯ Over 72
- ◯ Will never stop working
- ◯ Not sure

Medical Section

32. During the past 12 months, was there a time when you needed any of the following, but didn't get it because you couldn't afford it? (check all that apply)

Check all that apply.

- [ ] Prescription medicine (including taking less medication than prescribed)
- [ ] To see a doctor
- [ ] Mental health care or counseling
- [ ] Dental care (including check-ups or routine cleaning)
- [ ] To see a specialist (such as an OB/GYN, dermatologist, orthopedic surgeon, etc.)
- [ ] Follow-up care (e.g., going to physical therapy sessions recommended by a doctor)

33. If you were to have a major unexpected medical expense that you had to pay for out of pocket, how likely is it that you that you would be able to pay your medical bills?

Mark only one oval.

- ◯ Very likely
- ◯ Somewhat likely
- ◯ Not likely

Income, Savings, and Spending Section

34. In 2022, would you say that your household's total spending was more than your income, that it was about the same as your income, or that you spent less than your income?

Mark only one oval.

- ◯ Spending was more than income
- ◯ Spending was same as income
- ◯ Spending was less than income

35. If you received $1,000 in unexpected income today, such as a bonus at work, how much of the $1,000 you would spend, how much you would save, and how much you would use to pay down any debt within one month?

Mark only one oval.

- ◯ Spend most or all of it.
- ◯ Save most or all of it.
- ◯ Use most or all of it to pay down existing debt.

36. Do you regularly set aside part of any income you receive in some type of savings account?

Mark only one oval.

- ◯ Yes
- ◯ No

37. Since working at CSUP, have you ever done any of the following in order to supplement your income and/or cover expenses? (check all that apply)

Check all that apply.

- ☐ Taken on a second job or summer job with a different employer.
- ☐ Taken on additional responsibilities ay CSUP for stipend/supplemental, including teaching summer classes if on a 9-month contract..
- ☐ Borrowed money from family or friends.
- ☐ Received side income from another source (e.g. donating plasma/eggs/sperm, (re)selling goods online or in person, etc.)
- ☐ Applied for a payday loan, deposit advance, or similar loan.
- ☐ Other (please specify below).

38. If you selected "other" as a means of supplementing your income, please specify here:

39. If you were to lose your main source of income, could you cover your expenses for 3 months by borrowing money, using savings, selling assets, or borrowing from friends/family?

Mark only one oval.

- ◯ Yes
- ◯ No

40. Suppose that you have an emergency expense that costs $400. **Based on your current financial situation** how would you pay for this expense? If you would use more than one method to cover this expense please select all that apply.

Check all that apply.

- ☐ Put it on my credit card and pay it off in full at the next statement
- ☐ Put it on my credit card and pay it off over time
- ☐ With the money currently in my checking/savings account or with cash
- ☐ Using money from a bank loan or line of credit
- ☐ By borrowing from a friend or family member
- ☐ Using a payday loan, deposit advance, or overdraft
- ☐ By selling something
- ☐ I wouldn't be able to pay for the expense right now
- ☐ Some other way.

Financial Stress Section

For each of the following statements, indicate your level of agreement.

41. I feel depressed because of my financial situation.

Mark only one oval.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

42. I feel anxious because of my financial situation.

Mark only one oval.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

43. I feel burned out because of my financial situation.

Mark only one oval.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

44. My financial situation interferes with my daily job performance.

Mark only one oval.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

45. My financial situation frequently interferes with my relationship with co-workers/colleagues

Mark only one oval.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

46. I work too much to improve financial situation.

Mark only one oval.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Final Question

47. Do you have anything else to add about your economic situation or concerns as a faculty member at CSUP?

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Google Forms

To: Colorado State University Board of Governors
From: Armando Valdez, President
Subject: February 2024 President's Report

Expanding Our Appeal | Enhancing Student Success | Developing Our People

STUDENT-CENTERED ACTIVITIES

ENROLLMENT
The enrollment headcount across both on campus and online for spring 2024 was 3,256 students as of Jan 17, 2024. Enrollment for on-campus only was 2,834, and Extended Studies Online was 422. Currently we are ahead year-over-year across the different enrollment types. These numbers are *not* final as the census date is Jan 31st. Final numbers will be reported on February 5. Based on past trends and data pulled as of this morning, there are still many students registering for classes, giving us potential to further boost overall year to year headcount, and decrease the melt percentage from fall 2023.

ACADEMIC AFFAIRS
A recent focus of Academic Affairs and Extended Studies has been on academic program expansion across Colorado including the Prison Education Program correspondence programs in partnership with Trinidad State College, a BSBA degree in Accounting at Northeastern Junior College, and a BS in Nursing to be offered in Walsenburg.

The CSU Pueblo School of Nursing and the CSU College of Health and Human Sciences are actively investigating the possibility of a 3 + 2 BS/MSN program in Fort Collins where CSU students receive a BS in a CSU Health-related program and a CSU Pueblo MS in Nursing. Due to the high demand for Nurses in Colorado and the recent initiatives in the School of Nursing to alleviate this demand, the Board of Governor's agenda includes a proposal to create an independent School of Nursing as of Fall 2024, which currently lives within the College of Health, Education and Nursing. Upon approval, a search for a Dean and Director of Nursing will commence.

The nursing program at CSU Pueblo was established in 1964 (then Southern Colorado State College) as an associate degree program. The first class graduated two years later. With graduation of the first class, the program was accredited by the National League for Nursing (NLN). In 1974, the nursing faculty recognized the need for a baccalaureate program in nursing. The School of Nursing received authorization for an upper division degree completion baccalaureate program for registered nurses. The first graduates from the degree-completion program were awarded baccalaureate degrees in May of 1977. NLN

granted initial accreditation to the BSN degree-completion program in 1981. The School of Nursing was ranked as one of the Top 50 nursing schools in the nation in 2020. The National League for Nursing Accrediting Commission (NLNAC) granted continued accreditation in 2011. The most recent ACEN accreditation site visit was completed fall 2023 with anticipated notification for continued accreditation decision in May 2024. The School of Nursing BSN rural concentration Walsenburg site has an anticipated start for summer or fall 2024.

In 2003, the Colorado State University System confirmed approval of the Master of Science with a major in Nursing (MS) at Colorado State University – Pueblo. The graduate nursing program was initially accredited in 2006 by the National League for Nursing Accrediting Commission (NLNAC) and reaccredited in 2019 with the next scheduled site visit in Spring 2027. The following master's program concentration areas are currently offered:

- MS Adult/Gerontology Acute Care Nurse Practitioner (Post Master's Certificate option)
- MS Adult/Gerontology Acute Care / Family Nurse Practitioner (Post Master's Certificate option)
- MS Psychiatric-Mental Health Nurse Practitioner (Post Master's Certificate option)
- MS Nurse Educator (Post Bachelors and Post Master's Certificate option)
- MS Nurse Manager and Leader

In 2018, CSU Pueblo received approval from the Higher Learning Commission, Colorado Department of Education for the Doctor of Nursing Practice for both BSN, and MS entry points. In 2019, the Accreditation Commission for Education in Nursing (ACEN) granted Candidacy for the clinical doctorate in nursing program. Initial accreditation for the DNP Program was granted in April 2022 with the next scheduled site visit in Fall 2026. The following Doctor of Nursing Practice (DNP) degree concentration areas are currently offered:

- BSN to DNP Adult/Gerontology Acute Care Nurse Practitioner
- BSN to DNP Adult/Gerontology Acute Care / Family Nurse Practitioner
- BSN to DNP Psychiatric-Mental Health Nurse Practitioner
- MS to DNP Population Health

As of Fall 2023, there were 192 students enrolled in undergraduate nursing programs, and 106 students enrolled in graduate programs. The School of Nursing employs twenty-four full-time faculty and staff and a great number of adjuncts who teach courses as well as clinicals in our may partner facilities. The School of Nursing has a long-established collaboration with Parkview Medical (now part of UCHealth) in support of developing a nursing workforce for southern Colorado.

The CSU Pueblo School of Nursing graduate program is approved by Colorado Board of Nursing.

STUDENT AFFAIRS

In alignment with the CSU System Strategic Priorities, Student Affairs continues to strive to support the whole student by providing exceptional service and support for students both inside and outside of the classroom.

To support student success, TRIO Support Services provided opening tutoring hours for students during finals, while Educational Talent Search partnered with the Career Center and set up a resume building workshop. Furthermore, Veterans Upward Bound, hosted a math boot camp at Pueblo Community College. Additionally, Pack CARES, a team that assists in the health, safety, and welfare of the University community, worked with students on the following trends:

- General Support both inside and outside of university
- Academic Concerns
- Financial Concerns
- Childcare Needs
- Transportation resources
- Mental health resources and services

In addition to the above trends, concerning behaviors was up, while suicidal ideations and housing referrals were double the amounts from previous years. There was a noticeable increase in referrals/needs for prospective students who were not yet enrolled in classes, or former students who left the University. More than 53.85% of Pack CARES referrals resulted in contact with students, completion of success plans, or referrals to other wrap around services. In the fall, 46% of referrals were closed due to students not participating in supportive opportunities being offered. However, case managers had over 105 meetings with students ranging from initial contacts to follow-ups.

Similarly other support services, the College Assistance Migrant Program (CAMP), continues to support and move students toward successful outcomes. Currently, there are approximately 49 students participating in the program. Of the 49 participants, 25 are new students. Below is a chart for CAMP contact hours, support, and trends for the program.

Month	**Number of appointments**	**Meeting reasons**	**Trends**
August	36	On boarding of student	Student financial need
September	42	Fix student financial aid and support class choice for spring 2024	Mental Health food insecurity
October	23	Community Service Fix aid Mental health referral Tutor referrals	Mental Health

November	34	Support in registration Billings Food insecurity Mental Health Home issues	Billing problem
December	40	End of semester checkout	Health Food insecurity

To enhance co-curricular student experiences, two piloted programs were implemented. The first program, known as the GRIT Workshops, aims to provide students with an in-depth understanding about themselves and how they can achieve individual success. The skills learned aid students in working towards any aspiration - from being leader in their careers to increasing their GPA in academics. The sessions are designed to foster a growth mindset, enabling students to thrive in their professions and make a positive impact on the world. Topics covered in the workshops include time management, cultivating healthy relationships, stress management, conflict resolution, and a cooking class focused on preparing cost-effective and nutritious meals.

The second program that was introduced is the Mirror Monday Discussions. These sessions are facilitated by professionals who have personal experience as first-generation college students, transfer students, Undocumented students, former foster youth, formerly incarcerated students, or students with disabilities. They generously share their insights and stories related to higher education, career exploration, lived experiences, assets, and strengths. The sessions serve as a platform for students, faculty, and staff with similar backgrounds to connect and learn from one another. The sessions are designed with an equity-focused and asset-based approach, aiming to empower our community. Both programs continue to be a success with an average attendance of around 24-30 students.

Regarding student engagement, in the period spanning from June 2023 to December 2023, with a total of 28 events, 6,499 students have participated. This number is up over 50% from the previous year at over 2,300. Additionally, to enhance our university appeal, the social media engagement rate on CSU Pueblo's online platforms, specifically SEAL, has seen a significant increase of 61%.

Additionally, to foster a sense of both community and engagement, mixers were organized for members of Student Org, Greek Life, and ASG. Students conveyed their gratitude for the chance to participate in these events, recognizing the value they provided. Furthermore, to enhance leadership skills and broaden horizons, SEAL student employees, Latino/x Student Union (LSU), and Black Student Union (BSU) attended LEADs leadership conferences held in New Orleans. Students enthusiastically shared their enjoyment of the trip, particularly highlighting the networking opportunities with peers from diverse universities across the nation. Regarding community, ASG's Winter Wonderland successfully brought 800 participants to the campus.

During the orientation held in July 2023, the introduction of the CampusESP Parent Portal took place. Initially, 200 parents created an account on the portal. However, this number has since grown to 504 parents, indicating an impressive 152% engagement rate. Parents

are not only registering for accounts, but also actively utilizing the portal to access and read the information that is regularly posted. The number of events and activities centered on students and their families has experienced an increase from five major events per year to a more substantial count of 10 majors per semester. Finally, to support mental health and well-being initiatives, SEAL coordinated a Stress Busters Week during Finals Week. The week included having the University mascot present for emotional support, acupuncture, and a Late-Night Finals Breakfast-where Student Affairs' staff served over 420 students.

On a final note, to support the development of our people, the Equal Opportunity Center (EOC) Leadership Staff provided training to all TRIO staff on the New/Better FAFSA during a professional development workshop. Additionally, Student Engagement and Leadership partnered with the Pueblo County Sheriff's Office and provided de-escalation training for the Division of Student Affairs.

ATHLETICS

Intercollegiate Athletics concluded a very successful fall sport season. Three of six teams advanced to the NCAA Championships with men's soccer finishing 2nd, women's cross country 11th and men's cross country 12th. National runner-up men's soccer team played their second year in a row in the national championship game in Charlotte, North Carolina. As a result of these three sports, the Pack finished 10th in the LEARFIELD Directors' Cup Fall Standings out of 300 NCAA Division II member institutions.

New head football coach Phil Vigil, led the ThunderWolves to an 8-3 record in his first year. There is great excitement for the future with this program.

All our programs continue to maintain record number of participants with approximately 640 student-athletes in the fall. These individuals had a remarkable 3.325 fall term GPA, which is the highest in school history. Over 76 student-athletes had a 4.0 GPA in the semester.

On January 19, 2024, CSU Pueblo announced the decision to transition men's lacrosse from varsity to club-level status following the 2024 spring season.

Men's lacrosse was added as a varsity sport in 2014 and participated in the Rocky Mountain Athletic Conference (RMAC) with approximately 35-40 student-athletes on their roster. The transition will reduce the number of varsity sports at CSU Pueblo to 20 in total. The average number of varsity sports sponsored in NCAA Division II is 16. The decision to transition the program to a club sport is in part based on the limited number of NCAA men's lacrosse programs within the University's geographic footprint. As a club sport, CSU Pueblo will have far greater competitive opportunities through an association with the Men's Collegiate Lacrosse Association (the governing body for men's club lacrosse) and

the Rocky Mountain Lacrosse Conference (RMLC), which supports nine teams in Colorado along with several institutions from our region including Colorado School of Mines, Fort Lewis, MSU Denver, and Western Colorado.

All scholarship-eligible student-athletes affected by this decision will have their financial aid honored until they depart or graduate from CSU Pueblo. If a student-athlete chooses to transfer after the season, NCAA rules will permit them to play immediately without penalty. This decision will save approximately $300,000-350,000 annually; positively impact gender equity; help Athletics become a "right-sized" organization and better aligned with its strategic plan.

EMPLOYEE-CENTERED ACTIVITIES

BUDGET AND FINANCE

While tuition numbers for the Fall semester were up slightly, actual tuition revenue for FY24 is tracking significantly below budget. Based upon Fall revenue numbers and historical data, CSU Pueblo currently projects tuition revenue for FY24 to come in $700k below budget. FY25 tuition revenue projections have been adjusted accordingly.

For the FY25 budget, a budget scenario modeling a tuition increase of 2%, salary increase of 3%, and state appropriations of 11% has been added. Currently, this is the only scenario that presents a balanced budget at this point in time. All budget scenarios still maintain a 3% salary increase across personnel groups for FY25. All FY25 budget scenarios have been modified to remove a previously budgeted $500k in permanent expense reduction based upon historical data and current year spending levels.

Second quarter actuals are tracking closely to budget for FY24, with all variances tracking tightly to budget. An FY24 bright spot includes an additional $1m of unexpected funds for the Institute of Cannabis Research (ICR).

Efforts to develop CSU Pueblo's vacant land have continued to move forward, with the local development committee meetings beginning to take place monthly. Dee Rogers-Brown was recently added to the local committee, bringing a strong real estate background to the group. CSU Strata has also been fully wrapped into the project and has been invited to all local meetings. A robust real estate update is anticipated for the next BOG meeting.

AUDIT

The Office of the President is overseeing 7 active internal audits with 12 recommendations. To date, 243 recommendations have been completed; and 12 will be completed by the end of 2024. All audit recommendations will continue to be processed on schedule or under revised target dates in agreement with internal audit guidance.

OPERATIONS AND ADVANCEMENT

The Operations and Advancement team oversees a strategic selection of campus enterprises and responsibilities, including: Facilities Management and the campus physical plant, including Parking and Safety; Auxiliary Services; Marketing, Communications, and Community Relations, including Events Sales and Marketing; and the Denver-based

Advancement team, which includes the grant programs in the Hispanic Serving Institution Initiatives Office and ongoing work in Diversity, Equity, and Inclusion. The Operations and Advancement team's objective is to build and strengthen the ten initiatives of Vision 2028 and support the campus ecosystem as we work to achieve the university's wildly important goals: elevating the appeal of campus, enhancing student success, and developing our people.

Implementing Vision 2028.
In FY24, we began to shift all existing people and priorities to sustainable funding sources (a mix of E&G, Auxiliary, and Extended Studies) or did not renew empty or transitioning positions. This is a Cabinet-level priority overseen by the VP of Operations and Advancement, the CFO, and the Senior Director of the Office of Financial Management. A full plan for Vision 2028's evolution was presented as part of the FY23 Annual Report at the December 2023 BOG Meeting. Updates will be provided as part of the May 2024 BOG meeting, budget preparation and presentation by the CFO.

Personnel:

- Strategic Reorganization of Parking and Safety to report to Auxiliary Services, led by Director of Campus Safety, with new Parking Manager and Administrative Assistant added to team, per Margolis Healy recommendations for added capacity and more executive level functioning for campus safety, writ large.
- Inaugural Director of Campus Safety, Officer Todd Whittemore (former Sgt. of Pueblo Police Department and state director for active shooter training), began on January 16, 2024.

Technology Building Construction Update:

- Construction is now just over 78% complete with an anticipated substantial completion date of April 30, 2024, and an anticipated move-in date of June 30, 2024.
- Successful presentation of phase II funding needs to the Capital Development Committee by VP of Operations and Advancement, Dr. Donna Souder Hodge on December 14, 2023.

COMMUNITY-CENTERED ACTIVTIES

CSU Pueblo Operations and Advancement division successfully hosted the following high-profile state/national events:

- Hosted College Track leadership and Denver students on CSU Pueblo campus as part of system-wide partnership, Saturday December 2, 2023.
- Hosted Pueblo District 60 Google Event on campus with 200 high school students (in collaboration with Hasan School of Business and CyberWolves team, led by Dr. Roberto Mejias and Jim Quintana).

- Sponsored late-night breakfast for students during finals week, December 12, 2023.
- Hosted Pack vs. Rams exhibition advancement pre-game event for alums in Denver (led by CSU Pueblo's Advancement team, Alexandra Hansen and Keelan Bailey, in partnership with donor, Tim and Lynn Simmons and the CSU Pueblo Alum Association). December 17, 2023.
- Hosted Pueblo Innovative Energy Solutions Advisory Committee (state committee, led by Frances Koncilja and statewide Xcel Energy – research and recommendation to city/county/state/Xcel on future of decommissioned Comanche III Coal Plant). January 5, 2024.
- Hosted CSU Day at the Stock Show, in collaboration with Enrollment Management and Advancement; hosted team at Hydro to represent admissions and recruitment and university advancement efforts. Saturday, January 13, 2024

CSU Pueblo Operations and Advancement division successfully collaborated with numerous partners to secure the following state/federal funding:

- $1.3M OEDIT Grant (PLANT Grant) in support of rural nursing initiatives (awarded over 3 years, to Foundation)
- $7.8M CSU System SCALED (advising across system); awarded to CSU Pueblo, with CSU System employee (office of the CAO), Emily Amadee serving as interim project director. Federal Department of Education, PSSG program award.
- $8.7M Award, to CSU System from Federal Charging and Fueling Infrastructure Discretionary Grant Program to build a network of three public modular fueling stations near the CSU campuses in Fort Collins, Denver, and Pueblo to provide hydrogen fueling for medium-to-heavy-duty vehicle fleets and future light duty passenger vehicles along Interstate 25.

CSU PUEBLO IN THE NEWS

Assistant Dean of Student Engagement and Leadership Selected to Represent CSU Pueblo at the 2023-2024 HERS Leadership Institute. Assistant Dean of Student Engagement and Leadership Dr. Lucie Menjivar was selected to participate in the prestigious Higher Education Resource Services Leadership Institute (HLI). The 2023-2024 cohort is composed of 64 leaders in higher education from across the nation. Members of the cohort consist of professors, administrators, and cabinet-level leaders who join together for an immersive leadership experience. The goal of the program is to provide a transformational leadership and professional development experience to develop emerging leaders in higher education. Participants share their ideas of leadership and their personal and professional goals and how they hope to contribute to their institutions upon completion of the program. Dr. Menjivar is the first representative from CSU Pueblo to participate at the HLI. She is a member of the Advancement Committee for this cohort and their team has raised over $8,600 to support scholarships for future attendees. "This has been one of the most transformative professional development experiences I have participated in throughout my career," Dr. Menjivar said. "I would like to encourage other women to participate in this invaluable opportunity and personally experience the profound impact it has had on me."

CSU Pueblo CyberWolves Dominate 4th Annual MWCC Securing Top Honor in Cyber Security Excellence. CSU Pueblo's CyberWolves, a nationally ranked cyber security team, secured the top spot at the Mountain West Cyber Challenge on December 2nd, 2023. The

competition featured 35 teams with a total of 130 participants. The CSU Pueblo CyberWolves Red Team secured the coveted first position, replicating their outstanding performance from the 2020 MWCC games. Additionally, CSU Pueblo's Team Purple and NOOBs Team also demonstrated their expertise, earning placements among the top 35 teams in this highly competitive event. CSU Pueblo's CyberWolves Red Team achieved an impressive score of 1850 points, significantly surpassing the second-closest contender who accumulated a total of 1150 points. The competition entailed a rigorous 7-hour round of Cyber Security Capture the Flag (CTF). Noteworthy is the fact that this event was conducted entirely online, leveraging Deloitte's esteemed Cyber CTF platform as the host. This competition is another excellent opportunity for students to obtain real-world hands-on cybersecurity experience in a variety of areas such as web security, network security, cryptography, reverse engineering and others.

Jean Dreyfus Lectureship Awards CSU Pueblo as One of Eight Undergraduate Institution Grant Recipients. Assistant Professor of Chemistry Dr. Samuel Gockel has secured an $18,500 grant from the Camille and Henry Dreyfus Foundation. The Jean Dreyfus Lectureship Award provides funding to host a prominent researcher on campus for a guest lecture series. The grant aims to offer academic enrichment and support summer research fellowships for two undergraduate students who will collaborate with mentors in contemporary chemistry. “This noteworthy accolade granted upon CSU Pueblo, shows as a true testament to Dr. Gockel’s exemplary contribution to the field,” CSU Pueblo Provost and Vice President for Academic Affairs Dr. Gail Mackin said. Professor Gary Molander from the University of Pennsylvania will present his research on solar energy at the CSU Pueblo campus. This presentation is particularly significant considering the crucial role that solar energy plays in the greater Pueblo community.

School of Nursing

fact sheet

Mission Statement: To prepare graduates for professional positions as safe, competent, and caring nurses to meet the healthcare needs of diverse populations.

Philosophy: Caring has been defined as the "essence of nursing" (Leininger 1988), a process and behavior that can be taught and learned. Caring requires the "offering of self" (Scotto, 2003); intellectually, physically, psychologically, and spiritually. Nursing is the synthesis of science and art, which addresses health promotion and maintenance across the lifespan. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety, and improve patient outcomes. Nursing judgement is integral to making competent decisions related to the provision of safe and effective nursing care. Effective communication skills using both technological and human means are essential to nursing care.

degrees offered

Undergraduate Degrees (current enrollment 192)

BS in Nursing - 3 program options
- Basic
- Accelerated (2nd degree)
- RN-BSN (online nursing program)

*(2/3 - post graduation RN Licensure Exam)

Certificate Options

Post Bachelors Nurse Educator
Post Masters Nurse Educator
Post Masters Nurse Practitioner (3 concentration programs)
- Adult/Gerontology Acute Care NP
- Adult/Gerontology Acute Care & Family NP
- Psychiatric - Mental Health NP

Graduate Degrees (current enrollment 106)

MS in Nursing - 5 concentration programs
- Adult/Gerontology Acute Care NP
- Adult/Gerontology Acute Care & Family NP (dual program)
- Psychiatric - Mental Health NP
- Nurse Manager Leader (online nursing program)
- Nurse Educator (online nursing program)

BSN to DNP - 3 concentration programs
- Adult/Gerontology Acute Care NP
- Adult/Gerontology Acute Care & Family NP
- Psychiatric - Mental Health NP

MS to DNP - 1 concentration
- Population Health - (online nursing program)

Want to Learn More? SCAN ME

faculty and staff

Susan Belport
Interim Associate Dean/Director

Lynnette Leachman
Administrative Assistant

Jacqueline Itambo
Interim Graduate Program Coordinator

Lisa Persons
Interim Undergraduate Program Coordinator

Aminoritse Bajah-Onyejekwe
Sim Lab Coordinator

Jacinda Heintzelman - Associate Professor
Heather Brown - Assistant Professor
Christine Foster - Assistant Professor
Hedy Gerber - Assistant Professor
Susan Petrin - Assistant Professor
Ronda Orndoff - Lecturer
Sue Nichols - Visiting Assistant Professor

Heather Kuykendall - Visiting Assistant Professor
Pamela Love - Visiting Assistant Professor
Janet Martinez - Undergrad Clinical Liaison
Kylie McGill - Sim Lab Technician
Kristy Williams - Graduate Program Assistant
Peggy Foley - Advisor/Counselor
Jolene Davis - Undergrad Program Assistant

notable accomplishments

- First Doctorate Degree program at CSU Pueblo started 2018
- 2020 in Top 50 BSN Nursing Schools in the Nation
- 2019 BSN program ranked #4 in Colorado
- 2019-2020 MS AGACNP & FNP top ranking in Colorado for best value
- Student Learning Outcomes
  - BSN 2022-Statisfaction 85%; First time exam pass rate 89%; Employed within 6 months 100%; Completions 78%
  - Grad APRN 2022 - Satisfaction 82%; First time aggregate pass rate 91%; Employed within the first 12 months 100%; Completions 82%
- ACEN Accreditation
  - BSN Degrees - Established in 1964; Site visit October 2023 with site visitor recommendation for continued accreditation as the program in compliance with all standards; initial accreditation 1981
  - MS Degrees - next site visit Spring 2027; initial accreditation 2006
  - DNP Degrees - Frist full review site visit Fall 2026; after successfully completing candidacy and initial accreditation site visit Fall 2021 effective December 12, 2019

items of interest

- Collaborating with CSU Fort Collins to purpose first in Colorado entry level MS Nurse Leader program as a 3+2 program (Bachelors degree from FC and MS with a concentration in Nurse Leadership CSU P at CSU FC)
- BSN rural concentration Walsenburg site - Anticipated start is Summer or Fall 2024. HLC, State Board of Nursing and Accreditation application and approval processes anticipated completion by July 2024
- Community Partnerships: Experiential learning, students and faculty organize multiple community service annual events, community preceptor and other volunteer hours contributing to students' academic experience
- Multiple grants and state funds to support School of Nursing's Building, Simulation Center, Nursing Tutoring Center and Student Scholarships.
- Accreditation site visitors identified campus and School of Nursing strengths compared to other universities as:
  - Student athletes and military students; advisor and instructor support
  - Collaboration with student counseling resources
  - Consistent core group of adjunct faculty for labs, clinicals with faculty mentoring and oversight processes

Section 5

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
01/25/2024
Student Report

To the CSU Board of Governors,

Dear members of the CSU Board of Governors, I hope you all had a wonderful holiday and am excited to share the student report on the updates regarding student activities and upcoming events.

Student Community and Engagement Initiative

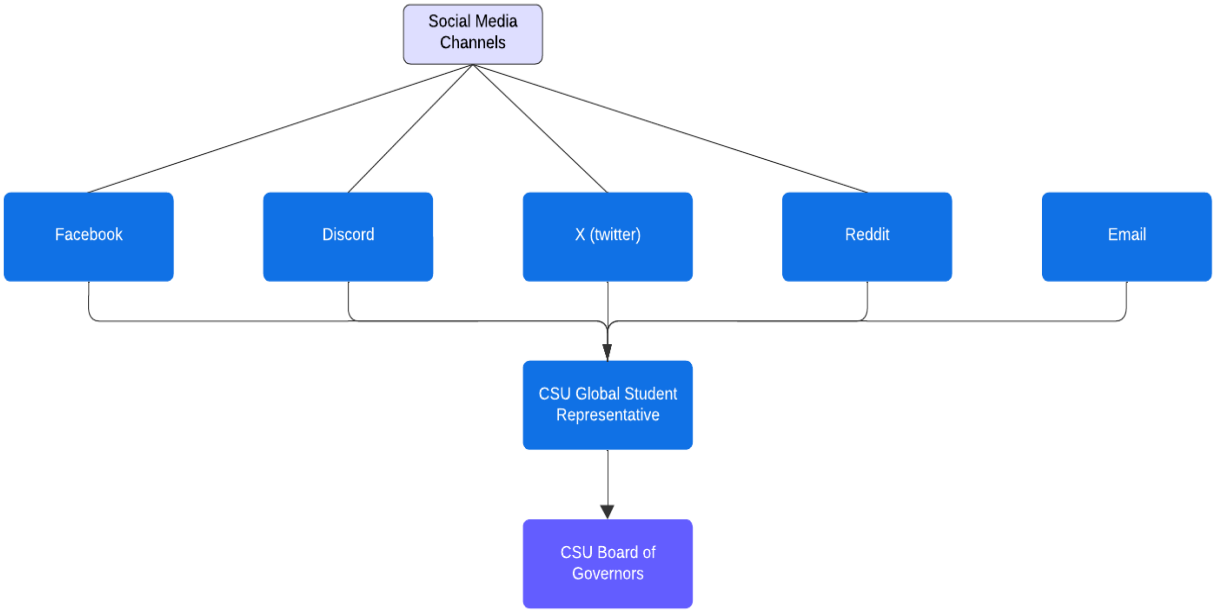
I want to start with one of the major ideas that could have a great impact on student communication. Taking inspiration from CSU Fort Collins and CSU Pueblo, I plan to create a student body that represents CSU Global students. Now, I know that it is a challenge to collectively form a student body in an online environment, especially when a lot of the students are working full time jobs while they are studying. However, I think that it is important to create channels that students can utilize to communicate with each other. Hence, I started using social media tools to foster communication between students. What I have learned from sending out the introductory email to all the students is that they do seek a community that enables them to communicate with one another, whether it is campus related or off-campus related discussions and posts.

Social media is a great way to achieve this as an unofficial channel for communication. It takes a lot of work to maintain social media channels and to foster initial content and engagement, but I am willing to invest more and more time into these channels and try to garner student engagement. This will also give the student representatives the opportunity to utilize social media to push their agenda or conduct discussions and polls on student activities and initiatives. I intend to pass on the access and responsibilities of those online student channels to the next student representative who can then use these channels to further their agendas. This transfer of access and authority could happen during the transition phase of transferring student representative roles to the new representative elected.

Currently, I have used Facebook and X (formally known as twitter) as two major social media platforms for the CSU Global Student body. In the future, with student feedback, I plan to extend to other channels such as discord and reddit. Here are the links to the group.

https://twitter.com/BodyCsu19399

https://www.facebook.com/groups/905691180999088



The diagram above shows a simplified communication channel between the student body and the CSU Board of Governors. Students can use social media to communicate with each other and the student representatives could draw out issues and concerns of the students through these channels and report back to the administration and the board.

Updates about the Chess Club

I am happy to announce that the CSU Global Chess club is live and students can join in and start participating in hosted games or play with other members of the club. After getting in contact with Bryan Hummel, the director of CSU Global Esports group, the chess club will be under the CSU Global Esports wing. We will be sending out regular posts about upcoming events in the chess club arena through emails and social media.

Social Gatherings

We have been considering various efforts for social gatherings for students primarily residing in Colorado, although students from other areas are welcome to join. One of the major venues that I thought would be suitable for social gatherings is the CSU Spur Campus. I don't think that a lot of students are even aware of the opening of the CSU Spur Campus. Since CSU Global is also a part of Spur campus, I think it is a great opportunity for students to experience the beautiful and advanced Spur campus. We could offer an in-person tour to the students which will give them information and a sense of connection with the campus. However, we do not know if students will be interested in doing a tour of the Spur campus. So, we will send out emails to the students asking them if they would be interested in a social gathering effort at Spur campus. If we get enough students willing to participate, then we can move forward and arrange the tour and discuss it with the members of the Spur campus.

Orientation for Future Student Representatives

It is important to have a smooth transition when it comes to getting the incoming student representatives prepared for the role by the outgoing student representatives, which is why I will be working with Jerid Counterman to help with the transition of student representatives. Some key objectives we discussed for the transition phase are:

- Document a repository of past reports and actions taken by the previous student representative to give the incoming student representative an idea of what to expect with the new role.
- Conduct a meeting between the outgoing and incoming student representatives in order to discuss aspects about the roles and responsibilities of CSU Global Student representative position.
- Send out an introductory email to all the students notifying them of the new student representative.
- Introduce the incoming student representative to the members of the Board to establish acquaintance.

Thank you,

Laxman Adhikari

Student Representative to CSU Board of Governors

Colorado State University Global

Colorado State University Global Campus

BOG Faculty Report
February 2024

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

CSU Symposium for Inclusive Excellence

A weeklong conference featuring dozens of sessions, research presentations, and keynotes was held. The conference speakers and attended were inspired by the breadth and depth of the content that included topics such as *Fostering Inclusivity in an Online Environment, Serving the Military and Veteran Student, and DEIB: A Curriculum Approach for Inclusive Excellence*. For those unable to attend the Symposium, recordings are available on the CSU Inclusive Excellence web site.

New Program Launch in Spring 2024

The **Master of Business Administration in Product Management** will equip aspiring leaders with the strategic prowess and specialized skills required to navigate the intricate realm of product design, marketing, branding, supply chain, and finance. Designed by doctoral-level faculty working in the field of product management, this dynamic MBA program is a confidence builder, propelling students beyond the traditional marketing manager role into business innovation and design.

The **Graduate Certificate in Digital Health Technology** will offer a comprehensive exploration of the intersection between healthcare and technology, providing practitioners with the expertise to leverage digital solutions for enhanced patient care and operational efficiency. The certificate supports the latest health information technology standards, providing stackable credentials recognized nationally. With a focus on immediate applicability, this program prepares individuals for diverse career paths and advancement opportunities in transformative healthcare delivery.

An innovative new course, **'Disagree Better**,' in collaboration with Utah Governor Spencer Cox and Colorado Governor Jared Polis, aimed at equipping learners with healthy conflict resolution strategies has also been launched.

Faculty Handbook Updates

The Faculty Handbook was recently updated and approved by the Faculty Affairs Committee, Governance Council, and the CSU System Board of Governors. Handbook updates include language alignment with Dropout Detective, position titles in academic affairs and faculty operations, and additions to the Faculty's Guide to Free Speech in the Classroom at CSU Global

Academic Technology Tean (ACT)

We are proud to announce our new Academic Technology Team!

Donald McCracken - Academic Course Technology Administrator/PT Faculty Instructor, MIS Program
Mark Nowowiejski - Academic Course Technology Manager and PT Instructional Designer
Lorelei Hoover - Disability and Accessibility /Educational Technology Specialist
Lindsay Walker - Instructional Technologist
Abigail Smith - Curriculum Quality Process Controller (CQPC)
Zohreh Aminian - Curriculum Quality Process Controller (CQPC)

CSU Global in the News

Insider Monkey ranked CSU Global #6 in its list of 25 Best Online Degree Programs for Working Adults.

BizWest: CSU Global launches graduate certificate in digital health technology.

Douglas County News-Press: Douglas County, CSU Global offer teacher development opportunities.

Faculty Recognition

Dr. Mary Welsh's nonprofit, **Susie Q's Kids**, was highlighted in Corp Magazine and as 2023 Best of MichBusiness and received the Nonprofit Beacon Award. Susie Q's Kids creates comfort bags for kids in need, engages kids in helping kids, and furthers the mission of other nonprofits through education and distribution of their comfort bags.

Dr. Shelley Safian's 4th edition of the textbook "**Let's Code It!**" will be published by McGraw-Hill Higher Education in January 2024.

Dr. Joy Ohayia will deliver the keynote speaker presentation at the Global Women Power Summit and Expo for International Women's Day in Paris on March 8-9, 2024. The topic: "**How to Reduce Stress: The Good, The Bad, and The Ugly**."

Dr. Peter Billington was accepted to present at the National Business and Economics Society annual conference in Puerto Vallarta, Mexico, in March 2024. The topic: "**The Great Pandemic TP Shortage: Hoarding or Rational Inventory Application?**"

Dr. Stacey White was appointed Vice-Chairman of the Emergency Preparedness and Response Section of the Oklahoma Public Health Association.

The Board of Governors of the Colorado State University System
Feb. 7-9, 2024
President's Report Item

President's Report

In line with our mission to advance student academic and professional success through strong stakeholder engagement, CSU Global has secured several partnerships in recent months to increase the availability of our programs. Most notably, CSU Global and School Board Partners (SBP) have partnered to facilitate master's-level collegiate credit for board members from K-12 school districts participating in SBP's training program. We would like to recognize Board of Governors' Vice Chair Dr. Nate Easley, SBP board member and treasurer, for the role he played in making the introduction to the organization and its leaders.

In addition, as part of the Douglas County School District's initiatives regarding staff engagement and retention, CSU Global partnered with the District to provide professional development opportunities for its educators and administrators while also providing discounted tuition for its stakeholders. Partnerships were also finalized with Cox Media Group, an integrated media company, and AmeriCorps, an agency that connects Americans with volunteer work across the country.

CSU Global would also like to thank Dr. Timothy Mottet for his years of service as CSU Pueblo's president and welcome Armando Valdez as the university's 16th president. Armando's combined passion for the southern Colorado area and its residents, the benefits of higher education, and service to the underserved paired with his rural and longtime Colorado roots, will continue to provide CSU Pueblo and the CSU System with strong leadership as we all adapt to our new post-COVID state and world.

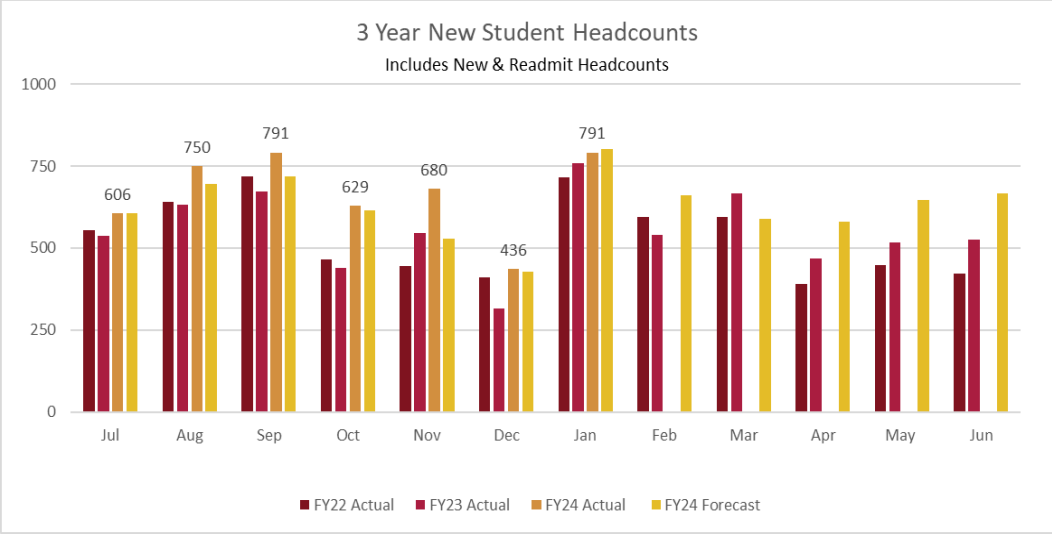
In November and December 2023, CSU Global returned to gathering program-completer return-on-investment data annually. Through a third-party company, CSU Global collected salary and employment information. Over 1,100 surveys were received. Of the combined data for graduate and undergraduate programs that received more than 35 responses, program completers reported positive impacts on their earnings with a 56% increase in median income for graduate students and a 70% increase in income for undergraduate students.

Student Success & K-12 Partnerships	**Drive student academic and professional success and advance K-12 engagement**

New Student Enrollment

New student enrollment continued to realize significant year-over-year gains in the Winter trimester, with a 25% YoY increase in Winter A (November) and a 38% YoY increase in Winter B (December). Early performance indicators such as application and admitted student volume for Winter C (January) are strong and have supported the continued trend of significant YoY growth. This significant improvement can be attributed in part to a strategic effort to reduce new student attrition between the start of the term and census. The retention tactics employed beginning in January have led to a reduction in the average "show" rate (registration-to-course completion) attrition rate from 85% to 89% over the past six months. Additionally, enrollment is supported in part by our marketing team's efforts with brand and program awareness, lead generation, and prospect communications. In FY24, the number of qualified leads increased by 27% compared to the previous year while also reducing the cost per quality lead. This team has also refreshed and strengthened all email communications to prospects in lead status which amounts to 11 campaigns and over 80K emails sent to date this fiscal year.

Other highlights from the Enrollment department during the Winter trimester include the onboarding of six new enrollment counselors during November and December, the promotion of three internal counselors to Sr. Enrollment Counselor positions, and the selection of a new integration tool that streamlines documentation of prospective student interactions. These improvements to human resources and technology are critical steps toward the continued success of the department.

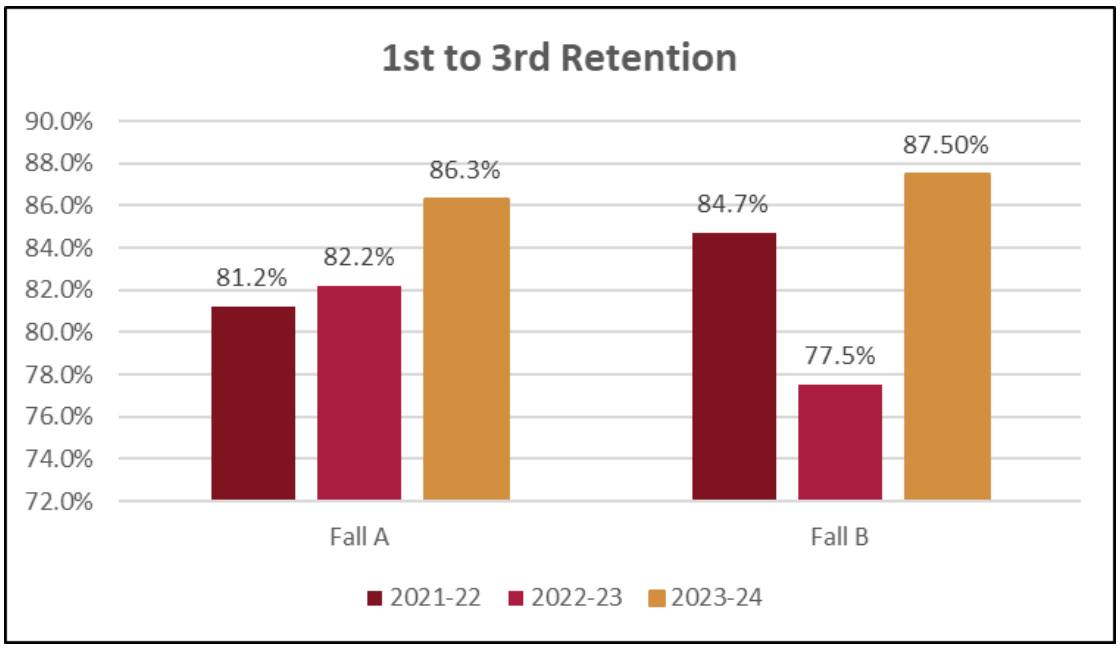


Note: January FY24 figures in above chart represent Active Push data. Census data is forthcoming.

Student Success

Success Data

The Student Success team continues to support students toward their course, certificate, and degree completion goals by completing several segmented strategies to support goal attainment. These strategies, along with others across the University have resulted in strong registration and retention rates from our active student population. We have met or exceeded active student credit hour goals in the last three term starts and we continue to see retention rate increases from the prior fiscal year including a 4% increase in Fall A 1st to 3rd Retention and a 10% increase in the Fall B 1st to 3rd Retention from FY23 to FY24.



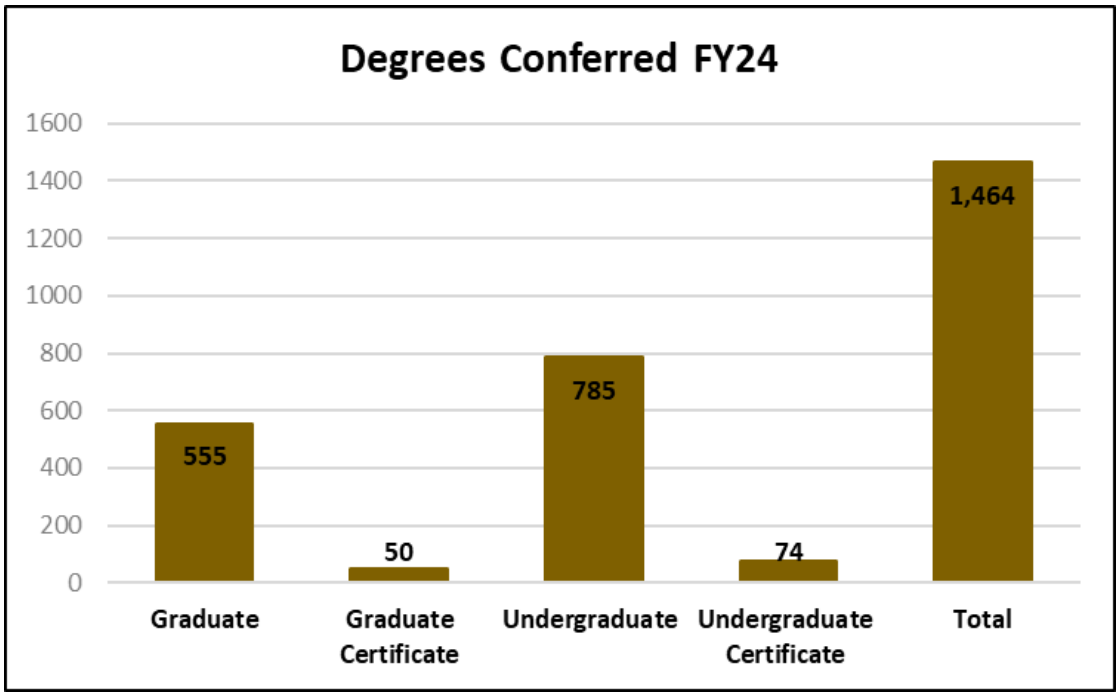
Student Success Initiatives

The Student Success team introduced new roles to the department which provide additional structure and promote employee satisfaction and retention. The current staff tenure of the Student Success team is an average of 3.56 years.

The Student Success leadership team completed a training focused on coaching and developing employees and also made updates to their QA Review Rubrics aligning them with the type of outreach completed and the Appreciative Advising model.

Graduation Information

We continue to see students successfully complete their credentials. Below is a chart that shows the total number of graduates for this fiscal year.



Partnerships Updates

In December 2023, CSU Global initiated a new partnership agreement with School Board Partners (SBP). SBP, founded in 2019, has successfully trained 250 board members, with 77% of them being leaders of color. Their impact extends to over six million children. Looking ahead, SBP aims to reach 2,500 school board members in the coming years, creating a tipping point for effective, kids-first board members dedicated to fostering equitable and excellent schools for every student in their districts.

Under this collaboration, CSU Global will facilitate master's level collegiate credit for board members from K-12 School District Partners participating in and completing SBP's School Board training program. The Certificate in Empowered School Board Governance, a key component of the program, equips participants with foundational knowledge and transferable skills. These skills empower them to guide local advocates, community members, district leaders, and government officials in advocating for and implementing meaningful reforms within school boards.

In January 2024, CSU Global received approval from AmeriCorps to be recognized as a School of National Service. AmeriCorps, the exclusive federal agency focused on promoting service and volunteerism in the U.S., provides diverse opportunities for people of all backgrounds to contribute to community strengthening. Schools of National Service, including CSU Global, gain access to AmeriCorps alumni—a network of nearly 1.2 million individuals who have earned billions of dollars in Segal AmeriCorps Education Awards.

CSU Global is also delighted to share news of a dynamic partnership with Cox Media in the Southwest. This collaboration merges CSU Global's academic prowess with Cox Media's broad influence, opening fresh opportunities for students and the community. With a workforce of over 7,000, our goal is to harness our combined strengths for innovation, education, and community engagement. Centered on the West market region, this partnership strives to elevate education, enhance workforce upskilling, and foster community development. Anticipate significant developments as CSU Global and Cox Media Southwest come together to make a lasting impact.

Land Grant Priorities	**Improve accessibility and maintain affordability for all students**

Student Financial Services

Student Financial Services has undergone a successful restructuring of departmental leadership to allow for more streamlined operations. The department is now divided into two major areas, Financial Aid & Student Finance Advising and Student Accounts & Military Services, each led by an associate director. This realignment has and will continue to allow for improved performance and student service as this specialized leadership better supports the unique needs of each of the teams within the department. Additionally, the department has launched the use of 529 direct payment options within our service provider, Transact. This change allows students and their families additional flexibility in ways to make payments. This change increases accessibility and ease of use as students navigate their tuition payment processes.

Community Engagement

In coordination with **CSU Day at the Stock Show**, a myriad of programming was held at CSU Spur to engage members of the community. Along with CSU Fort Collins and CSU Pueblo, members of the CSU Global enrollment team hosted a table at the Hydro building to share information on our programs and build awareness among Coloradans. Presidents across all three campuses attended the Stock Show, and CSU Global mascot Goldie joined the festivities as well.

CSU Global also engaged with the community at the Denver Metro Chamber of Commerce's annual **Boots 'n Business** event at the Stock Show with CSU System leadership. Boots 'n Business honors the history of agriculture and business in Colorado, as well as the economic drive and impact it creates for the state. CSU Global leadership also attended the official Boots After Party at CSU Spur in support of the Chamber and our local business community.

Following CSU's 2023 **Symposium for Inclusive Excellence**, CSU Global shared the presentation recordings with staff, faculty, students, and alumni, encouraging all to watch. CSU Global presented on the following topics: A Curriculum Approach for Inclusive Excellence; The Discussion Board Is the Heart and Soul of Online Learning; Fostering Inclusivity in an Online Learning Environment; Serving the Military and Veteran Student; and Integrating Awareness of America's Military and Affiliate Needs Across the College Curriculum.

Serving Underrepresented Student Populations

CSU Global was honored to receive a government grant to distribute more than $700,000 in Finish What You Started scholarship funding, as part of the Colorado Opportunity Scholarship Initiative (COSI), to Pell Grant-eligible students. These funds are used by students toward the completion of a degree or certificate. The University is proud to have supported 45 Colorado students so far in completing their degree through these funds, 11 of whom are from an underrepresented minority group.

CSU Global also began partnering with a new organization to provide mentorships. The organization provides support to a wide range of students, however, their primary focus is supporting racially minoritized and underserved student populations. Their 12-week structured mentorship targets students who have less than three years of professional experience and works with them to establish professional networks, develop soft skills, build a polished resume and cover letter, and more!

Innovation	**Promote innovation in pathways for students and communications strategies**

Academic Affairs

MBA in Product Management

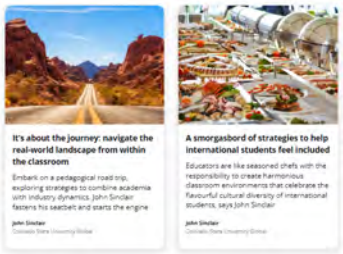
CSU Global is offering a Master in Business Administration with a focus on Product Management. This is a cross-functional program that integrates skills in product design, marketing, branding, supply chain, and finance, making graduates proficient in the entire product or service life cycle and competitive across diverse markets. Tailored to meet the needs of busy professionals, the program can be completed for a maximum of $16,500. With a curriculum designed by doctoral-level, industry-experienced faculty who continue to work in their fields of expertise, graduates will learn holistic product and service management, developing proficiency in building business models, telling a product's story, and adapting to changing market demands.

Digital Health Certificate

This 12-credit accelerated program provides a comprehensive exploration of the intersection between healthcare and technology, providing learners with the expertise to leverage digital health solutions for enhanced patient care and operational efficiency. With the increasing integration and importance of technology in healthcare, the new Graduate Certificate in Digital Health Technology signals CSU Global's commitment to providing industry-relevant education. The certificate prepares students with the necessary technical tools to inform their decisions and improve the quality of care in their professional roles. The program is designed to open doors to employment or advancement in the dynamic realm of digital technologies. Whether in optimizing healthcare data systems, offering specialized advice on digital health strategies, or leading strategic planning, the program provides students with the skills and knowledge needed in today's healthcare industry.

Media Relations, Communications, & Marketing Updates

To amplify awareness of its two new graduate-level programs, CSU Global distributed press releases and conducted individual outreach to regional, national, and trade publications, announcing its **MBA in Product Management** and **Digital Health Technology Graduate Certificate**. The press releases were picked up by Associated Press, Yahoo, TradingView, Morningstar, KTLA Los Angeles, among others. **BizWest** published an article on the Digital Health Technology certificate.



CSU Global faculty and staff shared their expertise on a national level through contributed content opportunities with **Times Higher Education**, an international publication for educators. Faculty member Dr. John Sinclair published two articles on the strategies to help international students feel included and navigate the real-world landscape within the classroom.

In December 2023, CSU Global announced its partnership with **Douglas County School District (DCSD)**, providing professional development opportunities for educators and discounted tuition. In collaboration with the DCSD media team, CSU Global secured coverage of the partnership in **KOA News Radio** and **Douglas County News-Press**, among other outlets that picked up the press release.

Following the launch of the **Disagree Better** course, created in collaboration with Utah Governor Spencer Cox, Colorado Governor Jared Polis, and the Presidents Forum, CSU Global issued a press release announcing the new one-credit hour offering. In collaboration with the Governors' media teams, CSU Global secured coverage in **ABC4 Utah**, **Cache Valley Daily**, **KVNU-AM**, and **Utah Policy**. The press release was picked up by Yahoo, MarketWatch, FOX31 Denver, and others.

Forbes Advisor included CSU Global in its list of eight schools to check out if you are ready to earn a business certificate online, noting that our programs equip learners with the marketing, business law, and management knowledge necessary for running their businesses or advancing their careers.

New K-12 Partnerships

CSU Global Partners with **Denver Public Schools (DPS)** for Dual Enrollment opportunities. CSU Global's Dual Enrollment option allows current DPS high school students the opportunity to enroll in a range of CSU Global general education courses. A cohort of students from Denver Public Schools started taking Dual Enrollment courses in the January term, with plans to take courses in the spring trimester as well.

CSU Global kicked off enrollment in its initial cohort for **Douglas County School District**, with eight teachers scheduled to participate in an upskilling course series to qualify to teach college-level Dual Enrollment coursework to students in their district.

As detailed in the previous partnership update, **School Board Partners** and CSU Global entered into a new partnership to ensure their school board training translates into credit. All program completers will earn a CSU Global certificate that acknowledges the credit-bearing nature of the coursework.

Campus Collaboration/ Budget Efficiency	**Drive budget models and operational efficiencies that incentivize growth**

The Accounting department proposed a revised process for providing financial updates to the CSU System Board of Governors. The revised process creates a more fluid cadence of prior, current, and future year budget, budget to actual, and forecast numbers. In January, they launched a new, more streamlined budget development process. Both efforts support CSU Global's ongoing efforts to optimally allocate resources in support of our mission, vision, and strategic plan goals and objectives.

Healthy Campuses	**Sustain an excellent and highly-motivated workforce and ensure a safe, accessible environment**

Employee Affairs

During the CSU Global Employee Affairs committee's 2023 **Festive Fitness Challenge**, there were 140,905 total minutes of exercises logged. The top four activities were walking, strength training, cycling, and yoga. The challenge encouraged staff and faculty to remain active through the holiday for both physical and mental health benefits. Gift cards were awarded to individuals to sustain motivation to achieve their goals.

In December, CSU Global hosted an **in-person and virtual holiday lunch** for staff and faculty. Over lunch, CSU Global's marketing team shared the University's new creative branding, and President Takeda-Tinker hosted a holiday-themed trivia.

Diversity, Equity, Inclusion, and Belonging

The CSU Global Diversity, Equity, Inclusion, and Belonging (DEIB) Plan developed in 2023 is fully underway. The plan initiatives developed by the committee are being implemented by the university vice presidents in each prospective area. The provost and administrative vice presidents join the next

DEIB Committee meeting in March to present the plan initiative progress to the committee. At the end of January, a main initiative was met with the launch of the Staff Engagement Survey. In addition, CSU Global has reviewed its existing assessment tools to identify ways they can be leveraged to assess the effectiveness of the academic experience in preparing graduates to lead in diverse workplaces.

CSU GLOBAL

Board of Governors President's Report

Dr. Becky Takeda-Tinker, President

February 8, 2024

President's Updates

Leadership from CSU Global presenting 2-3 minute department updates:

- CSU Global Student Retention vs. National Norms
- CSU Global Alumni & Program-Completer ROI
- Cybersecurity Update & Framework
- K12 School District Concurrent Enrollment Support for Teachers & Admin
  - School Board Partners and CSU Global

Student Retention

Stacy Sandy, Manager of Institutional Effectiveness

Nationwide vs. CSU Global Student Retention

NCES reports that nationally, for nontraditional students:

Undergraduate retention to degree completion is 31%.

CSU Global data, however, reflects higher rates below:

CSU Global Full Time Undergraduate Students complete at:
- 4th Year – 59.1%
- 5th Year – 60.3%
- 6th Year – 63.7%

CSU Global Part Time Undergraduate Students complete at:
- 4th Year – 34.1%
- 5th Year – 38.1%
- 6th Year – 40.0%

NCES does not report on nontraditional students for graduate retention to degree completion.

CSU Global, however, does its own data-tracking:

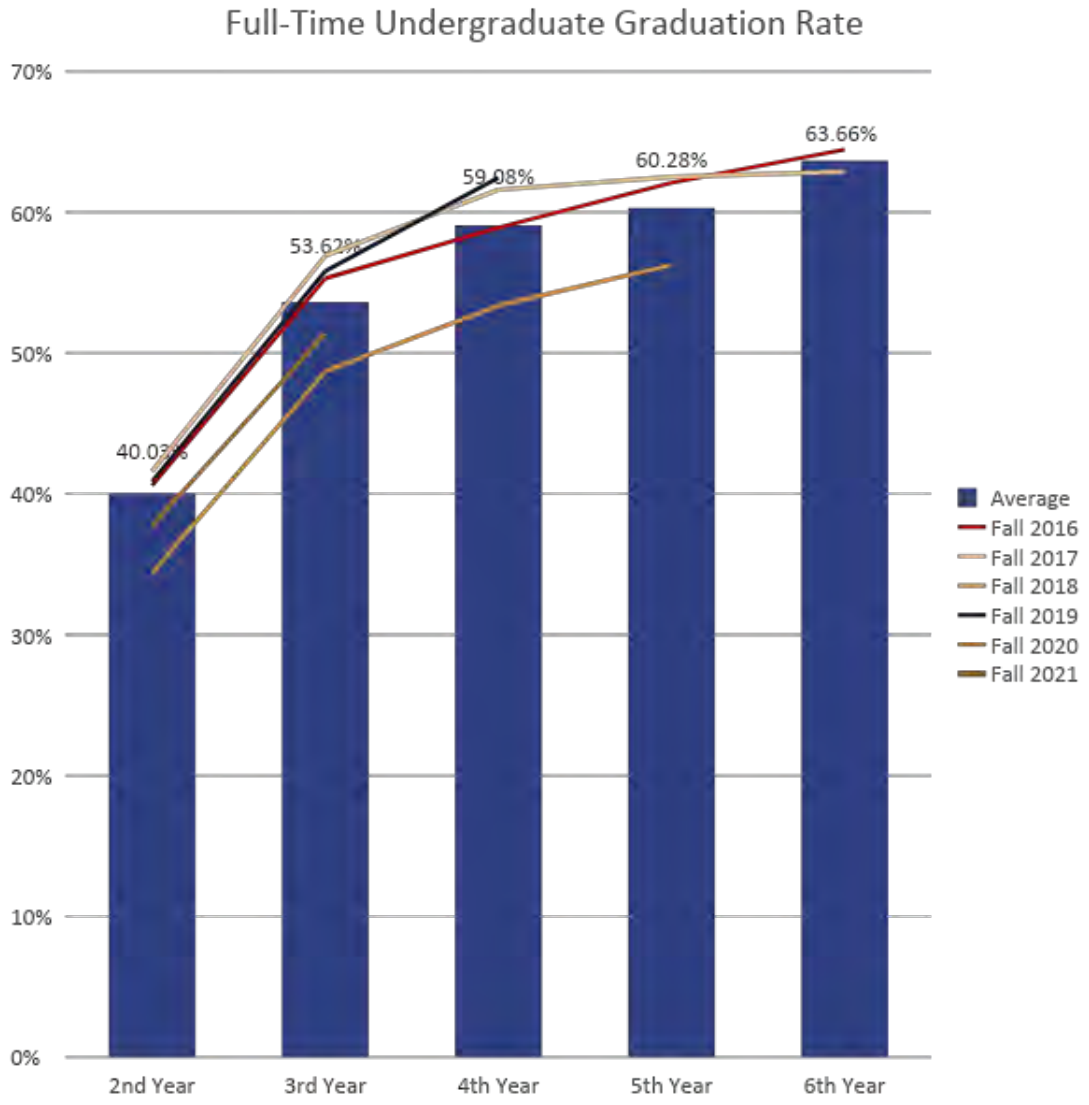
CSU Global Full Time Graduate Students complete at:
- 4th Year – 66.0%
- 5th Year – 69.2%
- 6th Year – 71.7%

CSU Global Part Time Graduate Students complete at:
- 4th Year – 50.4%
- 5th Year – 53.3%
- 6th Year – 56.0%

CSU Global Full-Time Undergraduate Retention & Graduation Rates (as of Fall 2023)

CSU Global has a 40-63.7% Average Completion Rate from 2-6 Years

Full-Time Undergraduates Graduation Rate							
Term	Cohort	2nd Year Retention	2nd Year	3rd Year	4th Year	5th Year	6th Year
Fall 2016	438	36.10%	40.60%	55.30%	58.90%	62.10%	64.45%
Fall 2017	401	30.70%	41.60%	56.90%	61.60%	62.50%	62.88%
Fall 2018	372	40.30%	34.40%	48.70%	53.37%	56.25%	
Fall 2019	313	47.90%	40.90%	55.82%	62.46%		
Fall 2020	408	27.94%	37.75%	51.38%			
Fall 2021	316	23.42%	44.94%				
Fall 2022	267	58.42%					
Average		37.83%	40.03%	53.62%	59.08%	60.28%	63.67%

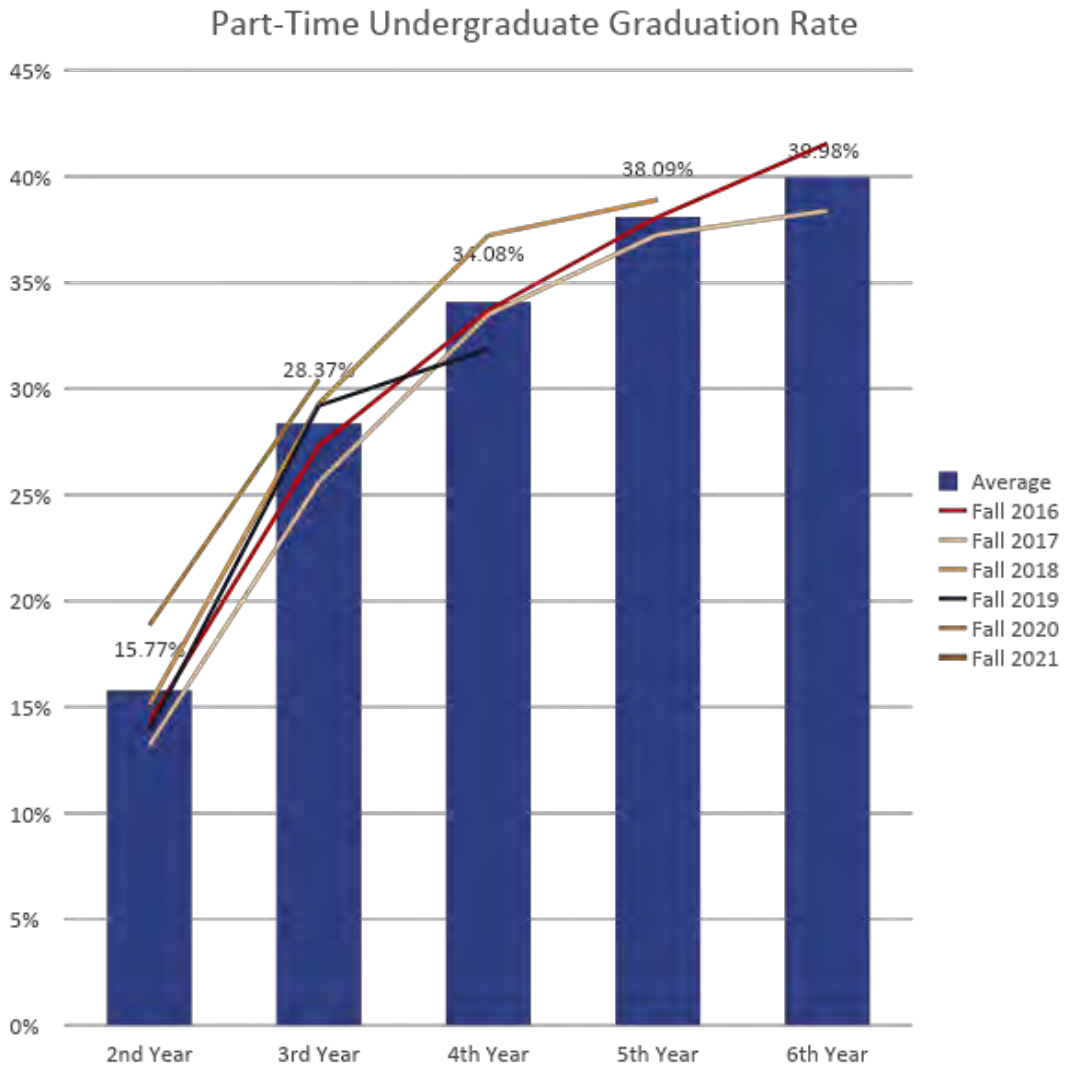


Part-Time Undergraduate Retention & Graduation Rate (as of Fall 2023)

CSU Global has a 15.8-40% Average Completion Rate from 2-6 Years

Part-Time Undergraduates Graduation Rate

Term	Cohort	2nd Year Retention	2nd Year	3rd Year	4th Year	5th Year	6th Year
Fall 2016	1449	44.70%	14.30%	27.30%	33.70%	38.10%	41.57%
Fall 2017	1393	41.70%	13.20%	25.60%	33.50%	37.26%	38.39%
Fall 2018	1244	46.10%	15.10%	29.30%	37.23%	38.91%	
Fall 2019	1270	45.40%	13.90%	29.21%	31.88%		
Fall 2020	1205	26.89%	18.84%	30.42%			
Fall 2021	1062	30.41%	19.30%				
Fall 2022	899	44.50%					
Average		39.96%	15.77%	28.37%	34.08%	38.09%	39.98%

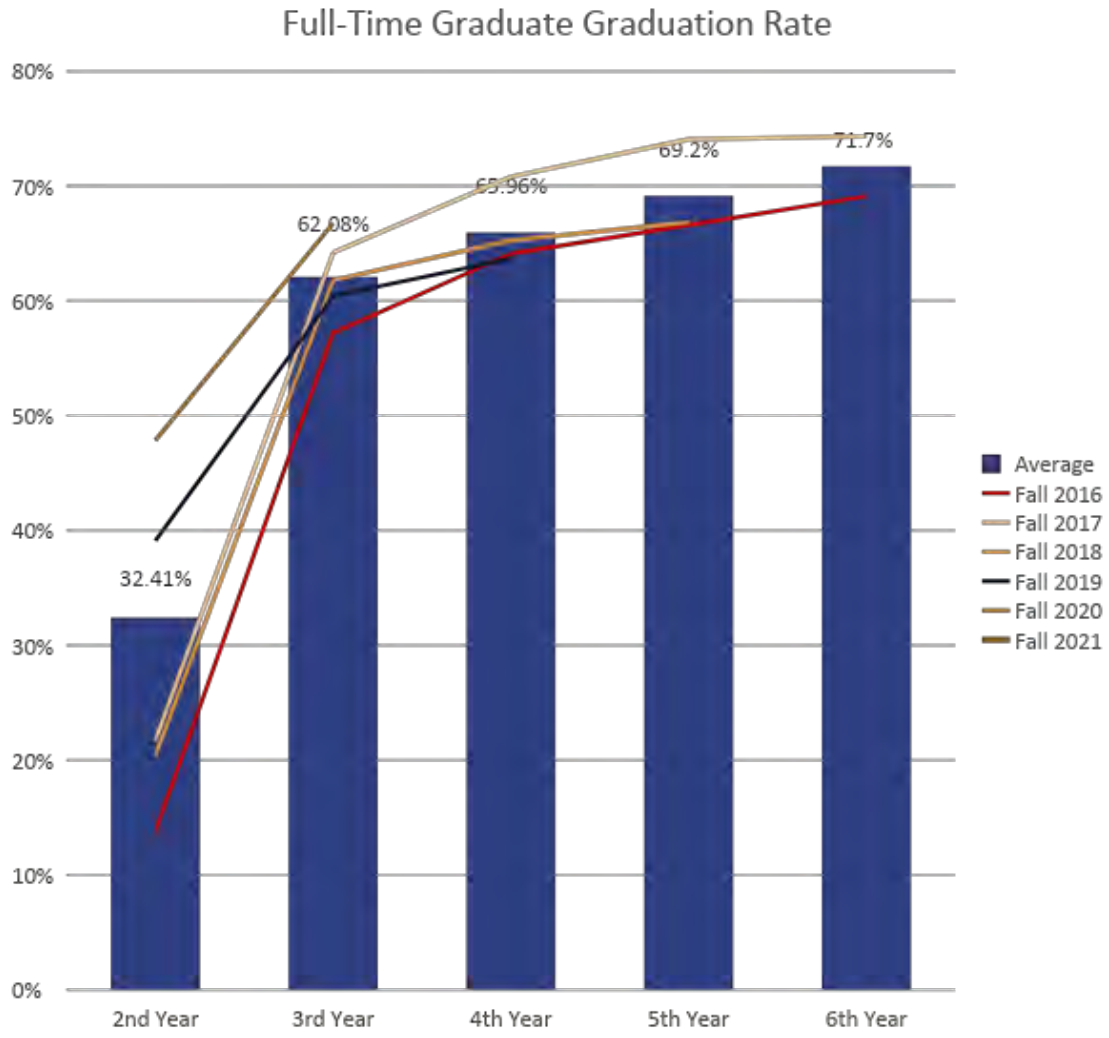


Full-Time Graduate Retention & Graduation Rate (as of Fall 2023)

CSU Global has a 32.4-71.7% Average Completion Rate from 2-6 Years

Full-Time Graduates Graduation Rate

Term	Cohort	2nd Year Retention	2nd Year	3rd Year	4th Year	5th Year	6th Year
Fall 2016	362	64.60%	13.80%	57.20%	64.10%	66.60%	69.12%
Fall 2017	383	59.80%	21.70%	64.20%	70.80%	74.07%	74.34%
Fall 2018	372	61.60%	20.40%	61.80%	65.27%	66.84%	
Fall 2019	361	60.10%	39.10%	60.43%	63.66%		
Fall 2020	395	35.95%	47.85%	66.75%			
Fall 2021	250	29.60%	51.60%				
Fall 2022	243	69.55%					
Average		54.46%	32.41%	62.08%	65.96%	69.2%	71.7%

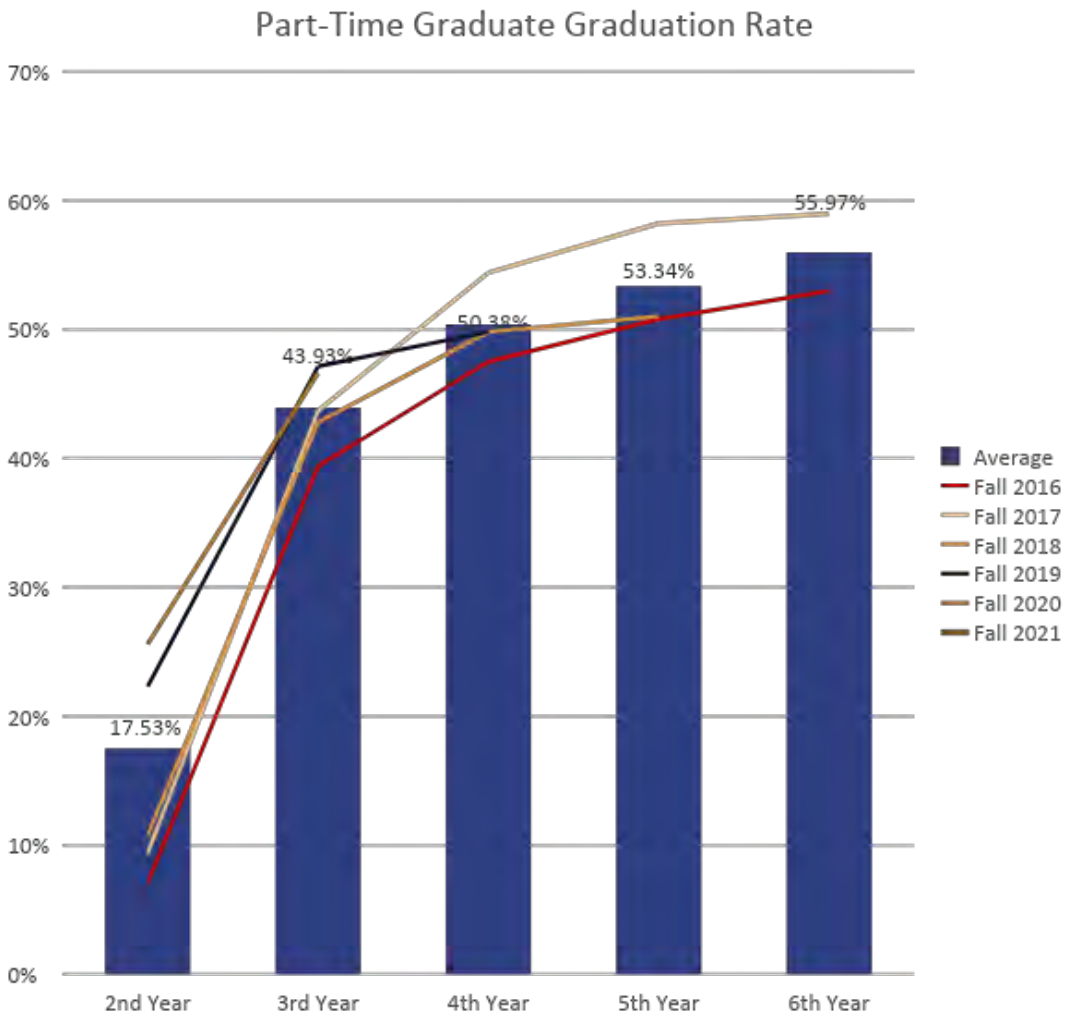


Part-Time Graduate Retention & Graduation Rate (as of Fall 2023)

CSU Global has a 17.5-56% Average Completion Rate from 2-6 Years

Part-Time Graduates Graduation Rate

Term	Cohort	2nd Year Retention	2nd Year	3rd Year	4th Year	5th Year	6th Year
Fall 2016	480	54.40%	7.10%	39.40%	47.50%	50.80%	52.98%
Fall 2017	478	62.30%	9.40%	43.70%	54.40%	58.21%	58.97%
Fall 2018	530	54.70%	10.80%	42.80%	49.81%	51.01%	
Fall 2019	480	55.00%	22.30%	47.13%	49.80%		
Fall 2020	508	43.31%	25.59%	46.60%			
Fall 2021	347	39.77%	29.97%				
Fall 2022	309	55.02%					
Average		52.07%	17.53%	43.93%	50.38%	53.34%	55.98%



CSU Global Community College Student Completion Rates

CSU Global's community college student to degree completion rates surpass national averages:

- NCES reports that for nationwide nontraditional students, undergraduate retention to degree completion is 31%
- CSU Global data in FY22 reflects degree completion rates of 10.2-67.7% in 1-2 years from CO community colleges

Percentage of Students in the FY from CC and Colorado CC		
Fiscal Year	**% from Community College**	**% from CO Community College**
FY2021	34.4%	12.7%
FY2022	32.6%	12.6%
FY2023	28.4%	10.0%
FY2024	32.1%	12.8%
Average	31.9%	12.0%

Percentage of Students that Start in the FY from Community Colleges and Colorado Community Colleges

Percentage of Students from Colorado CC that Start in FY and has Graduated			
Starting Year	**% Graduates in 1 year**	**% Graduates in 2 years**	**% Graduates in 3 years**
FY2021 from CC	3.9%	38.4%	49.2%
FY2022 from CC	10.2%	67.7%	

Overall % of Colorado Community College Students that graduate in 1, 2, or 3 years.

CSU Global Program Return-on-Investment (ROI) Data

Jerid Counterman, Acting AVP of Student Achievement & Services

CSU Global Program-Completer Survey Data Overview

- **CSU Global is back to its annual ROI program-completer data review**
  - 2016 - 2019: Equifax data; company is no longer able to provide it
  - 2023: New 3rd party company talks directly with CSU Global program completers for self-reported information

- **3,283 surveys sent/disseminated**
  - 1,164 surveys received (35% response rate)
    - Excludes duplicate survey responses
  - Goal was to receive 35 qualified responses from each program
  - 454 Responses received from 10 programs with 35 or more responses
    - 39% response rate for all programs with 35 or more responses
    - The data and Student Success teams will be circling back to garner more responses from programs that did not qualify for statistical significance.

Overview of 35 or > Responses

Level & Type (Combined)	Median Prior Income	Median First-Year Income	Median Current Income	Median [Current Income]-[Prior Income]	Median Income % Change (Current-Prior)	Average Prior Income	Average First-Year Income	Average Current Income	Average Change in Income (Current-Prior)	Average Income % Change (Current-Prior)
Graduate, Degree	$55,000.00	$65,000.00	$98,000.00	$37,000.00	56.1%	$59,527.00	$72,769.00	$97,278.00	$37,280.00	69.3%
Undergraduate, Degree	$50,000.00	$62,000.00	$95,500.00	$44,000.00	70.0%	$55,307.00	$66,635.00	$108,818.00	$53,836.00	96.9%

Of the 10 programs that received 35 or more responses, the calculated median, averages, and percentages were derived from the overall self-reported data within the data collected for accumulated Graduate/Undergraduate degrees.

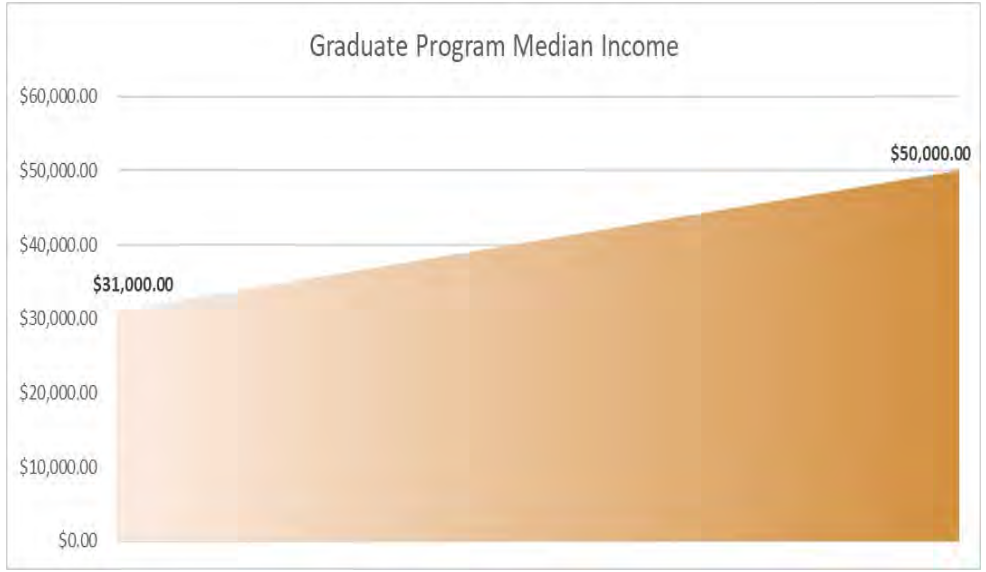
Combined Graduate/Undergraduate degree Median and Average Income % change is over a 50% increase

Overview of 5-Year Post Graduation (Graduate) Programs with 35 > Responses

Level & Type (Combined)	Program Title	Median Prior Income	Median First-Year Income	Median Current Income	Median [Current Income]-[Prior Income]	Median Income % Change (Current-Prior)	Average Prior Income	Average First-Year Income	Average Current Income	Average Change in Income (Current-Prior)	Average Income % Change (Current-Prior)
Graduate, Degree	Finance	$55,000.00	$75,000.00	$106,000.00	$50,000.00	72.7%	$56,324.00	$75,197.00	$106,408.00	$48,268.00	84.5%
	Healthcare Administration	$50,000.00	$65,000.00	$100,000.00	$36,500.00	100.0%	$58,744.00	$69,542.00	$97,620.00	$38,781.00	76.4%
	Information Technology Management	$64,500.00	$67,000.00	$118,000.00	$42,000.00	62.8%	$70,278.00	$77,528.00	$105,611.00	$35,333.00	71.1%
	Organizational Leadership	$66,000.00	$75,000.00	$100,000.00	$32,500.00	48.2%	$69,404.00	$73,087.00	$105,727.00	$36,323.00	65.3%
	Teaching and Learning	$42,500.00	$48,000.00	$72,500.00	$31,000.00	39.6%	$42,324.00	$69,176.00	$68,515.00	$26,191.00	46.7%

Graduate Degree Stats

- **Graduate Programs lead to $31k-$50k increase in Median income:**
  - 43 Graduate degree Finance Survey Responses Received of 125 (34% response rate w/ 91% providing income)
  - 56 Graduate degree Healthcare Administration Survey Responses Received of 150 (37% response rate w/ 93% providing income)
  - 36 Graduate degree Information Technology Management Survey Responses Received of 98 sent (37% response rate w/ 100% providing income)
  - 40 Graduate degree Organizational Leadership Survey Responses Received of 100 (40% response rate w/ 93% providing income)
  - 38 Graduate degree Teaching and Learning Responses Received of 130 (29% response rate w/ 92% providing income)

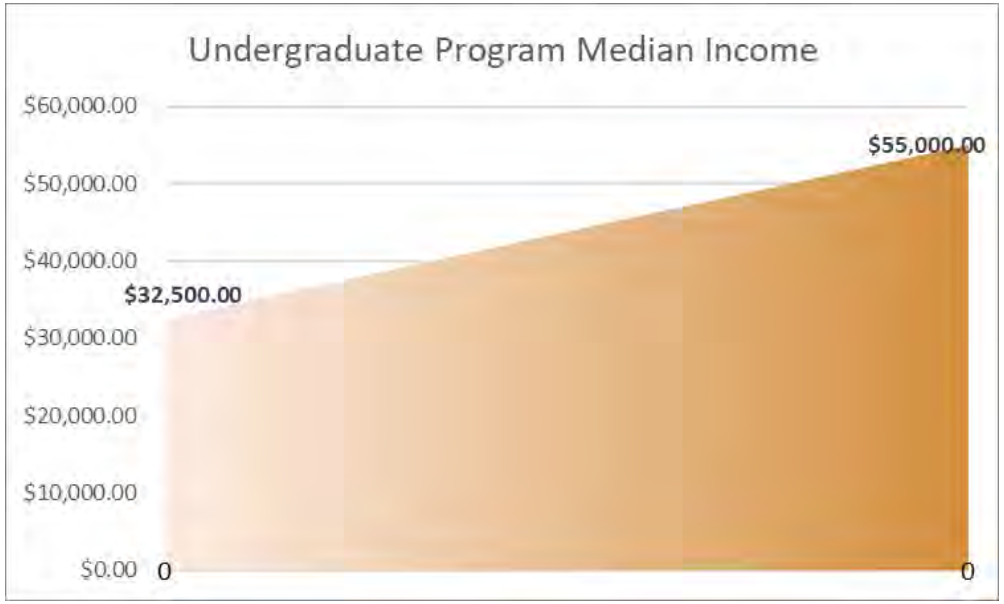


Overview of 5-Year Post Graduation (Undergraduate) Programs with 35 > Responses

Level & Type (Combined)	Program Title	Median Prior Income	Median First-Year Income	Median Current Income	Median [Current Income]-[Prior Income]	Median Income % Change (Current-Prior)	Average Prior Income	Average First-Year Income	Average Current Income	Average Change in Income (Current-Prior)	Average Income % Change (Current-Prior)
Undergraduate, Degree	Business Management	$50,000.00	$65,000.00	$100,000.00	$42,500.00	76.0%	$53,000.00	$61,300.00	$111,866.00	$58,653.00	94.4%
	Healthcare Administration and Management	$40,000.00	$50,000.00	$70,500.00	$32,500.00	69.0%	$47,176.00	$58,206.00	$94,690.00	$47,513.00	89.4%
	Information Technology	$50,000.00	$60,000.00	$100,000.00	$46,000.00	73.2%	$57,800.00	$65,029.00	$108,058.00	$51,631.00	101.1%
	Project Management	$65,000.00	$72,500.00	$120,000.00	$55,000.00	61.2%	$68,529.00	$80,778.00	$123,459.00	$54,271.00	88.1%

Undergraduate Degree Stats

- **Undergraduate Programs lead to $33k-$55k increase in Median income:**
  - 68 UG degree Business Management Survey Responses Received of 230 (30% response rate w/ 96% providing income).
  - 37 UG degree Healthcare Administration and Management Survey Responses Received of 110 (34% response rate w/ 95% providing income).
  - 52 UG degree Information Technology Survey Responses Received of 140 (37% response rate w/ 88% providing income)
  - 38 UG degree Project Management Survey Responses Received of 105 (36% response rate w/ 97% providing income)



Cybersecurity Update and Framework

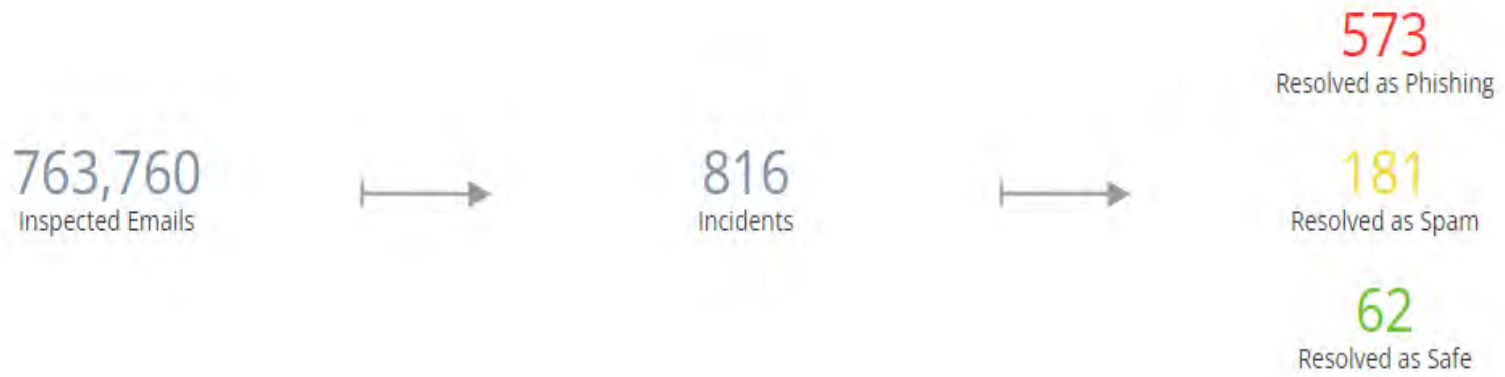
Roger Seflinger, Director of Information Technology

Cybersecurity Update & Framework

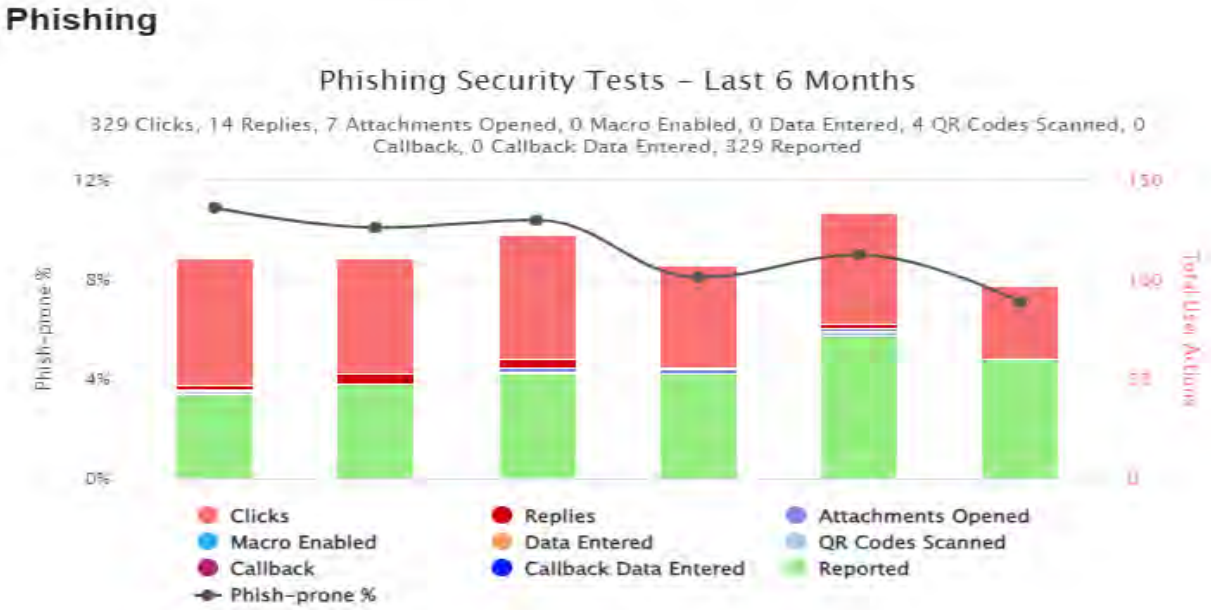
- **CSU Global environment and security defenses deployed**
  - All systems and applicable devices within our environment have antivirus/EDR, SEIM, vulnerability scanning software, DNS Protection, and email security.
- **3rd party CISO, security team, and 24/7 security network operation center**
  - Ongoing cadence to review data from security systems and create action plans when needed.
  - Test DR plan and other security measures.
- **Employee cybersecurity education and training**
  - All faculty and staff are required to take cybersecurity via KnowBe4.
  - Ongoing phishing campaigns via KnowBe4 and mandatory training for users who fail.
- **Statistics on our cybersecurity email defense & phishing campaigns**

Email and KnowBe4

- **Email - Security stats. 90 days.**



- **KnowBe4 - Phishing security tests. 6 months.**



New Academic Partnerships

Dr. Audra Spicer, Provost

K12 Colorado District Support Update

Teacher & Administrator District Engagement & Retention

and Concurrent Enrollment Support

Douglas County Schools: New Partnership as of Fall 2023

- 18 Douglas County school teachers: Upskilled through 18 credits of graduate coursework to teach concurrent enrollment and at Colorado's community colleges
    - Math
    - English
    - History
- 14 Douglas County educators nominated for Principal Licensure
- Discounted tuition rate on all CSU Global programs for all Douglas County Schools employees

School Board Partners

Thank you, Dr. Nate Easley!

- 250 new school board members
- 77% leaders of color
- Impact: 6 million children
- Goal: 2,500 school board members fostering equitable and excellent schools for every child
- CSU Global: Master's level collegiate credits for board members from K12 school district partners completing SBP's School Board training program

Certificate in Empowered School Board Governance

Section 6

Annual Engagement and Extension Report

Engagement and Extension at Colorado State University

CSU System Strategic Priorities 2023-2028

Student Success & K-12 Relationships

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

Land Grant Priorities

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

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

Innovation

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

Campus Collaboration

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

Healthy Campuses

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

Our Purpose

Our collective purpose is to **empower individuals and communities across Colorado**, fulfilling the social contract CSU has with the state to provide access and with society to create prosperity.

We excel in our 21st century land-grant mission by connecting in Colorado communities; empowering lifelong learning; expanding access to education; and advancing engagement and research.

EMPOWERING LIFELONG LEARNING

Pathways from Colorado 4-H to CSU resources and programs for learners of all ages

EXPANDING ACCESS TO EDUCATION

Access for the betterment of all Colorado

CONNECTING TO COLORADO COMMUNITIES

Partnerships and innovation with Colorado communities

ADVANCING ENGAGEMENT & RESEARCH

Bridging campus, field and communities in support of local needs

EMPOWERING LIFELONG LEARNING AND ACCESS TO EDUCATION

- **Lindsey Shirley,** Associate Vice President for Engagement and Extension
- **Michael Compton,** State 4-H Director, CSU Extension

CONNECTING TO COLORADO COMMUNITIES

- **Sue Schneider,** CSU Extension State Specialist
- **Rebecca Hill,** CSU Extension State Specialist and Co-Director of AgrAbility

ADVANCING ENGAGEMENT AND RESEARCH

- **Eric McPhail,** CSU Extension Field Director
- **Deryn Davidson,** CSU Extension State Specialist, Sustainable Landscapes

Empowering Lifelong Learning and Access to Education

Lindsey Shirley
Associate Vice President for
Engagement and Extension

Michael Compton
Colorado 4-H State Director

Our Impact: Lifelong Learning & Access to Education

Growing Enrollment Across Educational Offerings

CSU Online

134 CSU Online offerings & 5 new programs

14.5% increase in total Student Credit Hours

514 CSU Online graduates in SP23, largest graduating class-to-date

CSU Online Students by the Numbers:

53%
Are based in Colorado

72%
Are under the age of 34

< 25: **37%**
26-34: **35%**

Dual Enrollment (DE)

78% increase in DE enrollment over prior year

Expanded to reach 10 school districts, 24 high schools, and 34 total course offerings

Colorado State University at Sturm

11% increase in enrollment for FA23 in five CSU Pueblo programs

6% increase in enrollment for SP24

Our Impact: Lifelong Learning & Access to Education

Fostering Lifelong Learning & Partnerships with Communities

Osher Lifelong Learning Institute (OLLI)

10% increase in course registrations for FA23

- SP24 registration reached 2,551 in 3 days

11% increase in memberships for FA23

12 OLLI courses offered at CSU Spur in SP24

Professional & Continuing Education

~4,000 Professional Education (PE) learners

24 program offerings

- **4** new programs launched, **9** new programs in development

16 PE programs approved by Colorado Workforce Centers

CSU Extension

244 unique programs offered statewide

89 Extension Summer Internships completed in 2023

- **573** student applicants in 2023

  (66% increase over 2022)

- **8** College partners & CSU Pueblo offered opportunities

CSU awarded 99 Green & Gold scholarships totaling $275,452 in 2022-23

- Green & Gold scholarships funded as part of the Rural Initiative

LEARNING FOR A LIFETIME WITH COLORADO STATE UNIVERSITY

Colorado 4-H
Fostering Youth Education, STEM Learning, Civic Engagement and Leadership Development

Sturm Collaboration Campus
Creating Pathways from Community Colleges to CSU

Colorado Master Gardener
Family Leadership Training Institute (FLTI)
CSU Green School
Topic-Based Workshops & Trainings

CSU Extension
Providing Resources, Educational Outreach and Programming Across Colorado

Osher Lifelong Learning Institute (OLLI)
Noncredit Courses and Activities for Adult and Senior Learners

CSU Spur
Denver-Based Hub for Research, Innovation, and Hands-On Education for All Ages

Dual Enrollment
Inclusive, Affordable Access to CSU Online Dual Enrollment Courses for Colorado High School Students

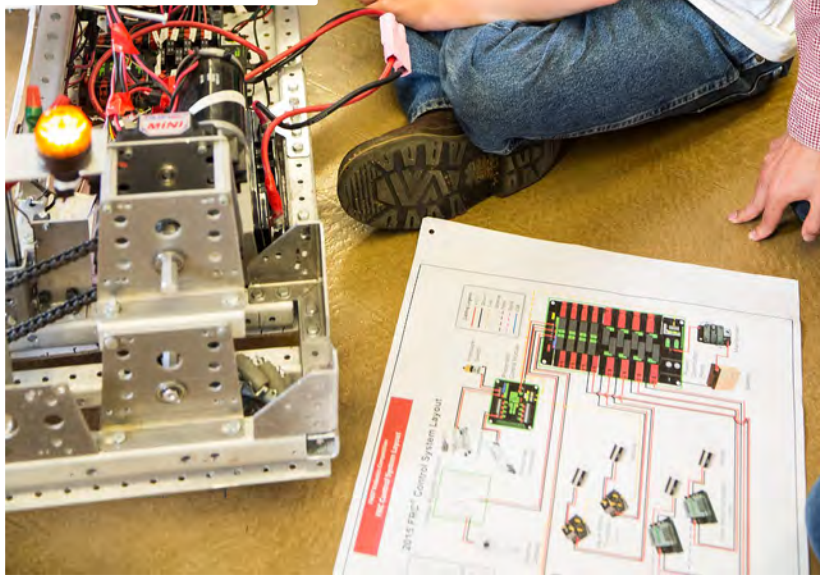
CSU Online Undergraduate & Graduate Degree Programs
Noncredit Classes & Certificates
Professional Education & Upskill Courses

CSU Extended Campus
Credit & Noncredit Learning Offerings

Regional Engagement Centers
Building Connections Between CSU and Regional Communities in Colorado

January 2024

1



Connecting to Colorado Communities

Sue Schneider
CSU Extension State Specialist

Rebecca Hill
CSU Extension State Specialist and
Co-Director of AgrAbility

Expanded Capacity to Support Individual and Community Health

Accessible Education
Ruben Flores

Improved Health
Jennifer Aengst
Kirsten Wulfsberg

Vibrant Communities
Willie Wilkens

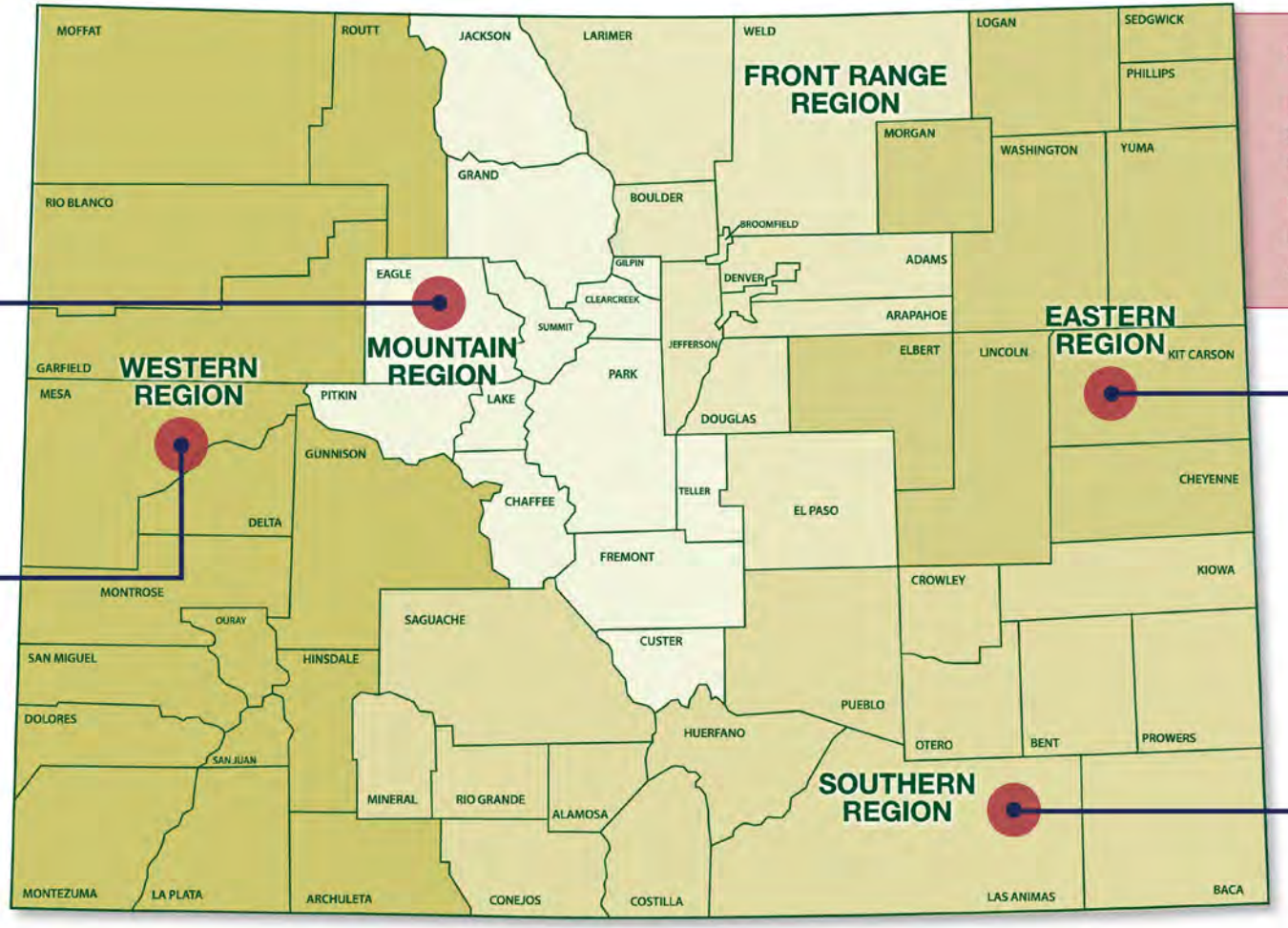
Thriving Economies
Derek Lowstuter

Accessible Education
Gregory Felsen

Improved Health
Julia Elliot
Calandra Lindstadt

Vibrant Communities
Jeff Engell

Thriving Economies
Nicole Didero



STATEWIDE RURAL INITIATIVE SPECIALISTS

Improved Health
Sue Schneider, *Health Lead*
Rebecca Hill, *Co-Director - AgrAbility*

Thriving Economies
Libby Christensen, *Food & Ag*
Adrian Card, *Specialty Crops*

Accessible Education
Sofia Guardado
Brenda Valdez

Improved Health
Jim Kuemmerle
Ginger Williams

Vibrant Communities
Alice Dong

Accessible Education
Sydney Wilkinson

Thriving Economies
Stephen Lauer

Health Extension: Commitment to Rural Underserved Audiences

COLORADO AgrAbility
Cultivating Accessible Agriculture

Expanding Resources for Behavioral Health

A partnership between CSU Extension and Goodwill Industries of Colorado

Services include

- No cost on-the-farm or ranch visits
- Equipment recommendations
- CSU Extension educational workshops
- Resource referrals

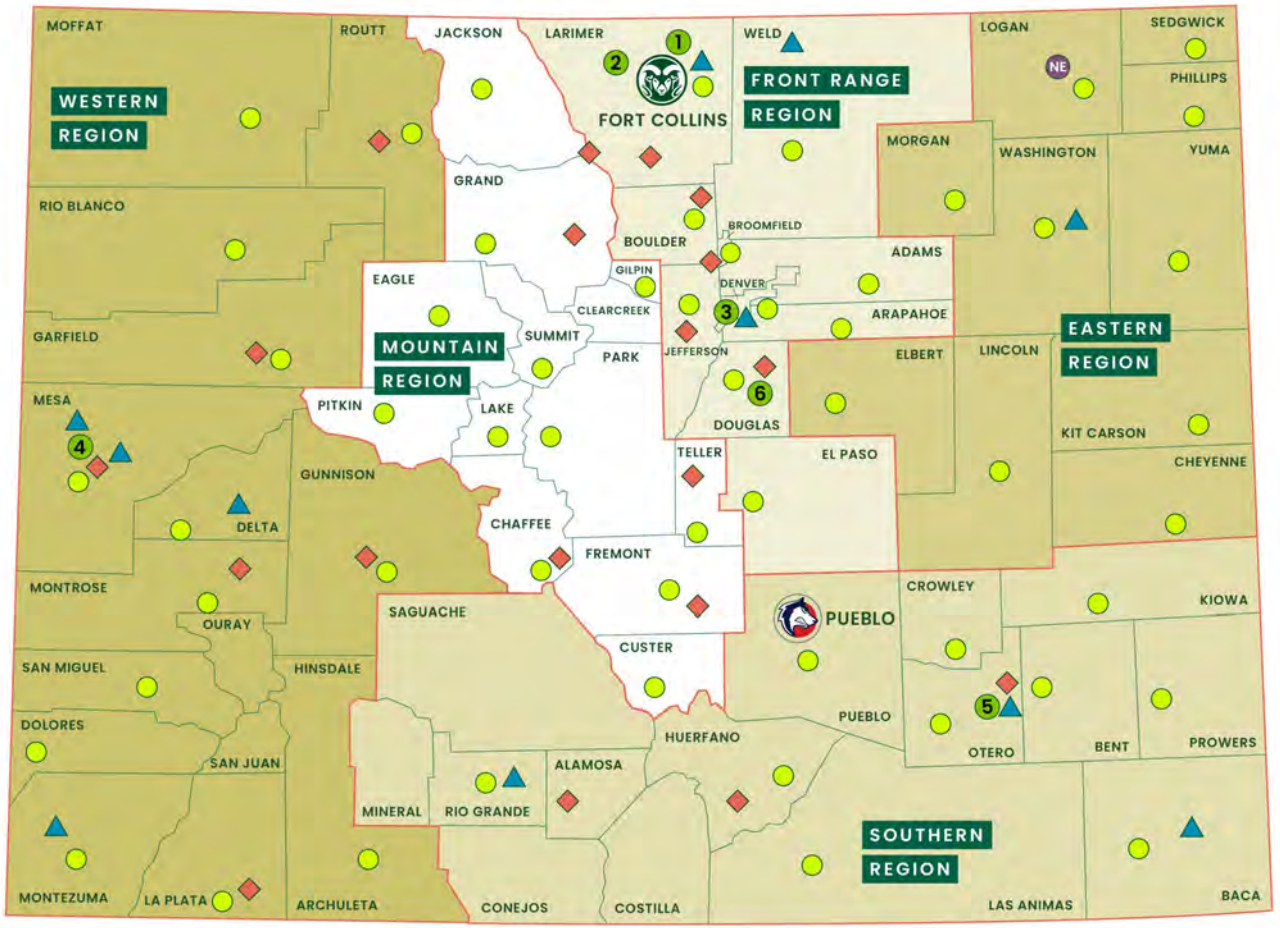
Advancing Engagement and Research

Eric McPhail
CSU Extension Field Director

Deryn Davidson
CSU Extension State Specialist,
Sustainable Landscapes

Where University Meets Community

Building bridges between CSU and Colorado's communities **to address needs and co-create solutions** through applied research on campus and across the state.



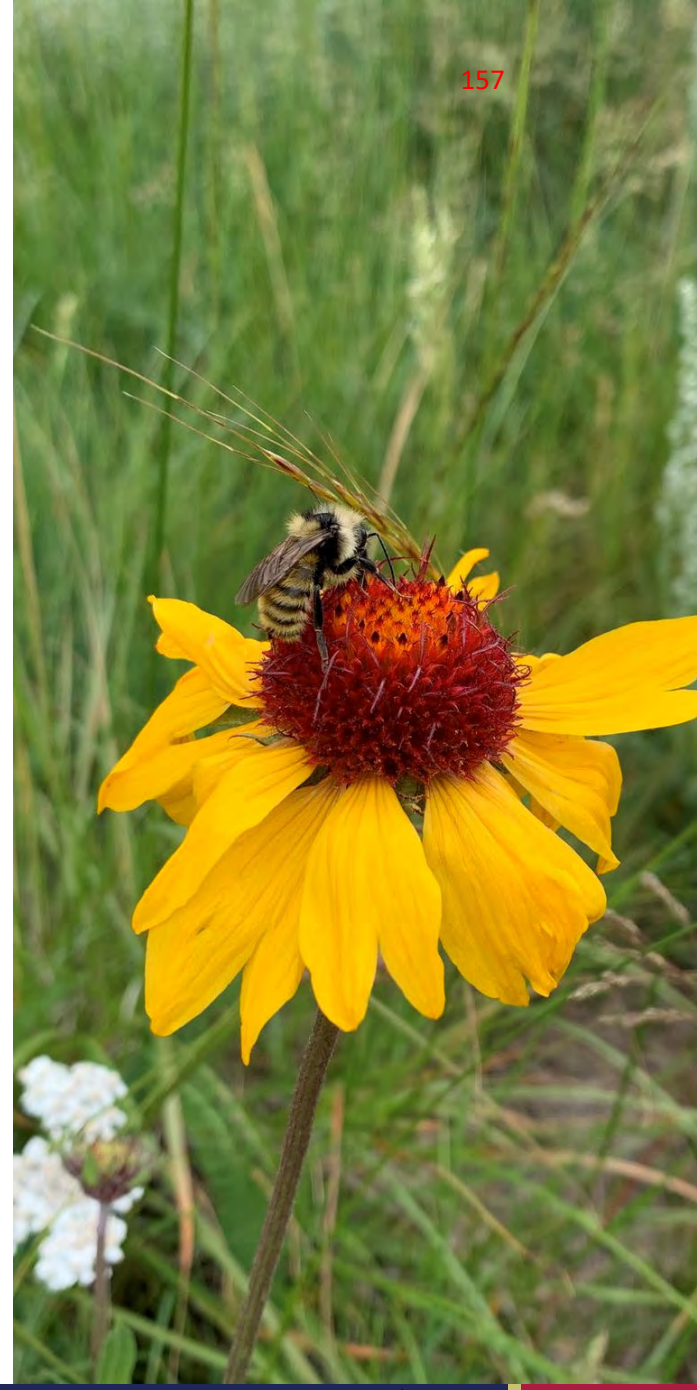
LEGEND

- CSU Extension Offices
- Colorado State Forest Service
- CSU Agricultural Research Centers
- Northeast Regional Engagement Center
- 1 CSU Foothills Campus
- 2 CSU Mountain Campus
- 3 CSU Spur Campus
- 4 CSU Western Campus
- 5 CSU Arkansas Valley Campus
- 6 Sturm Collaboration Campus

Critical Role of Pollinators

Collaboration in Pollinator Conservation

- Most comprehensive review of pollinating insects in the State
- Leveraged combined resources and expertise, including contributions from 14 different authors
- Substantial scope, resulting in over 300 pages synthesizing over **400 studies** on pollinators and their conservation
- Identified **five priority areas**



Our Purpose

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EMPOWERING LIFELONG LEARNING

EXPANDING ACCESS TO EDUCATION

CONNECTING TO COLORADO COMMUNITIES

ADVANCING ENGAGEMENT & RESEARCH

THANK YOU.

ENGAGEMENT
AND EXTENSION
COLORADO STATE UNIVERSITY

CSU
SYSTEM
COLORADO STATE UNIVERSITY

Section 7

Colorado State University Reports

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

ASSOCIATED STUDENTS
ASCSU
of Colorado State University

ASCSU Board of Governors Report

February 2024

DESALVO-SILVERHART
ADMINISTRATION

Meeting with the JBC

On December 13, myself along with two other members of my administration sat down with Senators Bridges and Kirkmeyer, and Representatives Bird and Sirota. In those meetings, we discussed how the proposed state investment in Higher Education fell short of marks that would prevent a significant tuition increase. Additionally, I shared seven full pages of student stories from last year detailing how a tuition increase would negatively impact them and perhaps prevent them from continuing schooling. The consensus among all members, however, is that increasing out of state tuition by 6.5% is a figure not based in reality. Ultimately, it seems there will be more investment in Higher Education than expected.

Menorah Lighting

In celebration of Hannukah, myself along with university leadership joined Jewish students on campus for their menorah lighting. This was a great opportunity to celebrate what it means to “be the light” and hold community with one another.

Textbook Tax Bill

With the start of the legislative session, HB24-1018 was introduced. This bill creates a tax exemption for college textbooks that are bought through college bookstores. Not only does this provide savings for students, but it would incentivize purchasing books on campus. Taking the state sales tax off textbooks would save CSU students an average of around $250,000 a year. With the relationships we have cultivated at the city and the county, there is a high likelihood that they exempt textbooks from sales tax as well. If both entities commit, it will save CSU students alone three-quarters of a million dollars annually.

Bringing Back CSGC

The more I discuss with student leaders from around the state, the more apparent it becomes that there are few entities representing student voices specifically at the state level. If no one is sharing student stories, then legislators will have no idea of the challenges college students directly face. One of my priorities is bringing back the Colorado Student Government Coalition so that we can fight for young people across the state.

CSGC
Colorado Student Government Coalitio

CSU Fort Collins Faculty update
January 29, 2023
Andrew Norton, CSU-FC Faculty Representative to the Board of Governors

Faculty Council actions

None since last meeting

Faculty Council discussions

Update – Clark remodel

At the December Faculty Council meeting several members expressed concern that there was not enough suitable office and meeting space For Faculty displaced by the remodel of Clark B. Thank you to Vice President Hanlon, Dean Withers, and Associate Dean Claycomb for finding space in temporary structures and the Howes office building

New Items

On January 13, faculty and staff received an email from President Parsons describing the current status of our 2024 – 2025 incremental budget. This communication indicates that unit heads will be undertaking a planning process for 2, 4, or 6% reallocations, commonly referred to as budget cuts. In conversations I have had with faculty and staff since then I can say that all appreciate the transparency demonstrated by this email. I can also say that in initial conversations with faculty and staff the impression I receive is that of frustration, resignation, and incredulity, particularly so as budget cuts seem to be an annual event at this point. This is all the more frustrating as the State of Colorado is not in a financial crisis.

In the unit heads I have discussed this with so far, each has stated that even a 2% cut will impact people, and will reduce staff, open faculty lines, and Graduate Teaching Assistants.

I am sure that we will be having additional discussions of this topic.

COLORADO STATE UNIVERSITY
PRESIDENT'S REPORT
Board of Governors of the Colorado State University System
February 8 – 9, 2024

I. PRESIDENT'S ACTIVITIES AND UNIVERSITY INITIATIVE HIGHLIGHTS

A. President Parsons' first year

During her first year, President Parsons has fully engaged internally and externally. She has intentionally designed her schedule and activities in order to drive forward CSU's institutional priorities and to act as an ambassador and advocate for CSU. This section details how President Parsons has prioritized her time in order to advance the institution and its goals.

In her engagement on and off campus, **President Parsons continues to highlight the five institutional priorities** she's identified as being the most critical areas of focus. Over her first year as president, she has engaged in more than 500 meetings and events to drive forward these priorities. These include more than 200 meetings focused on **student success** with departments and partners across campus to address every aspect of the student experience at CSU; more than 50 events celebrating **academic and research excellence** with the campus community and beyond; more than 70 meetings focused on the world-class programs and opportunities available at CSU; more than 180 meetings to discuss current and new initiatives to enhance **institutional competitiveness;** more than 90 meetings to discuss ways to bolster **outreach and impact around the state and the world;** and more than 30 Thematic Year of Democracy events with an additional 40 meetings aimed at **strengthening democracy** and providing the resources necessary to engage productively in civil discourse as a campus community.

In addition to the time spent directly focused on advancing institutional priorities, **President Parsons spent forty percent of her time engaging directly with the CSU community,** including students, prospective students, faculty, and staff. This was the category of activity that represented the biggest single block of her time. As part of this effort, President Parsons attended over 30 student and faculty showcases across all colleges. She highlighted students, faculty, and staff in 21 pop-ins. She welcomed more than 5,000 prospective students and their families to Fort Collins and attended over 50 events for CSU alumni and supporters. She handed out more than 1,200 stickers to the campus community and took thousands of photos with students. She helped to welcome CSU's most diverse incoming class and cheered on the Rams at 55 athletic competitions in Fort Collins and around the country. She celebrated 6,814 spring and fall graduates at their commencement ceremonies.

President Parsons continually engages in external conversations to tell CSU's extraordinary story to members of the public, industry partners, thought leaders, and other higher education administrators. With this goal in mind, President Parsons represented CSU at 23 local and national conferences and spoke on 17 panels to highlight CSU's accomplishments. She was featured in more than 50 TV, radio, and media interviews, and connected with CSU supporters in 15 different states. President Parsons engaged with over 140 industry partners. She held over 50 meetings with local and federal legislators and engaged with fellow campus presidents and chancellors at 14 national events.

President Parsons deepened and extended CSU's reach through a robust social media presence. Her 1,069 social media posts resulted in over 3.1 million impressions. With more than 15,000 followers, she used her growing accounts to highlight CSU's student experience, research and engagement.

B. CSU showcased at Spur and throughout National Western Stock Show

CSU displayed a high profile at the 2024 National Western Stock Show in January. CSU was featured in seven locations and programming intersected with activities celebrating Spur's one-year anniversary. Programming included activities at all three Spur buildings; an interactive 3rd floor booth in the Hall of Education to Ag Adventure; engagement within the Stockyards by the Seedstock Team; and a new Temple Grandin Equine Center Booth within the Event Center. CSU Day at the National Western Stock Show featured an Alumni Breakfast, CSU Spur activities with dozens of college partners, and a rodeo. Campus partners planned for 6+ months on strategic ways to engage with an audience of over 800,000 attendees over 16 days. Our campus partners included College of Agricultural Sciences (CAS), Ag Ambassadors, CAS Recruiting team, Minorities in Agriculture, Natural Resources, and Related Sciences (MANNRS), CSU Polo Team, CSU Rodeo Team, CSU Seedstock Merchandising Team, Animal Sciences, Office of Engagement and Extension, Alumni Association, Admissions, and Advancement, in addition to CSU Spur and the CSU System Office.

C. Year of Democracy announces 5 major speakers, including Jane Fonda, Ken Buck

As part of the Colorado State University Year of Democracy, the university is announcing five nationally known speakers who will visit campus during the spring semester. CSU's Thematic Year of Democracy is a university-wide initiative that invites members of the campus community to participate in conversations, panels and events all focused on democracy. Every activity highlights ways we can each engage in our democracy. "CSU is ideally positioned – and as a public land-grant university, has a unique responsibility – to be a leader in readying citizens to participate in all facets of civil society," said CSU President Amy Parsons. "Intentionally welcoming leaders with diverse perspectives and backgrounds to our campus for productive dialogue is a perfect example of our efforts to increase conversation and understanding."

I. STUDENT SUCCESS AND K-12 PARTNERSHIPS

A. CSU confers more than 2,000 degrees

In December, 2,118 CSU students graduated and joined the ranks of 250,000 living CSU alumni making a positive impact around the world.

B. Little Shop of Physics makes science accessible

Little Shop of Physics, a hands-on science outreach program in the College of Natural Sciences, reached more than 5,000 K-12 students through 40 events during the Fall 2023 semester. Visits included elementary, middle and high schools in northern Colorado; elementary schools on the Pine Ridge Reservation in South Dakota, Spur Campus, Denver schools and public events.

C. Energy Institute connects with K-12

During the Fall 2023 semester, the CSU Energy Institute Outreach Program connected with 504 students from Kindergarten through 12th grade - 365 middle and high school students and 139 elementary students. Partners included Poudre School District, CSU SPUR, Front Range Community College, Girl Scouts of Colorado, Northern Colorado Clean Cities Coalition and others.

D. CSU establishes strategic partnership with EF Study Abroad

CSU has become an official academic partner of Education First Study Abroad. Through this collaboration, CSU will work jointly with EF to design and implement innovative education abroad programs ranging from programs for first year students to thematic challenge-based programs on topics such as sustainability to specialized programs for Honors Program students.

E. CSU Extension offering 80 paid summer internships for undergrad and grad students

Undergraduate and graduate students from any major or program have the opportunity to spend their summers getting hands-on experience studying pollinators on green roofs; designing, building and maintaining a high-altitude demonstration garden; exploring food banks as community mental health resources for rural families; using drones to address pressing agricultural challenges and so much more. Most of the internships include fieldwork off-campus, with housing and travel stipends available for interns to live in – and explore – communities across the state, from the picturesque mountain regions to urban centers, across the High Plains and deep into high-producing ag counties.

F. Students collaborate and learn valuable skills by restoring nature

Students in the Warner College of Natural Resources have the opportunity to develop their restoration skills on “restoration workdays.” Rick Knight, professor emeritus in the Department of Human Dimensions of Natural Resources, introduced the workdays when he began his career at CSU almost 40 years ago. The Warner College started collaborating with the Front Range Community College’s Forestry, Wildlife and Natural Resources Program and the Wildlands Restoration Volunteers to expand the project’s impacts, and as many as 50 students attend restoration workdays. Students, faculty, staff and alumni are invited to gather for restoration workdays on multiple Saturdays throughout the year to improve degraded lands in and around Fort Collins. The projects range widely, from restoring wildlife-friendly fence crossings to removing invasive plants.

G. CSU graduate wins prestigious Rangel Fellowship

A recent Colorado State University graduate has been named to a select national fellowship program that prepares young professionals for careers in the U.S. Department of State’s Foreign Service. Justin Frigault, who graduated in December with his bachelor’s degree from the College of Liberal Arts, is one of only 45 students in the country to receive a fellowship from the Charles

B. Rangel International Affairs Program. Named after the former New York congressman who served in the House of Representatives for 40-plus years, the Rangel Program awards up to $42,000 annually for a two-year master's degree program. As part of this, Frigault also will participate in two internships, one in Congress in Washington, D.C., and another overseas at a U.S. embassy or consulate.

H. Civil and environmental engineering celebrates first graduates from partnership with Asian Institute of Technology

A partnership between the Asian Institute of Technology (AIT) and the CSU Department of Civil and Environmental Engineering allowing exceptional AIT students to earn two graduate degrees in two years has produced the first three graduates of the program. While this agreement was formalized in 2021, the relationship between the universities dates back to AIT's establishment in 1959 led by civil engineering giant, the late Professor Maury Albertson. Today, Emeritus Dean and Professor David McLean serves on the Board of Trustees at AIT. "CSU was instrumental in the founding of the Asian Institute of Technology, and we have a long history of faculty collaborations in teaching and research. The students completing the new dual-degree program build on that rich legacy, gaining very meaningful international experiences and friendships at both institutions," said McLean.

I. Ethics colloquium digs deeper into AI: ethics, opportunities and applications

During the annual Provost's Ethics Colloquium last month, keynote speaker Abram Anders discussed generative AI's prospects, limitations and ethical considerations within higher education. Anders, associate professor of English and interim associate director of the Student Innovation Center at Iowa State University, firmly positioned generative AI as non-sentient tools to transform higher education by enhancing self-understanding and extending our capacities "in ways that make our disciplinary expertise more valuable, not less, because these tools can't do anything on their own."

III. LAND GRANT PRIORITIES

A. Ag upskilling program helping to meet workforce demands, reinforce rural communities

In response to the U.S. agriculture labor shortage, Colorado State University has developed an upskilling program to help prepare workers to fill critical jobs and provide career pathways, especially for rural Coloradans. Faculty in the CSU College of Agricultural Sciences and Engagement and Extension worked with industry partners to design courses and credentials tailored to employers' needs. Learners at any stage, from high school students to longtime industry employees, can earn badges in new ag-related skills for a boost in employability. Upskilling micro-courses teach students how to use new technologies that address critical issues, including water conservation, soil health and regenerative agriculture. Each course includes a hands-on activity or application and was designed around how learners engage today and how they might engage in the future.

B. CSU Spur aims to keep valuable organ meats from landfills

Among the first things Jordan Kraft Lambert did last year as Colorado State University's new director of agricultural innovation and partnerships was create a simple spreadsheet. It was an easy way to keep track of what she learned from farmers and ranchers during a problem-finding tour of the state. Pretty quickly, one particular challenge surfaced. Ranchers were having a hard time dealing with certain parts of their butchered cattle: organ meats, also known as offal, such as livers, tongues, hearts and kidneys. That work culminated at CSU Spur on Jan. 7 for an event Lambert dubbed the Offal Party — a gathering of ranchers, processors, chefs and the general public to help educate people about the problem and attempt to facilitate some of those connections that might help lead to a fix.

C. CSU contributes to report assessing health of Colorado pollinators

CSU's Office of Engagement and Extension, in partnership with Gov. Jared Polis, the Colorado Department of Natural Resources, Xerces Society for Invertebrate Conservation and University of Colorado Museum of Natural History, has co-authored the most comprehensive report of pollinator health ever undertaken in Colorado. The study assesses the health of Colorado's native pollinators, evaluates state policies for safeguarding pollinators, and makes recommendations on how to preserve and protect them. Gov. Polis released the Colorado Native Pollinating Insects Health Study Jan. 3 at the Butterfly Pavilion in Westminster. Colorado is home to various native insects and bats whose pollinating services are at the heart of healthy environments and economies. Pollinators are critical to Colorado's economy, agricultural production and food systems, and they are essential for flowering plants that support the state's wildlife ecosystem.

C. Army funds research to improve vehicle mobility performed by civil engineering graduate students at Maxwell Ranch

CSU civil engineering graduate students are conducting a U.S. Army study that helps predict how heavy vehicles safely traverse unfamiliar terrain. The study could have wide-ranging applications for ranchers, park rangers and many others. Graduate students Sami Fischer and Holly Proulx are spearheading an effort to enhance coarse satellite data to create fine-resolution soil moisture maps, producing a more accurate and specific set of data to inform decisions on vehicle mobility. They are advised by civil and environmental engineering professors Jeff Niemann and Joe Scalia.

E. CSU Extension and Colorado State Forest Service tackle key conservation challenges

For nearly 70 years, CSU Extension and the Colorado State Forest Service have partnered to help natural resource managers and landowners steward the state's 24 million acres of forests and woodlands. The two organizations formalized their long-standing collaboration by signing a memorandum of understanding that more closely integrates the efforts of hundreds of forestry, land management, agriculture and community development experts across the state. In the

coming years, private landowners and communities throughout Colorado will continue to benefit from timely and relevant educational opportunities, site visits, personalized consultations, workshops and increased access to seedlings for reforestation and conservation through the Colorado State Forest Service's nursery.

F. New CSU Climate Initiative to develop next generation of leaders

Colorado State University has launched a new initiative that will harness its world-class experts to lead the way in sustainability research and educate the next generation of leaders. The new CSU Climate Initiative is a strategic commitment of resources and leadership from across campus that will help the university address the grand challenge of building a climate-resilient future in Colorado and beyond. Combining the University's expertise in everything from agriculture, business and natural resources to the humanities and atmospheric science, the initiative will pave the way in developing climate change education programs accessible to a wide array of students.

G. 68th Annual World Unity Fair scheduled for February 17th

Back for its 68th year, the World Unity Fair at Colorado State University is the best way to travel the globe in a few hours with food, music, dance and traditions from around the world. Community members are encouraged to come to campus and hop from table to table as our students showcase elements of their countries and cultures in ways most meaningful to them. Event is open to all and is sure to promise entertainment, food, and fun for all ages.

H. V. Chandrasekar named Honorary Fellow of Indian Meteorological Society

V. Chandrasekar, professor of Electrical and Computer Engineering and Fellow of the Cooperative Institute for Research in the Atmosphere at Colorado State University, has been named an Honorary Fellow of the Indian Meteorological Society. In the society's long history, only 18 other scientists and engineers worldwide have been recognized with this distinction. Chandrasekar is a University Distinguished Professor and leading expert in the field of weather radar and remote sensing. He received the honor for his cross-disciplinary contributions to meteorology and related fields in science and technology.

IV. INNOVATION

A. CSU to lead DOE-funded multi-institution hub to advance laser-driven fusion energy

The U.S. Department of Energy will fund a newly established Inertial Fusion Science and Technology hub, known as RISE. Headquartered at Colorado State University, the new hub will focus on advancing inertial fusion energy, or IFE, a power source that could one day dramatically reduce the carbon footprint of how energy is supplied globally. RISE will receive $16 million in funding over the next four years. Colorado State University and the DOE's SLAC National Accelerator Laboratory, operated by Stanford University, will lead the new hub. They are working in partnership with experts from University of Illinois, Cornell University, Texas A&M, Los Alamos

National Laboratory, Naval Research Laboratory, and three companies: Marvel Fusion, Xcimer Energy, and General Atomics.

B. CloudSat, first cloud-profiling radar developed by CSU, ends its 17-year mission

On April 28, 2006 at 4:02 a.m., a NASA rocket carrying the CSU-led CloudSat mission lifted off from Vandenberg Air Force Base in California. Onboard the spacecraft was the Cloud Profiling Radar (CPR), a never-before-flown instrument capable of detecting the most subtle details of clouds. After two months stabilizing of the instrument in its orbit, which took the spacecraft from pole to pole in around 90 minutes, CloudSat turned on its unique radar for what was planned to be a 22-month mission studying the structure of the Earth's clouds. On Dec. 21, 17 years and eight months later, that radar was turned off for the last time. A vision of University Distinguished Professor Emeritus Graeme Stephens (now the director of Satellite Climate Studies at NASA's Jet Propulsion Laboratory), CloudSat was designed to answer lingering questions about the role of clouds in the Earth's atmosphere, water and energy systems. Data collected by the CPR has been used in hundreds of publications, and the observations and knowledge gained has led to thousands more. At CSU, more than a dozen M.S. and Ph.D. degrees have been minted using CloudSat data, forging academic careers and spreading the influence of the University. And with nearly two decades of data stored at CSU, there are more mysteries about the nature of clouds to be unraveled by the legacy of this remarkable instrument, and the science of CloudSat will live on yet longer.

C. Study: Light pollution is luring birds to cities – and sometimes to their deaths

Nearly 1,000 birds were killed in a single night in October when they collided with an illuminated glass building in Chicago. Though mass fatalities of this magnitude are rare, light pollution poses a serious – and growing – threat to migrating birds. In the largest study of its kind, published in Nature Communications, scientists used weather radar data to map bird stopover density in the United States and found that artificial light is a top indicator of where birds will land. City lights lure birds into what can be an ecological trap, said lead author Kyle Horton, an assistant professor in CSU's Department of Fish, Wildlife and Conservation Biology.

D. Department of Design and Merchandising - Class Design Project

Apparel and Merchandising 475 - Led by Dr. Kristen Morris, fourth-year students studying product development in the apparel and merchandising major took part in a semester-long project in which they researched a specific target market of individuals with disabilities in need of adaptable clothing and created garments to fit their needs. The semester concluded with an open house event and a fashion show.

E. Transportation Department grants $8.9M for public hydrogen fueling stations project

Colorado State University is set to receive $8.9 million in funding from the U.S. Department of Transportation to build three public hydrogen fueling stations in Fort Collins, Denver and Pueblo.

The stations will service medium-to-heavy-duty vehicle fleets and future light-duty passenger vehicles along Interstate 25 and will be located near campus facilities in each community. The award is part of a larger $13.8 million grant from the agency that also includes support for similar work in Boulder County around electric vehicle adoption and is part of the recent Bipartisan Infrastructure bill. New funding from the Department of Transportation will support the creation of three public hydrogen fueling stations along the Front Range by CSU. The first will be located at the Powerhouse Energy Campus (above) and will also support similar and ongoing research efforts there. The DOT said these investments will help build a national charging and sustainable fueling network to reduce greenhouse gas emissions and create jobs while also making electric and alternative fuel vehicles more accessible to drivers.

F. NASA grant fuels lunar agriculture research

NASA recently allocated funding for space biology research, with a portion designated for Professor Graham Peers in the CSU Department of Biology. Peers specializes in studying photosynthetic efficiency and algal ecophysiology. In a recent interview, we discussed the implications of the new funding, NASA's interest in cultivating plants in space and the future direction of the research. NASA's lunar ambitions are branching out beyond leaving footprints on the moon; they're funding research for what you could call 'lunar gardening.' More specifically, NASA is interested in how moon soil, called lunar regolith, impacts plant and animal systems, a first step in exploring lunar agriculture.

G. Researchers help chart U.S. course for removing carbon, reversing climate change

To reverse climate change, the United States needs to remove more carbon dioxide from the atmosphere than it produces. Scientists including Colorado State University Distinguished Professor Keith Paustian and members of his research team outline how it can be done – and how much it will cost – in two high-profile national reports. "Roads to Removal: Options for Carbon Dioxide Removal in the United States," released Dec. 11, assesses methods for the nation to remove the greenhouse gas from the atmosphere at the gigaton scale. The report details carbon solutions down to the county level for all 3,143 counties in the United States, giving decision-makers location-specific actionable science. The holistic assessment was led by Lawrence Livermore National Laboratory and includes input from 68 researchers from 13 institutions. It was commissioned by the Department of Energy and received support from the ClimateWorks Foundation.

H. Researchers lead global study of extreme drought impacts on grasslands and shrublands

A global study organized and led by Colorado State University scientists shows that the effects of extreme drought – which is expected to increase in frequency with climate change – has been greatly underestimated for grasslands and shrublands. The findings – published in Proceedings of the National Academy of Sciences – quantify the impact of extreme short-term drought on grassland and shrubland ecosystems across six continents with a level of detail that was not

previously possible. It is the first time an experiment this extensive has been undertaken to generate a baseline understanding of the potential losses of plant productivity in these vital ecosystems. Melinda Smith, a professor in the Department of Biology at CSU, led the study and was the first co-author on the paper with Kate Wilkins, the regional conservation director for Colorado at the Denver Zoo. She said the observed reduction in a key carbon cycle process after a single 1-in-100-year drought event greatly exceeds previously reported losses for grasslands and shrublands.

I. Combined research through CSU Energy Institute has helped save more than 170 million tonnes of greenhouse emissions

Combined research activity and building operations at the CSU Powerhouse Energy Campus has helped save more than 170 million tonnes of greenhouse gas from entering the atmosphere over the last two decades. That is roughly equivalent to annual emissions from 24 large coal plants or the emissions savings of planting 4 million trees. The total is tracked by a Carbon Ticker clock that greets guests over the main door as they enter the facility. Much of the research featured in the impressive total was done in the last decade and comes from within the Energy Institute headquartered in the building. The rolling total also includes various contributions from faculty-led interdisciplinary teams studying the impacts of methane emissions on human health, energy systems and our climate.

J. Researchers investigate cause of spike in canine respiratory disease

Colorado State University researchers are investigating whether a contagious illness that has led to a spike in the number of upper respiratory infections in canines along Colorado's Front Range is due to a new pathogen or an organism that is already known and recognized as a cause of respiratory disease in dogs. In addition to seeing more cases, the current wave of canine respiratory disease has differed from previous versions. Dogs are experiencing prolonged coughs, up to several weeks, and more cases are developing what appears to be a secondary pneumonia. In September, October and November of this year, CSU's Veterinary Teaching Hospital has seen more than double the cases of canine pneumonia compared with the same period in 2022. Some cases have been fatal. Researchers in CSU's Center for Companion Animal Studies are working with the university's Veterinary Diagnostic Laboratory and the State Veterinarian's Office to investigate each case of pneumonia from those three months.

V. CAMPUS COLLABORATION

A. 2nd Saturdays at CSU Spur offer fun, fascination and a chance at discovery

Spur hosts 2nd Saturdays at CSU Spur each month, encouraging visitors to enjoy exploration, fun, and free entertainment. Activities include playing musical instruments, tasting and rating varieties of green chile, or even grooming stuffed animals while the real thing is undergoing surgery a few yards away.

B. Seeds of change: Youth take center stage at Colorado Food Summit

CSU student, Sydney Cure, returned for her second year at the Colorado Food Summit, hosted by CSU's Food Systems Institute. However, it was the first year where she – and 12 of her peers – were able to step into paid positions helping plan the event. The group of young leaders, made up of high school and college students, organized a series of youth-focused sessions, as well as social opportunities for the students to connect and learn about each other's lives. With sponsorship from the Colorado Department of Agriculture's NextGen Ag Leadership Grant Program, the youth leaders were able to help cover the costs so that 65 young participants could attend the summit and be part of the conversation about how to shape the future of Colorado's food systems.

C. Civil engineer and horticulturist join forces for stormwater and green roof research at CSU Spur's Hydro Backyard

In the semi-arid Colorado climate, long periods of hot and dry conditions are often broken up by rapid torrential rains. Stormwater runoff can contribute to water pollution and cause flooding and erosion, creating a paradox of water being precious and scarce, yet hazardous and contaminated. What if stormwater could instead be collected in biological green spaces to minimize runoff and filter the water for reuse as irrigation? Two CSU researchers are collaborating with municipal officials in Denver to improve urban landscaping design for green stormwater management systems. Professors Sybil Sharvelle, civil and environmental engineering, and Jennifer Bousselot, horticulture and landscape architecture, have joined forces to integrate green infrastructure and stormwater reuse into the urban landscape.

VI. HEALTHY CAMPUSES

A. CSU starts its own version of new state family/medical leave program Jan. 1

Colorado State University launched its own version of a new state program for family and medical leave called Family and Medical Leave Insurance Program (FAMLI). It was approved by voters in 2020 as Proposition 118. CSU was required to implement a payroll deduction on each employee's wages to fund half of the new leave program, and the university funds the other half.

State employers implemented a payroll tax of 0.45% on each employee's wages last January to fund the new paid leave. CSU paid both the employee's portion and the university's portion of the premium deduction through June 30.

B. CSU community leadership in providing affordable employee housing

Qualified CSU employees are moving into the Rendezvous Trail Apartments starting in early 2024. This was featured in the Coloradoan and on 9News. These apartments are part of the solution to a complicated challenge of housing affordability in Fort Collins. CSU recognizes that there is still work to do, including continuing to address employee compensation and creating more housing resources, but these reduced-rent apartments are an important step in the right direction.

C. Try to tell a Ram not to re-charge: CSU Bookstore selling new reusable batteries

The CSU Bookstore inside the Lory Student Center is selling next-generation rechargeable batteries that the manufacturer says can be charged 1,000 times. The Paleblue products can

power remotes, toys, gadgets and gizmos that take AAA, AA, C and D batteries. Widescale use of rechargeable batteries would reduce the amount of used single-use batteries collected around campus. In fiscal year 2023, CSU collected 7,755 pounds of batteries from all campus departments. That's more than 3.8 tons for recycling, according to CSU Materials Supervisor Jake Drenth. In fiscal year 2022, CSU collected 3,057 pounds of batteries. In fiscal year 2021, the amount was 5,687 pounds. That's a three-year total of more than 8.2 tons that have been recycled by Dynamic Lifecycle Innovations.

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 has been updated to align with CASE Global Reporting Standards, which removes 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.

University Advancement has developed a strategy to significantly improve performance over a 3-5 year period and presented the plan to CSU leadership in October. We will begin implementation immediately.

B. Major Gift Report

	CY 2023*	CY 2022	CY 2021	CY 2020
Contributions (cash, non-cash and pledges)	$125,172,152	$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	$28,651,554	$37,758,302	$44,820,510	$36,161,505
Payments to Commitments Prior to Period	($20,869,900)	($26,452,826)	($15,225,650)	($21,335,653)
Total Philanthropic Support	$133,153,806	$139,208,187	$171,459,698	$117,914,224

***CY23 is as of 01/22/2024**

C. Major Gifts Not Previously Reported

$2,500,000 revocable commitment to support the *Veterinary Health and Education Complex*, College of Veterinary Medicine & Biomedical Sciences

$1,610,000 in gifts designated as $1,500,000 to support the *Purina Young Investigator Award Program Endowment*, and $110,000 gift to support the *Center for Companion Animal Studies*, College of Veterinary Medicine & Biomedical Sciences

$1,501,557 gift designated as $600,623 to support a *Chair in Orthopedic Medicine and Mobility Endowment*, $600,623 to support the *Cardiology and Cardiac Surgery*, and $300,311 to support the *Argus Institute Counseling and Support Services*, College of Veterinary Medicine & Biomedical Sciences

$1,250,000 pledge to support the *Veterinary Health and Education Complex*, College of Veterinary Medicine & Biomedical Sciences

Revocable commitment to support a *D.V.M. Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

$800,000 gift designated as $275,000 to support the *Equine Assisted Activities and Therapies Programming*, $275,000 to support the *Equine Outreach and Industry Relations*, and $250,000 to support the *Temple Grandin Equine Center*, College of Agricultural Sciences

$510,000 pledge to support the *AgNext Beef Emission Research*, College of Agricultural Sciences

Revocable commitment designated as to support the *Helping Hands 4-H Horse Endowment*, and to support a *Memorial 4-H Scholarship Endowment*, Engagement & Extension

$500,000 revocable commitment designated as $250,000 to support a *Scholarship Endowment*, and $250,000 to support the *Companion Care Endowment*, College of Veterinary Medicine & Biomedical Sciences

Gift to support the *Podiatry Center Initiative*, College of Veterinary Medicine & Biomedical Sciences

$400,000 gift designated as $289,000 to support the *Cardiology and Cardiac Surgery*, $74,000 to support the *Chief Lockton Compassionate Cardiology*, and $37,000 to support *Companion Care*, College of Veterinary Medicine & Biomedical Sciences

$363,000 gift to support the *CSURF Gifts of Land - OEE*, Engagement & Extension

$293,481 planned gift to support the *CSU Alumni Association Legacy Scholarship*

Endowment, Alumni Relations

$275,000 gift to support the *Hydrocarbon Research - Department of Civil Engineering*, Walter Scott, Jr. College of Engineering
$250,000 gift to support the *AgNext Sustainable Solutions for Animal Agriculture*, College of Agricultural Sciences
$234,000 gift to support the *San Luis Valley Extension 4-H Youth Development Specialist*, Engagement & Extension

$200,000 gift designated as $100,000 to support the *Cardiology and Cardiac Surgery*, and $100,000 to support the *Lucy's Scholars*, College of Veterinary Medicine & Biomedical Sciences

$200,000 revocable commitment to support a *Scholarship Endowment*, Enrollment & Access

$200,000 pledge to support a *Scholarship*, College of Veterinary Medicine & Biomedical Sciences

$164,342 gift to support the *Canine Cancer*, College of Veterinary Medicine & Biomedical Sciences

$107,000 gift to support the *Athletic Discretionary*, Athletics

$103,824 planned gift to support the *Humanities Scholarship Endowment*, College of Liberal Arts

$100,000 gift to support the *Fund for Environmental Contaminant Research*, College of Agricultural Sciences

$100,000 gift to support a *Family Scholarship Endowment*, Walter Scott, Jr. College of Engineering

$100,000 gift to support the *Honor, Service & Commitment Scholarship*, Student Affairs

$100,000 gift to support the *Mechanical Engineering Scholarship in honor of Professor Don Zwiep Endowment*, Walter Scott, Jr. College of Engineering

$100,000 pledge to support the *Veterinary Health and Education Complex*, College of Veterinary Medicine & Biomedical Sciences

$100,000 gift to support a *Scholarship in Honor of David and Paula Edwards Endowment*, College of Liberal Arts

$200,000 in gifts designated as $100,000 to support the *Orthopedic Medicine and Mobility Discretionary*, and $100,000 gift to support the *Climate Change is Animal Health*, College of Veterinary Medicine & Biomedical Sciences

$100,000 gift to support the *Dr. Blanche Hughes B/AACC Legacy Endowment*, Other Areas

VIII. PERSONNEL NEWS AND NOTABLE HIRES

A. Cabinet complete

On Jan. 1 two University leaders began their new roles: Marion Underwood as provost and executive vice president, coming from leadership roles at fellow land-grant Purdue University; and James Pritchett as vice president of engagement and extension. Pritchett joined the CSU College of Agricultural Sciences in 2001 and most recently served as dean of the college. Cassandra Moseley, the new vice president for research, previously held leadership roles at the University of Oregon and started at CSU on Jan. 8.

When President Parsons began in February 2023, there were eight open positions on the CSU Cabinet. In just under a year, Parsons launched comprehensive searches and finalized the University's Cabinet.

B. Searches for two deans underway

Following James Pritchett's transition to vice president for engagement and extension, a national search for the dean of the College of Agricultural Sciences launched in December. The search committee received their charge on Dec. 6, and the position was posted the week of Jan. 1. The search is co-chaired by deans Dr. A. Alonso Aguirre and Dr. Sue VandeWoude and the full consideration date is Feb. 9. Finalist interviews are expected to take place on campus in early to mid-April.

Dean Ben Withers will depart the College of Liberal Arts for his new role at Iowa State University on Feb. 16, at which time Dr. Elissa Braunstein, professor of economics, will begin to serve as the interim dean. The process to launch a national search is underway and updates will be shared campus wide in the coming weeks.

C. Michael Compton named next Colorado 4-H state director at Colorado State University

Michael Compton has joined CSU's Office of Engagement and Extension to serve as the next state 4-H director. Compton brings over 20 years of experience working in the higher education and nonprofit sectors and is committed to serving as a youth development leader, educator and

advocate. For the past 12 years, he has worked in progressively responsible roles within the 4-H land-grant university extension system, including at the county level for Iowa State Extension and Outreach, the regional and state levels for the University of Minnesota Extension's Center for Youth Development, and most recently for National 4-H Council.

D. Barker Fariss selected executive director of CSU's Center for Environmental Management of Military Lands

In Fariss' role as interim director, his focus has been on bolstering CEMML's internal functions. Efforts include streamlining administrative HR processes and classifications to improve efficiencies in the hiring process and illuminate pathways for staff growth, establishing a Technical Practice Network that aims to better connect CEMML staff members within their respective areas of expertise, and implementing flexible work policies in support of staff well-being.

Over the course of his career, he has overseen federal- and state-funded projects that require expertise in legislation such as the Native American Graves Protection and Repatriation Act (NAGPRA), the National Historic Preservation Act (NHPA), and the National Environmental Policy Act (NEPA)

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REPORT ITEM:

CSU: Delegable Personnel Actions. No action necessary.

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

EMPLOYEE	DEPARTMENT	MONTH TAKEN	LWOP DAYS
Adams, Henry	Mathematics	November 2023	22
Adams, Henry	Mathematics	December 2023	21
Ali, Amer	Facilities Management	October 2023	0.08
Allen, Andie	Residential Dining	September 2023	2.21
Allen, Andie	Residential Dining	October 2023	0.61
Alvarez, Melanie	Veterinary Teaching Hospital	October 2023	3.76
Anderson, Tami	Health Network Counseling	November 2023	1.44
Anderson, Tami	Health Network Counseling	December 2023	1.5
Appleton, Anthony	Office of Research Collab and Compliance	December 2023	21
Arias, Leslie	Housing and Dining Facilities	October 2023	2.02
Balderama, Cencia	CEMML	November 2023	1
Baltic, Laurel	Vice Pres for University Advancement	September 2023	-4.56
Balunek, Emma	Colorado Natural Heritage Program	November 2023	22
Balunek, Emma	Colorado Natural Heritage Program	December 2023	21
Barajas, Monica	Facilities Management	October 2023	0.25
Barraza, Breeana	Facilities Management	October 2023	0.62
Bearden, Grady	Residential Dining	September 2023	0.59
Bearden, Grady	Residential Dining	October 2023	1.52
Betten, Anton	Mathematics	November 2023	22
Betten, Anton	Mathematics	December 2023	21
Betzner, Gabe	Health Network Medical	November 2023	2.01
Biser-Suarez, Courtenay	Languages, Literatures and Cultures	November 2023	22

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Biser-Suarez, Courtenay	Languages, Literatures and Cultures	December 2023	21
Bontadelli, Johnna	Health Network Medical	October 2023	6
Bontadelli, Johnna	Health Network Medical	November 2023	5
Bontadelli, Johnna	Health Network Medical	December 2023	6
Breit, Shawna	Facilities Management	October 2023	18.88
Breit, Shawna	Facilities Management	November 2023	3.78
Brey, Kelly	Health Network Medical	November 2023	7.81
Brey, Kelly	Health Network Medical	December 2023	9
Britton, Jerome	Facilities Management	November 2023	3.63
Broderick, Sabrina	Warner College of Natural Resources	November 2023	1
Broderick, Sabrina	Warner College of Natural Resources	December 2023	1
Brown, Annabelle	Residential Dining	October 2023	1.68
Busby, Red	Residential Dining	September 2023	3.24
Cantarini, Daniel	Health Network Medical	December 2023	3.2
Caracciolo, Drew	Residential Dining	September 2023	0.58
Carter, Sam	Parking & Transportation Services	August 2023	8.09
Chapa, Tony	CEMML	November 2023	22
Chapa, Tony	CEMML	December 2023	21
Chavez, Emma	VP Human Resources	November 2023	22
Chavez, Emma	VP Human Resources	December 2023	21
Chavez, Omar	Facilities Management	November 2023	1.17
Cloud, Doug	English	October 2023	-10
Cooper, Leroy	Honors Program	November 2023	11
Cooper, Leroy	Honors Program	December 2023	10.5
Cornelius, Jeff	Residential Dining	September 2023	1.73
Costello III, Ron	Facilities Management	October 2023	1.17
Cullen, Cellanie	Health Network Medical	December 2023	3
Davenport, Frances	Civil and Environmental Engineering	September 2023	1.75
Debish, Helen	Health Network Medical	October 2023	1.69
Dhanoa, Purdeep	CEMML	November 2023	19
Dhanoa, Purdeep	CEMML	December 2023	15
Dolin, Cheyenne	Graduate School	November 2023	6
Edwards, Melissa	Clinical Sciences	November 2023	11
Edwards, Melissa	Clinical Sciences	December 2023	10.5
Elffner, Terri	Health Network Medical	December 2023	3.8
England II, Rodney	Housing and Dining Facilities	September 2023	4
Evans, Winter	Veterinary Teaching Hospital	October 2023	8.93
Ex, Seth	Forest & Rangeland Stewardship	November 2023	11
Ex, Seth	Forest & Rangeland Stewardship	December 2023	10.5
Flores, Rudina	Health Network Medical	August 2023	6.44
Friendt, Mckenna	Residential Dining	September 2023	7.6

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Friendt, Mckenna	Residential Dining	October 2023	4.97
Fristrup, Kurt	Electrical and Computer Engineering	November 2023	22
Fristrup, Kurt	Electrical and Computer Engineering	December 2023	21
Gasner, Ryan	Residential Dining	September 2023	3.13
Gasner, Ryan	Residential Dining	October 2023	3.94
Gerlitzki, Anne	Health Network Medical	December 2023	3
Gerstberger, Tanner	Residential Dining	October 2022	0.12
Gerstberger, Tanner	Residential Dining	November 2022	9.05
Gerstberger, Tanner	Residential Dining	December 2022	3.63
Gerstberger, Tanner	Residential Dining	January 2023	6.09
Gilbert, James	Residential Dining	October 2023	10.87
Greene, Carol	Health Network Medical	December 2023	3.75
Guzik, Stephen	Mechanical Engineering	December 2023	10.5
Hartley, Susan	Health Network Medical	December 2023	7
Hauver, Amy	CSU Extension - Western Region	October 2023	5.25
Hauver, Amy	CSU Extension - Western Region	November 2023	22
Hauver, Amy	CSU Extension - Western Region	December 2023	21
Heddlesten, Joshua	Residential Dining	September 2023	0.7
Hernandez Avalos, Nancy	Residential Dining	October 2023	2.76
Johnson, DONN	Housing and Dining Facilities	September 2023	2
Johnson, Tony	CEMML	April 2023	7.38
Juarez, Danny	Housing and Dining Facilities	April 2023	8.44
Julch, Jessy	Facilities Management	October 2023	22
Julch, Jessy	Facilities Management	November 2023	3
Karbowski, Larry	College of Agricultural Sciences	November 2023	22
Karbowski, Larry	College of Agricultural Sciences	December 2023	3
Katz, Haley	Vice Pres for University Advancement	November 2023	7
Katz, Haley	Vice Pres for University Advancement	December 2023	5.06
Kjer, Kristin	Facilities Management	October 2023	15
Kodrich, Kris	Journalism and Media Communication	November 2023	22
Kodrich, Kris	Journalism and Media Communication	December 2023	21
Koester, Melinda	Veterinary Teaching Hospital	August 2023	1.11
Koester, Melinda	Veterinary Teaching Hospital	September 2023	12
LaRoue, Kristeena	Student Disability Center	October 2023	9.75
LaRoue, Kristeena	Student Disability Center	November 2023	5.5
Leisz, Steve	Anthropology and Geography	November 2023	22
Leisz, Steve	Anthropology and Geography	December 2023	21
Lennartz, Mike	Housing and Dining Facilities	October 2023	2.09
Lueck, Libby	Health Network Medical	December 2023	7
Macapagal-Leal, Janelle	Risk Management and Insurance	December 2023	10

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Maddox, Nicole	Veterinary Teaching Hospital	October 2023	4.8
Manzer, Jordan	Microbiology, Immunology and Pathology	December 2023	2
Martinez Robles, Janeth	Residential Dining	August 2023	0.47
Martinez Robles, Janeth	Residential Dining	September 2023	0.44
Martinez Robles, Janeth	Residential Dining	October 2023	0.85
Martinez, Amy	Housing and Dining Facilities	July 2023	-0.54
Martinez, Amy	Housing and Dining Facilities	August 2023	-3.25
Mazak, Bean	Facilities Management	October 2023	1
McClurg, Jedidiah	Computer Science	November 2023	22
McClurg, Jedidiah	Computer Science	December 2023	21
McManus, Kevin	Veterinary Teaching Hospital	October 2023	1.07
Medrick, Kyle	Facilities Management	October 2023	1
Medrick, Kyle	Facilities Management	November 2023	2.88
Michna, Emily	Residential Dining	September 2023	1.23
Ogilvie, Becca	Health Network Counseling	October 2023	0.65
Ogilvie, Becca	Health Network Counseling	December 2023	1.21
Parker, Airica	English	November 2023	22
Parker, Airica	English	December 2023	21
Perez Marquez, Joseline	Facilities Management	October 2023	15
Perez, Pablo	CEMML	November 2023	14
Perez, Pablo	CEMML	December 2023	6
Perry, Ian	Residential Dining	September 2023	0.77
Pronko, Jocelyn	Veterinary Teaching Hospital	November 2023	13.2
Pronko, Jocelyn	Veterinary Teaching Hospital	December 2023	12.6
Rachuy, Tim	Residential Dining	September 2023	2.48
Ramos, margarita	Veterinary Teaching Hospital	October 2023	0.86
Rebecca, Rachel	Health Network Medical	October 2023	1
Rebecca, Rachel	Health Network Medical	November 2023	3
Remus, Bradley	Facilities Management	November 2023	4.38
Romero, Isaac	Veterinary Teaching Hospital	October 2023	0.5
Rumley, Dawn	College of Liberal Arts	November 2023	13.2
Salas, Cynthia	Residential Dining	August 2023	9.75
Salas, Cynthia	Residential Dining	September 2023	1.35
Salas, Cynthia	Residential Dining	October 2023	6.75
Salas, Eddie	CEMML	November 2023	22
Salas, Eddie	CEMML	December 2023	21
Saldierna Guzman, Paola	Soil and Crop Sciences	November 2023	11

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Saldierna Guzman, Paola	Soil and Crop Sciences	December 2023	21
Schleufer, John	Facilities Management	October 2023	1.13
Schneider, Adam	Facilities Management	November 2023	1.45
Schoenig, Susan	Health Network Medical	December 2023	7
Schwab, Will	Facilities Management	October 2023	0.88
Scott, Anne	Honors Program	November 2023	11
Scott, Anne	Honors Program	December 2023	10.5
Sell, Debra	Facilities Management	October 2023	1.23
Sewell, Michael	Health Network Counseling	December 2023	3
Shadman-Adolpho, Barry	Facilities Management	October 2023	1.59
Shipman, Patrick	Mathematics	November 2023	22
Shipman, Patrick	Mathematics	December 2023	21
Simental, David	Facilities Management	October 2023	15
Solfest, Dani	Cooperative Institute for Research in the Atmosphere (CIRA)	November 2023	10.5
Solfest, Dani	Cooperative Institute for Research in the Atmosphere (CIRA)	December 2023	9.75
Stanley, Linda	Psychology	November 2023	2
Stark, Tori	Veterinary Teaching Hospital	September 2023	1.69
Stauffer, David	Housing and Dining Facilities	October 2023	1.63
Steinhoff, Bill	CEMML	November 2023	4
Steinhoff, Bill	CEMML	December 2023	21
Stires, Cierra	Residential Dining	July 2023	3.16
Switzer, Lisa	Design and Merchandising	October 2023	4.49
Switzer, Lisa	Design and Merchandising	November 2023	14.3
Switzer, Lisa	Design and Merchandising	December 2023	13.65
Turney, Kellan	Residential Dining	November 2023	6.83
Underwood, Kaden	Facilities Management	October 2023	0.26
Valdez, Shawnee	Housing and Dining Facilities	August 2023	4.34
Valdez, Shawnee	Housing and Dining Facilities	September 2023	0.36
Valdez, Shawnee	Housing and Dining Facilities	November 2023	10.33
Vander Vliet, Sue	Business and Financial Services	November 2023	22
Vander Vliet, Sue	Business and Financial Services	December 2023	21
Vaughn, Travis	VP Human Resources	November 2023	0.5
Veliquette, Abigail	Communication Studies	November 2023	11
Veliquette, Abigail	Communication Studies	December 2023	10.5
Ven, Alex	Residential Dining	October 2023	0.06
Vesty, Jill	Health Network Medical	December 2023	4.38
Vogel, Pamela	Veterinary Teaching Hospital	November 2023	13.2
Vogel, Pamela	Veterinary Teaching Hospital	December 2023	12.6

Wadsworth, Katherine	Grand Junction Diag Lab	November 2023	22
Wadsworth, Katherine	Grand Junction Diag Lab	December 2023	21
Wailes, Madison	Housing and Dining Facilities	October 2023	2.99
Ward, Emma	Housing and Dining Facilities	September 2023	1.4
Webb, Caroline	Student Disability Center	October 2023	-0.88
Webb, Caroline	Student Disability Center	November 2023	7.5
witman, Brandy	Housing and Dining Facilities	October 2023	0.57
Xiang, Hong	History	November 2023	12
Yengle Lopez, Carolina	Housing and Dining Facilities	September 2023	6
Young, Alyssa	Fort Collins Diag Lab	October 2023	0.95
von Stade, Lauren	Veterinary Teaching Hospital	December 2023	7.63

Section 8

Academic and Student Affairs Committee

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

BOARD OF GOVERNORS REGULAR MEETING
February 2024
Dr. Roze Hentschell, Chief Academic Officer

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Policy 302: CSUS Board Academic Program Proposal Policy

Graduate Certificate in Food-Energy-Water Systems (FEWS)

Overview: Will provide students with a broad overview of Food-Energy-Water Systems issues, an understanding of the underpinning science, knowledge about multiple sectors, and experience analyzing the socio-economic constraints and policy limitations.

Need: Extension of NSF funded InTERFEWS for PhD students, which saw 36 students in 2022 who have gone on to receive high-level jobs where interdisciplinary training is necessary.

Credits and Program: 9 credits (standalone), Walter Scott, Jr. College of Engineering, Department of Civil and Environmental Engineering

Graduate Certificate in One Health

Overview: Focusing on issues at intersection of human, environmental, and animal health that require a collaborative and transdisciplinary approach. Will help students expand current health knowledge to prepare the to be leaders in the One Health field.

Need: Survey of current graduate students in eight colleges indicated need for and value of One Health Training and mentorship. Survey to employers in these fields indicated need for essential skills in domain expertise and interdisciplinary communication skills.

Credits and Program: 10-12 credits (for matriculated students), Intra-University, School of Public Health

NEW AND REVISED ACADEMIC DEGREE PROGRAMS (cont.)

Motion to retitle *The Leadership, Entrepreneurship, Arts Advocacy and the Public Institute for the Arts* (LEAP) to *Arts Management*

- When LEAP, a special academic unit under the College of Liberal Arts, was named almost 15 years ago, it was connected to a few new courses for undergraduates looking for a certification-type program in music business. Since that time, the program has added an online and residential Masters degree and an undergraduate minor.

- In order to align the name with the program as it now exists, to recruit students, and to grow the curriculum within the field of study, the unit is requesting a new name that industry and prospective and current students will find legible.

- This change has been approved by the University Curriculum Committee and the Provost's Leadership Council.

NEW AND REVISED ACADEMIC DEGREE PROGRAMS (cont.)

Motion to restructure the *College of Health, Education and Nursing* (CHEN) to the independent *School of Nursing* (SON) and the *College of Health and Education* (CHE).

- Due to the high demand for Nurses in Colorado and the initiatives in the School of Nursing to alleviate this demand, proposal is to create an independent School of Nursing as of Fall 2024.
  - Will allow our Nursing programs to implement a dean structure and better serve the students and recently increased programs.
  - Reorganization will maintain the College of Health & Education, which includes the School of Health Science & Human Movement plus the School of Education
  - Search for Dean of the School of Nursing will commence upon approval.

NEW AND REVISED ACADEMIC DEGREE PROGRAMS (cont.)

Motion to retitle the *Bachelor of Science in Middle School Mathematics Education* to the *Bachelor of Science in Middle School Mathematics: 6-8 Teacher Preparation*.

- From College of Health, Education and Nursing
- This retitling standardizes language on teacher preparation degree pathways at CSU Pueblo and to align with common state language for teacher preservice programs.
- No changes to the program curriculum are proposed.
- If approved, this new degree title will be effective in Fall 2024.

NEW AND REVISED ACADEMIC DEGREE PROGRAMS (cont.)

Graduate Certificate in Digital Health Technology

Overview: Prepares students for understanding the role of digital health technology in health systems that utilize computing platforms, connectivity, software, devices, and sensors for health care and exchanges of medical information. Students will analyze trends in digital health technology, applications, challenges, and opportunities for healthcare organizations.

Need: The demand for such an online degree program is documented in an extensive study of online preparation degrees in the healthcare administration field, including demand and available jobs and career ladders in the field.

Credits: 12 credits

Program: Healthcare Administration and Management Program

Master of Science in Healthcare Analytics

Overview: Provides students with skills, business fundamentals, and data analytics for decision making in health care markets. Students will learn to: transform data into decisions that balance concerns with the provision of health services; find patterns and trends in data; and visualize those findings to stakeholders.

Need: The demand for such an online degree program is documented in an extensive study of online preparation degrees in the healthcare analytics, including demand and available jobs and career ladders in the field.

Enrollment forecast: 50 students in five years.

Credits: 36 credits

Program: Healthcare Administration and Management Program

NEW AND REVISED ACADEMIC DEGREE PROGRAMS (cont.)

Bachelor of Science in Operations Management and Supply Chain Management

Overview: Students will evaluate how companies manage manufacturing processes and services effectively and the use of information to improve organizational performance.

Courses focused on developing knowledge, skills, and abilities in operations management, systems analysis, supply chain management, and quality management.

Focus areas and content align with The Association for Operations Management Production and Inventory Management certification, and the Certified Supply Chain Professional certification.

Enrollment forecast: 100 students in five years.

Credits: 33-39 core + 31 general education + 50-56 electives

Program: Project Management Program

Bachelor of Science in Legal Studies

Overview: Prepares students for post-bachelor's studies in law by offering a well-rounded degree that combines legal principles, analytical thinking, and foundational knowledge in related fields. Students explore aspects of legal system: constitutional law, criminal law, civil procedure, and more.

Students will take courses in political science, history, ethics, and philosophy to gain a broad perspective on the societal and ethical contexts in which the law operates.

Enrollment forecast: 50 students in five years.

Credits: 45 core credits + 31 general education credits + 44 elective credits

Program: General Education Program

NEW AND REVISED ACADEMIC DEGREE PROGRAMS (cont.)

Undergraduate certificate in Azure AI Automation

Overview: Equips students with skill set in machine learning and Azure technologies. Students will master core Azure services, seamlessly integrating them with AI solutions, emphasizing the efficient use of Azure Cognitive Services for AI automation.

Credits: 18 credits

Program: Computer Science Program

Undergraduate certificate in Financial Analytics

Overview: Combines theoretical foundations with practical applications, preparing students for careers in finance, investment analysis, risk management, and financial technology.

Students gain an understanding of financial principles, accounting practices, and economic concepts that form the basis of financial analysis, and develop their skills through data visualization, Python, financial modeling and forecasting, and exploring the intersection of finance and technology.

Credits: 18 credits

Program: Finance Program

NEW AND REVISED ACADEMIC DEGREE PROGRAMS (cont.)

Undergraduate certificate in Long-Term Care Administration

Overview: Need for long-term care continues to grow in our aging population.

Long-term care administrators lead facility management and operations processes, managing care of residents &patients in long-term care and assisted living facilities.

Prepares students to maintain compliance with health and safety regulations, finance, and delivery of services to residents, including ethical considerations and quality of life issues.

Credits: 18 credits

Program: Healthcare Administration Program

Undergraduate certificate in Operations and Supply Chain Management

Overview: Prepares learners to fulfill the roles and responsibilities of Operations Management and Supply Chain Management.

Students will evaluate how companies manage manufacturing processes and services effectively and the use of information to improve organizational performance. Courses are focused on operations management and other areas, including systems analysis, supply chain management, and quality management.

Focus areas and content align with The Association for Operations Management, Production and Inventory Management (CPIM) certification, and the Certified Supply Chain Professional (CSCP) certification

Credits: 18 credits

Program: Project Management Program

NEW AND REVISED ACADEMIC DEGREE PROGRAMS (cont.)

Undergraduate certificate in Patient Safety and Healthcare Quality

Overview: Prepares students for addressing quality assurance issues, regulatory mandates for quality and safety, and the "lean innovation model" for increasing both efficiencies in service delivery and satisfying patient expectations.

Students will examine the various theories, methods, and tools utilized for quality measures within the healthcare setting, with an emphasis on the patient experience, relationships between patients, families, and the providers of medical and behavioral services.

Credits: 18 credits

Program: Healthcare Administration Program

Undergraduate certificate in Public Health Leadership

Overview: The traditional technical skills that are critical to performing the core functions of Public Health must now be expanded to include greater management and leadership skills.

Students will learn the importance of influencing, motivating, and enabling others to contribute to the effectiveness and success of public health programs and initiatives.

Credits: 18 credits

Program: Healthcare Administration Program

NEW AND REVISED ACADEMIC DEGREE PROGRAMS (cont.)

199

Undergraduate certificate in Python and Data Analytics

Overview: Equips students with a set of skills in programming using Python and harnessing the power of data for meaningful insights.

This program is ideal for students who want to enter fields such as data analysis and business intelligence and for those students who want to enable and support data-driven decision-making in an organization.

Credits: 18 credits

Program: Management Information Systems Program

Undergraduate certificate in Python Application Development

Overview: Students will master Python programming fundamentals, applying object-oriented programming principles.

The curriculum focuses on enhancing problem-solving skills with algorithms in Python, developing proficiency in building GUI-based applications, and mastering various Python data structures.

Additionally, participants will gain practical experience in building real-world, enabling them to excel in various domains and applications.

Credits: 18 credits

Program: Management Information Systems Program

ACADEMIC CALENDAR

Policy 313: CSUS Board Approval of Academic Calendar and Suspension of Academic Terms Policy

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

Motion: To approve the Colorado State University Academic Calendar for Fall 2026 – Summer 2028 and Fall 2028-Summer 2030.

FACULTY & ADMINISTRATIVE PROFESSIONAL MANUAL

201

Policy 311: CSUS Board Academic Freedom Policy

To function effectively and efficiently, shared governance requires free and open exchange in the discussion, debate, criticism, and challenging of current and proposed campus policies and procedures.

In furtherance of this commitment, the Board has approved policies and procedures concerning academic freedom and shared governance as incorporated into the Faculty and Student Handbooks on the CSUS campuses, and retains the authority for final approval of any revisions to those policies and procedures. The Presidents have the authority and responsibility to implement those policies and procedures on their respective campuses, as appropriate.

CSU Faculty and Administration Professional Manual Changes

202

The following revisions are submitted for your approval:

Section J. Rights and Responsibilities Related to Inventions and Creative Works

Changes in federal regulation over time have made it necessary to update Section J of the Manual. In particular, it is necessary to have separate policies for patents and inventions and for copyrightable works. Faculty Council carried out a comprehensive revision of Section J.

Section K. Resolution of Disputes

The proposed changes to section K regarding resolution of disputes will correct errors, clarify some points, and clean up language.

CSUS | Campus Collaborations

Federal Postsecondary Student Success Grant

Emily Amedée, Director of Academic Operations

- Criteria
- Funding amount
- Overview of proposed activity
- Project implementation
- Project reporting

Questions?
CSU SYSTEM
COLORADO STATE UNIVERSITY

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
February 8, 2024

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

I. New Degree Programs
- CSU: Graduate Certificate in Food-Energy-Water Systems
- CSU: Graduate Certificate in One Health
- CSU: Rename The Leadership, Entrepreneurship, Arts Advocacy and the Public (LEAP) Institute for the Arts
- CSU Pueblo: Reorganization of College of Health, Education and Nursing (CHEN) to the independent School of Nursing (SON) and the College of Health and Education (CHE)
- CSU Pueblo: Rename BS in Middle School Mathematics Education to BS in Middle School Mathematics: 6-8 Teacher Preparation
- CSU Global: Graduate Certificate in Digital Health Technology
- CSU Global: Master of Science Degree in Healthcare Analytics (M.S.)
- CSU Global: Bachelor of Science in Operations Management and Supply Chain Management
- CSU Global: Bachelor of Science in Legal Studies
- CSU Global: Undergraduate certificate in Azure AI Automation
- CSU Global: Undergraduate certificate in Financial Analytics
- CSU Global: Undergraduate certificate in Long-Term Care Administration
- CSU Global: Undergraduate certificate in Operations and Supply Chain Management
- CSU Global: Undergraduate certificate in Patient Safety and Healthcare Quality
- CSU Global: Undergraduate certificate in Public Health Leadership
- CSU Global: Undergraduate certificate in Python and Data Analytics
- CSU Global: Undergraduate certificate in Python Application Development

II. Academic Calendar
- CSU Fall 2026 to Summer 2028
- CSU Fall 2028 to Summer 2030

III. Faculty Manual Changes
- CSU Faculty/AP Manual Section J; Rights and Responsibilities Related to Inventions and Creative Works
- CSU Faculty/AP Manual Section K; Resolution of Disputes

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – New Academic Program: Graduate Certificate in Food-Energy-Water Systems

RECOMMENDED ACTION:

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

Graduate Certificate in Food-Energy-Water Systems.

EXPLANATION:

Presented by Marion K. Underwood, Provost and Executive Vice President

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

New Academic Program Details

1. Specific Identifiers
    a. Name of Program: Food-Energy-Water Systems
    b. Degree Type: Graduate Certificate
    c. Recommended CIP Code: 30.9999
    d. College, School, Dept. (all that apply): Walter Scott, Jr. College of Engineering, Department of Civil and Environmental Engineering

2. Overview of Program:

    This certificate will provide students with a broad overview of Food-Energy-Water Systems (FEWS) nexus issues, an understanding of the science underpinning FEW issues, working knowledge about the tradeoffs amongst sectors and experience analyzing the socio-economic constraints and policy limitations incumbent on solutions to FEWS challenges. The certificate will equip students with transdisciplinary and systems thinking skills that advance capacity to assess and solve complex FEWS issues.

3. Fit With Campus Mission:

    Inspired by its land-grant heritage, Colorado State University is committed to excellence, setting the standard for public research universities in teaching, research, service and extension for the benefit of the citizens of Colorado, the United States and the world. This graduate certificate will provide opportunities for students to engage in graduate coursework that bridges their disciplinary home to new areas, including infusion of STEM disciplines with social science methods and community-based approaches. Certificate graduates will be well prepared and competitive to join the STEM workforce. The certificate will prepare students to work collaboratively in team settings with diverse colleagues—diverse in areas of expertise, cultural and disciplinary backgrounds. The certificate encourages interdisciplinary learning and thus the courses required are accessible to students in all disciplines.

4. Evidence of Need:

    The Graduate Certificate in FEWS is an extension of a National Science Foundation grant awarded to CSU in 2018 titled *Interdisciplinary Training, Education and Research for Food-Energy-Water Systems (InTERFEWS) in Semi-Arid Regions*. InTERFEWS was initiated in the Fall of 2019 to bring together Ph.D. students from traditionally disparate disciplines to conduct research on key problems in the Food-Energy-Water nexus with a focus on water-scarce, arid regions. The program has been tremendously successful with high ratings from participating students. Funding for the program is phasing out in 2024 and the Graduate Certificate in FEWS is intended to sustain the program. There has been high demand for the InTERFEWS program with applicants increasing from 19 in

Fall of 2019 to 36 in 2022. The program includes participation from 8 colleges and 27 departments. The demand for students to gain expertise in FEW topics with focus on interdisciplinary and systems thinking training has been well documented by student participation in InTERFEWS. Graduates of InTERFEWS have received high level jobs and have noted that the interdisciplinary skills training was considered favorable in their applications.

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

6. Admission Requirements:

   Candidates for the certificate program should have completed a Bachelor of Science in any department from an accredited institution.

7. Curriculum:

Course List

Code	Title	Credits
Required Course:		
CIVE 528/GES 528	Assessing the Food, Energy, Water Nexus	3
Technical Electives (select a minimum of 3 credits):		3
AGRI 510	Sustainable Agriculture	
ATS 543/ESS 543	Global Climate Change	
CIVE 530	Environ Engr at the Water-Energy-Health Nexus	
CIVE 544	Water Resources Planning and Management	
CIVE 575	Sustainable Water and Waste Management	
CIVE 578	Infrastructure and Utility Management	
CIVE 622	Risk Analysis of Water/Environmental Systems	
ENGR 565/ECE 565	Electrical Power Engineering	
ENGR 570	Coupled Electromechanical Systems	
ESS 501	Principles of Ecosystem Sustainability	
ESS 524	Foundations for Carbon/Greenhouse Gas Mgmt	
ESS 545	Applications in Greenhouse Gas Inventories	
ESS 555/ANEQ 555	Life Cycle Assessment for Sustainability	
FSHN 500	Food Systems, Nutrition, and Food Security	
GES 520	Issues in Global Environmental Sustainability	
MECH 575	Solar and Alternative Energies	
SOCR 620	Modeling Ecosystem Biogeochemistry	
Policy, Economics, and Social Science Electives (select a minimum of 3 credits):		3

Course List

Code	Title	Credits
ANTH 530	Human-Environment Interactions	
AREC 540/ECON 540	Environmental and Natural Resource Economics	
AREC 542	Applied Advanced Water Resource Economics	
AREC 605	Agricultural Production and Cost Analysis	
ESS 542	Greenhouse Gas Policies	
POLS 670	Politics of Environment and Sustainability	
SOC 562/AGRI 562	Sociology of Food Systems and Agriculture	
SOC 564	Environmental Justice	
SOC 668	Environmental Sociology	
Program Total Credits:		**9**

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

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

10. Overall Budget Summary: Not applicable for graduate certificates

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – New Academic Program: Graduate Certificate in One Health

RECOMMENDED ACTION:

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

Graduate Certificate in One Health.

EXPLANATION:

Presented by Marion K. Underwood, Provost and Executive Vice President

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

New Academic Program Details

1. Specific Identifiers
    a. Name of Program: One Health
    b. Degree Type: Graduate Certificate
    c. Recommended CIP Code: 14.1401
    d. College, School, Dept. (all that apply): Intra-University, School of Public Health

2. Overview of Program:

    One Health is a transdisciplinary concept that focuses on issues at the intersection of human, environmental, and animal health. Solving complex problems at the nexus of these three health sectors requires transdisciplinary, collaborative action. Taking a One Health approach therefore means creation of teams and processes that connect expertise in human, animal, and environmental issues to conduct research in, and find solutions for, One Health problems. The Graduate Certificate in One Health will help individuals expand their current health knowledge to prepare them to be leaders in the growing, trans-disciplinary One Health field.

3. Fit With Campus Mission:

    Inspired by its land-grant heritage, Colorado State University is committed to excellence, setting the standard for public research universities in teaching, research, service and extension for the benefit of the citizens of Colorado, the United States and the world. One Health emphasizes the integration between human, animal, and environmental health. The framework requires understanding across multiple disciplines and an ability to work in transdisciplinary teams. This certificate will provide graduate and professional students with the necessary skills to successfully transition into the One Health field after completion of their degree programs. Primary interest is expected to be from graduate students at CSU who are interested in obtaining additional training that would support seeking jobs in local, state, and federal organizations that are using a One Health framework within their programs.

4. Evidence of Need:

    In order to better understand the type of student who would be interested in this offering, a brief survey was distributed to graduate students in all eight colleges. The survey results indicated that students from the colleges of Veterinary Medicine and Biomedical Sciences, Health and Human Sciences, and Warner College of Natural Resources were most interested in receiving One Health training. Students from these colleges also indicated that they felt this certificate program would be a valuable addition to their training. As these students showed the greatest interest, the certificate class selection prioritizes courses offered by these colleges. Students who completed

the survey indicated a strong interest in working in interdisciplinary teams and receiving diverse mentorship. An additional survey was distributed to companies who employ One Health professionals. In line with the training objectives of the certificate, employers indicated that strong interdisciplinary communication skills are essential for success within One Health. The ability to generate diverse solutions to complex problems and domain expertise were also identified as essential skills.

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

6. Admission Requirements:

   Must be currently enrolled in a graduate or professional program at CSU.

7. Curriculum:

Course List

Code	Title	Credits
Required Courses:		
PBHL 540	One Health in Public Health	3
PBHL 642	One Health in Communities	3
SOC 696	Group Study	2
Electives (select a minimum of one course):		2-4
AGRI 546	Principles of Cooperative Extension	
AGRI 562/SOC 562	Sociology of Food Systems and Agriculture	
ANTH 571	Anthropology and Global Health	
ERHS 501	Biological Basis of Public Health	
ERHS 549	Environmental Health Risk Assessment	
FSHN 500	Food Systems, Nutrition, and Food Security	
MIP 533/VS 533	Epidemiology of Infectious Diseases/Zoonoses	
NR 505	Concepts in GIS	
NR 625	Community-Based Natural Resource Management	
SOWK 550	Animal Assisted Therapy and Human-Animal Bond	
SOWK 557	Human-Animal Interventions--Grief and Loss	
PBHL 530	Environmental Public Health and Policy	
PBHL 570	Epidemiology for Public Health	
PBHL 644	Physical Activity and Public Health	
Program Total Credits:		**10-12**

8. Faculty Resources, Current and Required: Not applicable for graduate certificates
9. Library Resources, Facilities, Eqpt., etc., Current and Required: Not applicable for graduate certificates
10. Overall Budget Summary: Not applicable for graduate certificates

The Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – Approval to rename The Leadership, Entrepreneurship, Arts Advocacy and the Public (LEAP) Institute for the Arts, a special academic unit under the College of Liberal Arts, to Arts Management.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the renaming of The Leadership, Entrepreneurship, Arts Advocacy and the Public (LEAP) Institute for the Arts to Arts Management.

EXPLANATION:

Presented by Marion K. Underwood, Provost and Executive Vice President

When the LEAP (Leadership, Entrepreneurship, Advocacy, Public) Institute for the Arts was named almost 15 years ago, it was connected to a few new courses for undergraduates looking for a certification type program in music business. Since that time, the program has added an online and residential masters degree and an undergraduate minor. In order to align the name with the program as it now exists, to recruit students, and to grow the curriculum within the field of study, the unit is requesting a new name that the industry and potential and current students will recognize. This change has been approved by the University Curriculum Committee and the Provost's Leadership Council.

Board of Governors of the Colorado State University System
Meeting Date: Feb 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Approval of the reorganization of College of Health, Education and Nursing (CHEN) to the independent School of Nursing (SON) and the College of Health and Education (CHE) at Colorado State University Pueblo.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the reorganization of CHEN to establish the CSU Pueblo School of Nursing independent from the College of Health & Education (CHE).

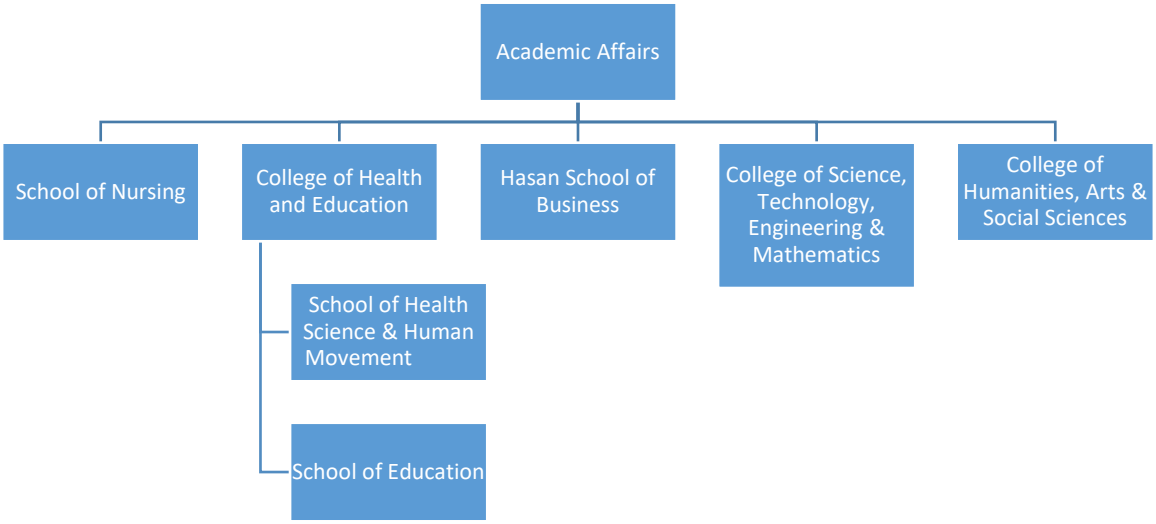
EXPLANATION:

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

Due to the high demand for Nurses in Colorado and the recent initiatives in the School of Nursing to alleviate this demand, this motion is to create an independent School of Nursing as of Fall 2024. The establishment of the School of Nursing as a distinct entity will allow our Nursing programs to implement a dean structure and better serve the students and recently increased programs. Upon approval, a search for a Dean and Director of Nursing will commence.

This reorganization will maintain the College of Health & Education which includes the School of Health Science & Human Movement plus the School of Education as shown in organizational chart below.

The CSU Pueblo School of Nursing recent initiatives for Colorado include offering of our BS in Nursing at the Spanish Peaks site in Walsenburg starting next fall. Also, the CSU Pueblo School of Nursing and the CSU College of Health and Human Sciences are actively investigating the possibility of a 3+2 BS/MSN program in Fort Collins where CSU students receive a BS in a CSU Health-related program and a CSU Pueblo MS in Nursing.


Academic Affairs
School of Nursing
College of Health and Education
Hasan School of Business
College of Science, Technology, Engineering & Mathematics
College of Humanities, Arts & Social Sciences
School of Health Science & Human Movement
School of Education

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Updated Degree Program Title: Middle School Mathematics: 6-8 Teacher Preparation

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors *approve the request from the CSU Pueblo College of Health, Education and Nursing to update the title of our existing Bachelor of Science in Middle School Mathematics Education to a Bachelor of Science in Middle School Mathematics: 6-8 Teacher Preparation.* If approved, this new degree title will be effective in Fall 2024.

EXPLANATION:

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

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

Specific Identifiers

1. Name of Program: **Middle School Mathematics: 6-8 Teacher Preparation**
2. Degree type: **Bachelor of Science (BS)**
3. Recommended CIP code: **13.1311**
4. College: **College of Health, Education and Nursing**
5. School: **School of Education**

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Colorado State University Global Campus – Approval of New Academic Program

RECOMMENDED ACTION:

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

Graduate certificate in Digital Health Technology

EXPLANATION:

Presented by Dr. Audra Spicer, Provost

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

New Academic Program Details

1. Specific Identifiers

a. Name of Program: **Digital Health Technology**

b. Degree Type: **Graduate Certificate**

c. Recommended CIP Code: **22.0205**

d. College, School, Dept. (all that apply): **Healthcare Administration and Management program**

2. Overview of Program:

The Graduate Certificate in Digital Health Technology prepares students for understanding the expanding role of digital health technology in national and global health systems. Digital health technologies utilize computing platforms, connectivity, software, devices, and sensors for health care and related exchanges of medical information. These technologies span a wide range of interfaces, from device applications to support general wellness management to applications used on medical devices. Students will analyze trends in digital health technology, applications, challenges, and opportunities for healthcare organizations preparing to move into the future of digital healthcare.

3. Fit With Campus Mission:

Inspired by its campus mission, Colorado State University Global is committed to excellence, advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement. This certificate program is being created to help address the career development needs of working adults who wish to advance in the healthcare field. This degree aligns with our institutional goal of being agile in our innovation of career-specific programs of study that respond to employers' needs and the workforce of Colorado and beyond.

4. Evidence of Need:

The demand for such an online degree program is documented in an extensive study of online preparation degrees in the healthcare administration field, including demand and available jobs and career ladders in the field.

5. Student Population in Five Years and Profile:

Not applicable for graduate certificates.

6. Admission Requirements:

Students who enter the program must meet CSU Global Campus admission requirements.

7. Curriculum:

Course List

Code	Title	Credits
DHT506	Technology and Health Informatics	3
HCM570	Health Information Systems	3
HCM555	Health Informatics and Population Health Analytics	3
DHT510	Emerging Technologies and the Future of Health Innovation	3
Program Total Credits:		**12**

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

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

10. Overall Budget Summary: Not applicable for graduate certificates.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Colorado State University Global Campus – Approval of New Academic Program

RECOMMENDED ACTION:

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

Master of Science in Healthcare Analytics

EXPLANATION:

Presented by Dr. Audra Spicer, Provost

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

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

New Academic Program Details

1. Specific Identifiers

a. Name of Program: **Healthcare Analytics**

b. Degree Type: **Master of Science**

c. Recommended CIP Code: **51.0706**

d. College, School, Dept. (all that apply): **Healthcare Administration program**

2. Overview of Program:

The Master of Science in Health Analytics provides students with the skills, business fundamentals, and advanced data analytics needed for decision making in health care markets. Students will learn to transform data into meaningful decisions that balance concerns with the provision of health services. Students will learn to find patterns and trends in data and visualize those findings to stakeholders contributing to better patient care, streamlined health care processes, and well-assessed health care institutions.

3. Fit With Campus Mission:

Inspired by its campus mission, Colorado State University Global is committed to excellence, advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement. This degree program is being created to help address the career development needs of working adults who wish to advance in healthcare analytics. This degree aligns with our institutional goal of being agile in our innovation of career-specific programs of study that respond to employers' needs and the workforce of Colorado and beyond.

4. Evidence of Need:

The demand for such an online degree program is documented in an extensive study of online preparation degrees in healthcare analytics, including demand and available jobs and career ladders in the field.

5. Student Population in Five Years and Profile:

CSU Global Campus forecasts an enrollment of 50 students who are adults in the workforce, returning to education to take the next step in their careers.

6. Admission Requirements:

Students who enter the program must meet CSU Global Campus admission requirements.

7. Curriculum:

Course List

Code	Title	Credits
HCM555	Health Informatics and Population Health Analytics	3
HCM570	Healthcare Information Systems	3
DHT506	Technology and Health Informatics	3
DHT510	Emerging Technologies and the Future of Health Innovation	3
HDA510/MIS510	Data Mining	3
HDA530/MIS53	Predictive Analytics	3
MIS535	Data Visualization and Reporting	3
MIS538	SQL for Data Analytics	3
HDA495	Healthcare Data Analytics Capstone	3
HDA565	Analytics in Healthcare	3
HDA590	Public Health Data	3
HDA500	Statistical Foundations in Analytics	3
Program Total Credits:		**36**

8. Faculty Resources, Current and Required:

CSU Global Campus is appropriately staffed with faculty who are credentialed to teach these courses.

9. Library Resources, Facilities, Eqpt., etc., Current and Required:

CSU Global Campus library resources, facilities, equipment, and so on are adequate to offer students an online course of study in healthcare analytics.

10. Overall Budget Summary:

Two of the courses for this certificate exist and will be maintained through the redevelopment process. The remaining four courses for this proposed program must be developed. Development costs w/o marketing are $39,993.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Colorado State University Global Campus – Approval of New Academic Program

RECOMMENDED ACTION:

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

Bachelor of Science in Operations Management and Supply Chain Management

EXPLANATION:

Presented by Dr. Audra Spicer, Provost

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

New Academic Program Details

1. Specific Identifiers

a. Name of Program: **Bachelor of Science in Operations Management and Supply Chain Management**

b. Degree Type: **Undergraduate degree**

c. Recommended CIP Code: **52.0203**

d. College, School, Dept. (all that apply): **Project Management program**

2. Overview of Program:

This program prepares learners to fulfill the organizational roles and responsibilities of Operations Management and Supply Chain Management. You will evaluate how companies manage manufacturing processes and services effectively and efficiently and the use of information to improve organizational performance. The courses are focused on developing your knowledge, skills, and abilities in operations management and other critical areas of focus, including systems analysis, supply chain management, and quality management. Other important topics that the program will cover include finance, management, leadership, strategic and critical thinking, decision making, and business governance. The program's focus areas and content align with APICS, The Association for Operations Management, Production and Inventory Management (CPIM) certification, and the Certified Supply Chain Professional (CSCP) certification.

3. Fit With Campus Mission:

Inspired by its campus mission, Colorado State University Global is committed to excellence, advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement. This degree program is being created to help address the career development needs of working adults who wish to advance in operations management and supply chain management. This degree aligns with our institutional goal of being agile in our innovation of career-specific programs of study that respond to employers' needs and the workforce of Colorado and beyond.

4. Evidence of Need:

The demand for such an online degree program is documented in an extensive study of online preparation degrees in operations management and supply chain management, including demand and available jobs and career ladders in the field.

5. Student Population in Five Years and Profile:

CSU Global Campus forecasts an enrollment of 100 students who are adults in the workforce, returning to education to take the next step in their careers.

6. Admission Requirements:

Students who enter the program must meet CSU Global Campus admission requirements.

7. Curriculum:

Course List

Code	Title	Credits
(MTH410)	Quantitative Business Analysis	3
(PJM310)	Introduction to Project Management	3
OPS400	Operations Management	3
OPS415	Principles of Quality Management	3
OPS420	Inventory Management and Production Planning	3
OPS402	Financial Performance in Operations Management	3
OPS404	Leadership and Strategy in Operations Management	3
OPS405	Managing the Supply Chain	3
OPS401	Optimization and Process Analysis	3
OPS403	Information Systems for Operations Management	3
OPS421	Logistics Management	3
OPS422	Supply Chain Analytics	3
OPS480	Capstone - Operations Management	3
Program Total Credits:		**33**

(39 credits if student is required to take the prerequisite courses of MTH410 and PJM300)
(33-39 Core Credits + 31 General Education Credits + 50-56 Elective Credits)

8. Faculty Resources, Current and Required:

CSU Global Campus is appropriately staffed with faculty who are credentialed to teach these courses.

9. Library Resources, Facilities, Eqpt., etc., Current and Required:

CSU Global Campus library resources, facilities, equipment, and so on are adequate to offer students an online course of study in operations management and supply chain management.

10. Overall Budget Summary:

All of the courses for this proposed program exist and require partial redevelopments to keep them current. Development costs w/o marketing are $20,371.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Colorado State University Global Campus – Approval of New Academic Program

RECOMMENDED ACTION:

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

Bachelor of Science in Legal Studies

EXPLANATION:

Presented by Dr. Audra Spicer, Provost

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

New Academic Program Details

1. Specific Identifiers

a. Name of Program: **Legal Studies**

b. Degree Type: **Bachelor of Science**

c. Recommended CIP Code: **22.0201**

d. College, School, Dept. (all that apply): **General Education program**

2. Overview of Program:

This pre-law bachelor's degree program prepares students for post-bachelor's studies in law by offering a well-rounded education that combines legal principles, analytical thinking, and foundational knowledge in related fields. Throughout the program, students will explore key aspects of the legal system, including constitutional law, criminal law, civil procedure, and more. Students will take part in courses that cover political science, history, ethics, and philosophy to gain a broad perspective on the societal and ethical contexts in which the law operates.

3. Fit With Campus Mission:

Inspired by its campus mission, Colorado State University Global is committed to excellence, advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement. This degree program is being created to help address the career development needs of working adults who wish to advance in the legal, negotiation, and arbitration fields. This degree aligns with our institutional goal of being agile in our innovation of career-specific programs of study that respond to employers' needs and the workforce of Colorado and beyond.

4. Evidence of Need:

The demand for such an online degree program is documented in an extensive study of online preparation degrees in legal studies, including demand and available jobs and career ladders in the field.

5. Student Population in Five Years and Profile:

CSU Global Campus forecasts an enrollment of 50 students who are adults in the workforce, returning to education to take the next step in their careers.

6. Admission Requirements:

Students who enter the program must meet CSU Global Campus admission requirements.

7. Curriculum:

Course List

Code	Title	Credits
LAW300	Introduction to Law	3
LAW301	Constitutional Law	3
LAW302	Legal Writing and Research	3
POL300	Political Science and Law	3
HUM300	Philosophy and Ethics	3
LAW303	Criminal Law	3
LAW304	Civil Procedure	3
LAW305	Business Law	3
LAW306	Legal Ethics	3
HUM301	Logic and Critical Thinking	3
LAW307	History and Philosophy of Law	3
LAW308	Conflict Resolution and Negotiations	3
LAW309	Cyber Law	3
LAW310	Intellectual Property Law	3
LAW311	Environmental Law	3
Program Total Credits:		**45**

(45 Core Credits + 31 General Education Credits + 44 Elective Credits)

8. Faculty Resources, Current and Required:

CSU Global Campus is appropriately staffed with faculty who are credentialed to teach these courses.

9. Library Resources, Facilities, Eqpt., etc., Current and Required:

CSU Global Campus library resources, facilities, equipment, and so on are adequate to offer students an online course of study in legal studies.

10. Overall Budget Summary:

The majority of the courses for this proposed program have to be developed. Development costs w/o marketing are $112,000.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Colorado State University Global Campus – Approval of New Academic Program

RECOMMENDED ACTION:

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

Undergraduate certificate in Azure AI Automation

EXPLANATION:

Presented by Dr. Audra Spicer, Provost

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

New Academic Program Details

1. Specific Identifiers

a. Name of Program: **Azure AI Automation**

b. Degree Type: **Undergraduate Certificate**

c. Recommended CIP Code: **11.0205**

d. College, School, Dept. (all that apply): **Computer Science program**

2. Overview of Program:

The Certificate in Azure AI Automation is a dynamic program that equips participants with a comprehensive skill set at the intersection of machine learning and Azure technologies. Students will master core Azure services, seamlessly integrating them with AI solutions, emphasizing the efficient use of Azure Cognitive Services for AI automation. The program enables participants to automate AI workflows using Azure and DevOps practices. Additionally, students will develop the ability to build intelligent bots with Azure Bot Services and explore advanced AI concepts and cutting-edge features on the Azure platform. By program completion, participants will be well-prepared to navigate and contribute to the rapidly evolving field of Azure AI Automation, possessing the practical skills necessary for success in diverse domains.

3. Fit With Campus Mission:

Inspired by its campus mission, Colorado State University Global is committed to excellence, advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement. This certificate program is being created to help address the career development needs of working adults who wish to advance in computer programming and artificial intelligence. This degree aligns with our institutional goal of being agile in our innovation of career-specific programs of study that respond to employers' needs and the workforce of Colorado and beyond.

4. Evidence of Need:

The demand for such an online degree program is documented in an extensive study of online preparation degrees in programming and artificial intelligence, including demand and available jobs and career ladders in the field.

5. Student Population in Five Years and Profile:

Not applicable for undergraduate certificates.

6. Admission Requirements

Students who enter the program must meet CSU Global Campus admission requirements.

7. Curriculum:

Course List

Code	Title	Credits
CSC425	Principles of Machine Learning	3
CSC486	Introduction to Azure and AI Services	3
CSC487	AI Automation with Azure Cognitive Services	3
CSC488	Automating AI Workflows with Azure and Dev Ops	3
CSC489	Building Intelligent Bots with Azure Bot Services	3
CSC490	Advanced Topics in AI and Azure	3
Program Total Credits:		**18**

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

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

10. Overall Budget Summary: Not applicable for undergraduate certificates.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Colorado State University Global Campus – Approval of New Academic Program

RECOMMENDED ACTION:

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

Undergraduate certificate in Financial Analytics

EXPLANATION:

Presented by Dr. Audra Spicer, Provost

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

New Academic Program Details

1. Specific Identifiers

a. Name of Program: **Financial Analytics**

b. Degree Type: **Undergraduate Certificate**

c. Recommended CIP Code: **22.0205**

d. College, School, Dept. (all that apply): **Finance program**

2. Overview of Program:

This certification is designed to equip graduates with skills and knowledge they will require to thrive in the dynamic field of financial analysis. This program combines theoretical foundations with practical applications, preparing students for careers in finance, investment analysis, risk management, and financial technology. Students gain a solid understanding of financial principles, accounting practices, and economic concepts that form the basis of financial analysis, and develop their skills through data visualization, Python, financial modeling and forecasting, and exploring the intersection of finance and technology.

3. Fit With Campus Mission:

Inspired by its campus mission, Colorado State University Global is committed to excellence, advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement. This certificate program is being created to help address the career development needs of working adults who wish to advance in management, finance, accounting, and other business-related fields. This degree aligns with our institutional goal of being agile in our innovation of career-specific programs of study that respond to employers' needs and the workforce of Colorado and beyond.

4. Evidence of Need:

The demand for such an online degree program is documented in an extensive study of online preparation degrees in financial analytics, including demand and available jobs and career ladders in the field.

5. Student Population in Five Years and Profile:

Not applicable for undergraduate certificates.

6. Admission Requirements:

Students who enter the program must meet CSU Global Campus admission requirements.

7. Curriculum:

Course List

Code	Title	Credits
MIS380	Data Visualization I	3
FIN310	Financial Analytics and Modeling	3
FIN400	Analyzing Financial Statements	3
FIN440	Financial Strategy and Forecasting	3
MIS450	Data Analysis I with Python	3
MIS451	Data Analysis II with Python	3
Program Total Credits:		**18**

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

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

10. Overall Budget Summary: Not applicable for undergraduate certificates.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Colorado State University Global Campus – Approval of New Academic Program

RECOMMENDED ACTION:

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

Undergraduate certificate in Long-Term Care Administration

EXPLANATION:

Presented by Dr. Audra Spicer, Provost

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

New Academic Program Details

1. Specific Identifiers

a. Name of Program: **Long-Term Care Administration**

b. Degree Type: **Undergraduate certificate**

c. Recommended CIP Code: **51.0718**

d. College, School, Dept. (all that apply): **Healthcare Administration program**

2. Overview of Program:

The need for long-term care continues to grow in our aging population. A long-term care administrator leads facility management and operations processes, managing care of residents & patients in long-term care and assisted living facilities. This certificate prepares long-term care leaders to maintain compliance with health, safety, and regulations, finance and delivery of services to residents, including ethical considerations and quality of life issues.

3. Fit With Campus Mission:

Inspired by its campus mission, Colorado State University Global is committed to excellence, advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement. This degree program is being created to help address the career development needs of working adults who wish to advance in long-term care administration. This degree aligns with our institutional goal of being agile in our innovation of career-specific programs of study that respond to employers' needs and the workforce of Colorado and beyond.

4. Evidence of Need:

The demand for such an online degree program is documented in an extensive study of online preparation degrees in long-term care administration, including demand and available jobs and career ladders in the field.

5. Student Population in Five Years and Profile:

Not applicable for undergraduate certificates.

6. Admission Requirements:

Students who enter the program must meet CSU Global Campus admission requirements.

7. Curriculum:

Course List

Code	Title	Credits
HCM450	Healthcare Information Systems	3
LTC300	Long-Term Care Administration	3
LTC320	Organization and Management of LTC Facilities	3
LTC340	Law, Regulation and Ethics in LTC	3
LTC360	Financial Management and Reimbursement in LTC	3
LTC380	Quality, Safety & Risk Management in LTC	3
Program Total Credits:		**18**

8. Faculty Resources, Current and Required:

Not applicable for undergraduate certificates.

9. Library Resources, Facilities, Eqpt., etc., Current and Required:

Not applicable for undergraduate certificates.

10. Overall Budget Summary:

Not applicable for undergraduate certificates.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Colorado State University Global Campus – Approval of New Academic Program

RECOMMENDED ACTION:

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

Undergraduate certificate in Operations and Supply Chain Management

EXPLANATION:

Presented by Dr. Audra Spicer, Provost

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

New Academic Program Details

1. Specific Identifiers

a. Name of Program: **Operations and Supply Chain Management**

b. Degree Type: **Undergraduate certification**

c. Recommended CIP Code: **52.0203**

d. College, School, Dept. (all that apply): **Project Management program**

2. Overview of Program:

This program prepares learners to fulfill the organizational roles and responsibilities of Operations Management and Supply Chain Management. Students will evaluate how companies manage manufacturing processes and services effectively and efficiently and the use of information to improve organizational performance. The courses are focused on developing student's knowledge, skills, and abilities in operations management and other critical areas of focus, including systems analysis, supply chain management, and quality management. Other important topics that the program will cover include finance, management, leadership, strategic and critical thinking, decision making, and business governance. The program's focus areas and content align with APICS, The Association for Operations Management, Production and Inventory Management (CPIM) certification, and the Certified Supply Chain Professional (CSCP) certification.

3. Fit With Campus Mission:

Inspired by its campus mission, Colorado State University Global is committed to excellence, advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement. This certificate program is being created to help address the career development needs of working adults who wish to advance in operations management and supply chain management. This degree aligns with our institutional goal of being agile in our innovation of career-specific programs of study that respond to employers' needs and the workforce of Colorado and beyond.

4. Evidence of Need:

The demand for such an online degree program is documented in an extensive study of online preparation degrees in operations management and supply management, including demand and available jobs and career ladders in the field.

5. Student Population in Five Years and Profile:

Not applicable for undergraduate certificates.

6. Admission Requirements:

Students who enter the program must meet CSU Global Campus admission requirements.

7. Curriculum:

Course List

Code	Title	Credits
CMG300	Fundamentals of Construction Management	3
PJM350	Construction Project Management	3
CMG40	Construction Cost Estimating	3
CMG450	Materials Used in Construction	3
CMG465	Sustainable Development	3
PJM400	Project Procurement and Contract Management	3
Program Total Credits:		**18**

8. Faculty Resources, Current and Required:

Not applicable for undergraduate certificates.

9. Library Resources, Facilities, Eqpt., etc., Current and Required:

Not applicable for undergraduate certificates.

10. Overall Budget Summary:

Not applicable for undergraduate certificates.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Colorado State University Global Campus – Approval of New Academic Program

RECOMMENDED ACTION:

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

Undergraduate certificate in Patient Safety and Healthcare Quality

EXPLANATION:

Presented by Dr. Audra Spicer, Provost

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

New Academic Program Details

1. Specific Identifiers

a. Name of Program: **Patient Safety and Healthcare Quality**

b. Degree Type: **Undergraduate certificate**

c. Recommended CIP Code: **51.2201**

d. College, School, Dept. (all that apply): **Healthcare Administration program**

2. Overview of Program:

The Healthcare Quality and Patient Safety (QPS) Certificate prepares students for addressing service-specific quality assurance issues, regulatory mandates for quality and safety and the "lean innovation model" for increasing both efficiencies in service delivery and satisfying patient expectations. Students will learn the principle of "Do no Harm" and the five principles of High Reliability Organizations and apply these principles to the healthcare setting. Students will examine the various theories, methods and tools utilized for quality measures within the healthcare setting, with an emphasis on the patient experience, relationships between patients, families, and the providers of medical and behavioral services.

3. Fit With Campus Mission:

Inspired by its campus mission, Colorado State University Global is committed to excellence, advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement. This degree program is being created to help address the career development needs of working adults who wish to advance in patient safety and healthcare quality. This degree aligns with our institutional goal of being agile in our innovation of career-specific programs of study that respond to employers' needs and the workforce of Colorado and beyond.

4. Evidence of Need:

The demand for such an online degree program is documented in an extensive study of online preparation degrees in patient safety and healthcare quality, including demand and available jobs and career ladders in the field.

5. Student Population in Five Years and Profile:

Not applicable for undergraduate certificates.

6. Admission Requirements:

Students who enter the program must meet CSU Global Campus admission requirements.

7. Curriculum:

Course List

Code	Title	Credits
HCM370	Quality and Risk Management in Healthcare	3
HCM450	Healthcare Information Systems	3
QPS220	Assessment Quality Care & Patient safety	3
QPS240	Patient Safety Culture	3
QPS260	Emerging Technologies for Health	3
QPS280	Patient Safety, Quality, and the Patient Experience	3
Program Total Credits:		**18**

8. Faculty Resources, Current and Required:

Not applicable for undergraduate certificates.

9. Library Resources, Facilities, Eqpt., etc., Current and Required:

Not applicable for undergraduate certificates.

10. Overall Budget Summary:

Not applicable for undergraduate certificates.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Colorado State University Global Campus – Approval of New Academic Program

RECOMMENDED ACTION:

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

Undergraduate certificate in Public Health Leadership

EXPLANATION:

Presented by Dr. Audra Spicer, Provost

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

New Academic Program Details

1. Specific Identifiers

a. Name of Program: **Public Health Leadership**

b. Degree Type: **Undergraduate certificate**

c. Recommended CIP Code: **51.2201**

d. College, School, Dept. (all that apply): **Healthcare Administration program**

2. Overview of Program:

As the challenges faced in public health continue to grow and become more varied, the skills of practitioners must also be broadened. The traditional technical skills that are critical to performing the core functions must now be expanded to include greater management and, most important, leadership skills. Students will learn the importance of influencing, motivating, and enabling others to contribute to the effectiveness and success of public health programs and initiatives.

3. Fit With Campus Mission:

Inspired by its campus mission, Colorado State University Global is committed to excellence, advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement. This degree program is being created to help address the career development needs of working adults who wish to advance in public health leadership. This degree aligns with our institutional goal of being agile in our innovation of career-specific programs of study that respond to employers' needs and the workforce of Colorado and beyond.

4. Evidence of Need:

The demand for such an online degree program is documented in an extensive study of online preparation degrees in public health leadership, including demand and available jobs and career ladders in the field.

5. Student Population in Five Years and Profile:

Not applicable for undergraduate certificates.

6. Admission Requirements:

Students who enter the program must meet CSU Global Campus admission requirements.

7. Curriculum:

Course List

Code	Title	Credits
HCM320	Introduction to Health Policy	3
HCM430	Population Health Management	3
PHL450	Leading Quality Improvement in Public Health	3
PHL460	Principles in Public Health Leadership	3
PHL470	Public Health Marketing	3
PHL480	Project Management Principles & Practices	3
Program Total Credits:		**18**

8. Faculty Resources, Current and Required:

Not applicable for undergraduate certificates.

9. Library Resources, Facilities, Eqpt., etc., Current and Required:

Not applicable for undergraduate certificates.

10. Overall Budget Summary:

Not applicable for undergraduate certificates.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Colorado State University Global Campus – Approval of New Academic Program

RECOMMENDED ACTION:

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

Undergraduate certificate in Python and Data Analytics

EXPLANATION:

Presented by Dr. Audra Spicer, Provost

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

New Academic Program Details

1. Specific Identifiers

a. Name of Program: **Python and Data Analytics**

b. Degree Type: **Undergraduate Certificate**

c. Recommended CIP Code: **30.7101**

d. College, School, Dept. (all that apply): **Management Information Systems program**

2. Overview of Program:

The Python and Data Analytics certificate is designed to equip students with a set of skills in programming using Python and harnessing the power of data for meaningful insights. This program is ideal for students who want to enter fields such as data analysis and business intelligence and for those students who want to enable and support data-driven decision-making in an organization.

3. Fit With Campus Mission:

Inspired by its campus mission, Colorado State University Global is committed to excellence, advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement. This certificate program is being created to help address the career development needs of working adults who wish to advance in management information systems, data science, data analytics, and other technology and business-oriented fields. This degree aligns with our institutional goal of being agile in our innovation of career-specific programs of study that respond to employers' needs and the workforce of Colorado and beyond.

4. Evidence of Need:

The demand for such an online degree program is documented in an extensive study of online preparation degrees in programming and data analysis, including demand and available jobs and career ladders in the field.

5. Student Population in Five Years and Profile:

Not applicable for undergraduate certificates.

6. Admission Requirements:

Students who enter the program must meet CSU Global Campus admission requirements.

7. Curriculum:

Course List

Code	Title	Credits
MIS380	Data Visualization I	3
MIS415	Data Visualization II	3
MIS540	Data Analysis I with Python	3
MIS451	Data Analysis II with Python	3
MIS410	Databases and SQL	3
MIS475	Applied Analytics	3
Program Total Credits:		**18**

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

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

10. Overall Budget Summary: Not applicable for undergraduate certificates.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

Colorado State University Global Campus – Approval of New Academic Program

RECOMMENDED ACTION:

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

Undergraduate certificate in Python Application Development

EXPLANATION:

Presented by Dr. Audra Spicer, Provost

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

New Academic Program Details

1. Specific Identifiers

a. Name of Program: **Python Application Development**

b. Degree Type: **Undergraduate Certificate**

c. Recommended CIP Code: **11.0205**

d. College, School, Dept. (all that apply): **Management Information Systems program**

2. Overview of Program:

The Certificate Program is designed to equip participants with a comprehensive skill set in Python programming. Throughout the program, participants will master Python programming fundamentals, applying object-oriented programming principles. The curriculum focuses on enhancing problem-solving skills with algorithms in Python, developing proficiency in building GUI-based applications, and mastering various Python data structures. Additionally, participants will gain practical experience in building real-world applications, including web scraping using libraries like Beautiful Soup, API integrations, and data analysis. By the program's completion, participants will possess a robust foundation in Python, enabling them to excel in various domains and applications.

3. Fit With Campus Mission:

Inspired by its campus mission, Colorado State University Global is committed to excellence, advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement. This certificate program is being created to help address the career development needs of working adults who wish to advance in computer programming and data analytics careers. This degree aligns with our institutional goal of being agile in our innovation of career-specific programs of study that respond to employers' needs and the workforce of Colorado and beyond.

4. Evidence of Need:

The demand for such an online degree program is documented in an extensive study of online preparation degrees in programming and data analysis, including demand and available jobs and career ladders in the field.

5. Student Population in Five Years and Profile:

Not applicable for undergraduate certificates.

6. Admission Requirements:

Students who enter the program must meet CSU Global Campus admission requirements.

7. Curriculum:

Course List

Code	Title	Credits
CSC310	Introduction to Python Programming	3
CSC481	Intermediate Python Programming	3
CSC482	GUI Programming in Python	3
CSC483	Algorithms and Problem Solving with Python	3
CSC484	Advanced Topics in Software Development with Python	3
CSC485	Web Application Development with Python	3
Program Total Credits:		**18**

8. Faculty Resources, Current and Required:

Not applicable for undergraduate certificates.

9. Library Resources, Facilities, Eqpt., etc., Current and Required:

Not applicable for undergraduate certificates.

10. Overall Budget Summary:

Not applicable for undergraduate certificates.

Board of Governors of the Colorado State University System
Meeting Date: February 7-9, 2024
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – Academic Calendar: Fall Semester 2026 – Summer Semester 2028

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the CSU-Fort Collins Academic Calendar for Fall Semester 2026 through Summer Semester 2028.

EXPLANATION:

Presented by Marion K. Underwood, Provost and Executive Vice President

The Colorado State University-Fort Collins Faculty Council approved the Academic Calendar for Fall Semester 2026 through Summer Semester 2028 at its December 5, 2023 meeting. It is hereby submitted to the Board of Governors for consideration consistent with board policy 313.

ACADEMIC CALENDAR
FALL SEMESTER 2026 THROUGH SUMMER 2028

Fall Semester 2026

Aug. 24	Monday	Classes Begin
Aug. 28	Friday	End Restricted Drop
Aug. 30	Sunday	End Regular Add
Sept. 7	Monday	Holiday – University Offices Closed, No Classes
Sept. 9	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, adding courses with override, changes in grade option, and tuition and fee adjustment
Nov. 13	Friday	End Course Withdrawal (“W”) Period
Nov. 21	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 26-27	Thursday-Friday	Holiday – University Offices Closed, No Classes
Nov. 30	Monday	Classes Resume
Dec. 11	Friday	Last Day of Classes; Semester Withdrawal Deadline
Dec. 14-18	Monday-Friday	Final Examinations
Dec. 18-20	Friday-Sunday	Commencement
Dec. 22	Tuesday	Grades Due
Dec. 23-25	Wednesday-Friday	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

Spring Semester 2027

Jan. 1	Friday	Holiday – University Offices Closed
Jan. 18	Monday	Holiday – University Offices Closed
Jan. 19	Tuesday	Classes Begin
Jan. 22	Friday	End Restricted Drop
Jan. 24	Sunday	End Regular Add
Feb. 3	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, adding courses with override, changes in grade option, and tuition and fee adjustment
Feb. 11	Thursday	Founder’s Day
Mar. 13	Saturday	Spring Break Begins – No Classes Next Week
Mar. 22	Monday	Classes Resume
Apr. 16	Friday	End Course Withdrawal (“W”) Period
May 7	Friday	Last Day of Classes; Semester Withdrawal Deadline
May 10-14	Monday-Friday	Final Examinations
May 14-16	Friday-Sunday	Commencement
May 18	Tuesday	Grades Due

(79 Days, Including Final Examinations)

Summer Session 2027

May 17	Monday	1st 4-Week, 8-Week, and 12-Week Terms Begin
May 31	Monday	Holiday – University Offices Closed, No Classes
Jun. 11	Friday	1st 4-Week Term Ends
Jun. 14	Monday	2nd 4-Week and 8-Week Terms Begin
Jun. 23	Wednesday	Census
Jun. 18	Friday	Holiday – University Offices Closed, No Classes
Jul. 5	Monday	Holiday – University Offices Closed, No Classes
Jul. 9	Friday	2nd 4-Week Term Ends & 1st 8-Week Term Ends
Jul. 12	Monday	3rd 4-Week Term Begins
Aug. 6	Friday	12-, 2nd 8-, and 3rd 4-Week Terms End
Aug. 10	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 can vary. The course withdrawal date is published in the course details of the Class Schedule or can be found in the student's course details within RAMweb. Please consult the Office of the Registrar for additional questions.

Fall Semester 2027

Aug. 23	Monday	Classes Begin
Aug. 27	Friday	End Restricted Drop
Aug. 29	Sunday	End Regular Add
Sept. 6	Monday	Holiday – University Offices Closed, No Classes
Sept. 8	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, adding courses with override, changes in grade option, and tuition and fee adjustment
Nov. 12	Friday	End Course Withdrawal ("W") Period
Nov. 20	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 25-26	Thursday-Friday	Holiday – University Offices Closed
Nov. 29	Monday	Classes Resume
Dec. 10	Friday	Last Day of Classes; Semester Withdrawal Deadline
Dec. 13-17	Monday-Friday	Final Examinations
Dec. 17-19	Friday-Sunday	Commencement
Dec. 21	Tuesday	Grades Due
Dec. 22-24	Wednesday-Friday	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

Spring Semester 2028

Dec. 31	Friday	Holiday – University Offices Closed
Jan. 17	Monday	Holiday – University Offices Closed
Jan. 18	Tuesday	Classes Begin

Jan. 21	Friday	End Restricted Drop
Jan. 23	Sunday	End Regular Add
Feb. 2	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, adding courses with override, changes in grade option, and tuition and fee adjustment
Feb. 11	Friday	Founder's Day
Mar. 11	Saturday	Spring Break Begins – No Classes Next Week
Mar. 20	Monday	Classes Resume
Apr. 14	Friday	End Course Withdrawal ("W") Period
May 5	Friday	Last Day of Classes; Semester 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 2028

May 15	Monday	1st 4-Week, 8-Week, and 12-Week Terms Begin
May 29	Monday	Holiday – University Offices Closed, No Classes
Jun. 9	Friday	1st 4-Week Term Ends
Jun. 12	Monday	2nd 4-Week and 8-Week Terms 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	2nd 4-Week Term Ends & 1st 8-Week Term Ends
Jul. 10	Monday	3rd 4-Week Term Begins
Aug. 4	Friday	12-, 2nd 8-, and 3rd 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 can vary. The course withdrawal date is published in the course details of the Class Schedule or can be found in the student's course details within RAMweb. Please consult the Office of the Registrar for additional questions.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – Academic Calendar: Fall Semester 2028 – Summer Semester 2030

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the CSU-Fort Collins Academic Calendar for Fall Semester 2028 through Summer Semester 2030.

EXPLANATION:

Presented by Marion K. Underwood, Provost and Executive Vice President

The Colorado State University-Fort Collins Faculty Council approved the Academic Calendar for Fall Semester 2028 through Summer Semester 2030 at its December 5, 2023 meeting. It is hereby submitted to the Board of Governors for consideration consistent with board policy 313.

ACADEMIC CALENDAR
FALL SEMESTER 2028 THROUGH SUMMER 2030

Fall Semester 2028

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, adding courses with override, 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, No Classes
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	Mon-Wed	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

Spring Semester 2029

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, adding courses with override, changes in grade option, and tuition and fee adjustment
Feb. 11	Sunday	Founder’s Day
Mar. 10	Saturday	Spring Break Begins – No Classes Next Week
Mar. 19	Monday	Classes Resume
Apr. 13	Friday	End Course Withdrawal (“W”) Period
May 4	Friday	Last Day of Classes; Semester Withdrawal Deadline
May 7-11	Monday-Friday	Final Examinations
May 11-13	Friday-Sunday	Commencement
May 15	Tuesday	Grades Due

(79 Days, Including Final Examinations)

Summer Session 2029

May 14	Monday	1st 4-Week, 8-Week, and 12-Week Terms Begin
May 28	Monday	Holiday – University Offices Closed, No Classes
Jun. 8	Friday	1st 4-Week Term Ends
Jun. 11	Monday	2nd 4-Week and 8-Week Terms Begin
Jun. 20	Wednesday	Census
Jun. 19	Tuesday	Holiday – University Offices Closed, No Classes
Jul. 4	Wednesday	Holiday – University Offices Closed, No Classes
Jul. 6	Friday	2nd 4-Week Term Ends & 1st 8-Week Term Ends
Jul. 9	Monday	3rd 4-Week Term Begins
Aug. 3	Friday	12-, 2nd 8-, and 3rd 4-Week Terms End
Aug. 7	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 can vary. The course withdrawal date is published in the course details of the Class Schedule or can be found in the student's course details within RAMweb. Please consult the Office of the Registrar for additional questions.

Fall Semester 2029

Aug. 20	Monday	Classes Begin
Aug. 24	Friday	End Restricted Drop
Aug. 26	Sunday	End Regular Add
Sept. 3	Monday	Holiday – University Offices Closed, No Classes
Sept. 5	Wednesday	Census and Registration Closes –last day for dropping courses without record entry, adding courses with override, changes in grade option, and tuition and fee adjustment
Nov. 9	Friday	End Course Withdrawal ("W") Period
Nov. 17	Saturday	Fall Recess Begins, No Classes Next Week
Nov. 22-23	Thursday-Friday	Holiday – University Offices Closed
Nov. 26	Monday	Classes Resume
Dec. 7	Friday	Last Day of Classes; Semester Withdrawal Deadline
Dec. 10-14	Monday-Friday	Final Examinations
Dec.14-16	Friday-Sunday	Commencement
Dec. 18	Tuesday	Grades Due
Dec. 24-26	Mon.-Wed.	Holiday – University Offices Closed

(79 Days, Including Final Examinations)

Spring Semester 2030

Jan. 1	Tuesday	Holiday – University Offices Closed
Jan. 21	Monday	Holiday – University Offices Closed
Jan. 22	Tuesday	Classes Begin

Jan. 25	Friday	End Restricted Drop
Jan. 27	Sunday	End Regular Add
Feb. 6	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, adding courses with override, changes in grade option, and tuition and fee adjustment
Feb. 11	Monday	Founder's Day
Mar. 16	Saturday	Spring Break Begins – No Classes Next Week
Mar. 25	Monday	Classes Resume
Apr. 19	Friday	End Course Withdrawal ("W") Period
May 10	Friday	Last Day of Classes; Semester Withdrawal Deadline
May 13-17	Monday-Friday	Final Examinations
May 17-19	Friday-Sunday	Commencement
May 21	Tuesday	Grades Due

(79 Days, Including Final Examinations)

Summer Session 2030

May 20	Monday	1st 4-Week, 8-Week, and 12-Week Terms Begin
May 27	Monday	Holiday – University Offices Closed, No Classes
Jun. 14	Friday	1st 4-Week Term Ends
Jun. 17	Monday	2nd 4-Week and 8-Week Terms Begin
Jun. 19	Wednesday	Holiday – University Offices Closed, No Classes
Jun. 26	Wednesday	Census
Jul. 4	Thursday	Holiday – University Offices Closed, No Classes
Jul. 12	Friday	2nd 4-Week Term Ends & 1st 8-Week Term Ends
Jul. 15	Monday	3rd 4-Week Term Begins
Aug. 9	Friday	12-, 2nd 8-, and 3rd 4-Week Terms End
Aug. 13	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 can vary. The course withdrawal date is published in the course details of the Class Schedule or can be found in the student's course details within RAMweb. Please consult the Office of the Registrar for additional questions.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

2023-2024 Academic Faculty and Administrative Professional Manual Revisions: Section J Rights and Responsibilities Related to Inventions and Creative Works

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section J Rights and Responsibilities Related to Inventions and Creative Works

EXPLANATION:

Presented by Marion K. Underwood, Provost and Executive Vice President

Changes in federal regulation over time have made it necessary to update Section J of the Academic Faculty and Administrative Professional Manual. It is necessary to have separate policies for patents and inventions and for copyrightable works. This has necessitated a comprehensive revision of Section J.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2023-2024

~~SECTION J. RIGHTS AND RESPONSIBILITIES RELATED TO CREATIVE WORKS *(last revised June 14, 2000)*~~

~~J.1 General Policy~~

~~Inventions, Academic Materials, Publications, and other creations, hereafter referred to as Works, are the natural outgrowth of activity in teaching, research, and service. University faculty members, administrative professionals, state classified staff, student employees, and anyone affiliated in a professional capacity with the University and using University Resources, who are inventors and creators (hereafter referred to collectively as "Members"), shall provide notification of their creation of Works to the appropriate administrator(s) and indicate their association with the University in all professional Publications.~~

~~In the interest of encouraging the development of new and useful scholarly material and the publication of such works, the University will continue the tradition of not claiming ownership or a share of the proceeds from scholarly works such as Academic Materials, textbooks or their equivalent not supported through the use of University Resources as defined below or expressly commissioned by the University or popular or scholarly nonfiction, novels, poems, sculpture, musical compositions, or other artistic works. A faculty member's general responsibility to produce scholarly and creative works does not constitute an express commission of Works. Subject to the use of such courses for continuing or distance education purposes, (see Section J.12.3) members are sole copyright holders in their own lectures and any publication, recording, or broadcasting of lectures must be authorized by the Members concerned.~~

~~J.2 Definitions Academic~~

~~Materials~~

~~Materials used for pedagogical purposes including, but not limited to collected data, recorded and live digital, video, and audio presentations; photographs, films, graphic illustrations, transparencies, and other visual aids; programmed instructional~~

~~packages; computer programs and data bases; and scripts, study guides, syllabi, tests, and other items that accompany, or are used to present or demonstrate, the above described materials. Academic Materials may be copyrighted, patented, and/or trademarked.~~

~~Contributing Unit~~

~~An organizational entity, other than the Member's home department, that provides University Resources directly in the creation or production of Works.~~

~~Department~~

~~The home department, either an academic department or other University entity, of the Member's appointment or contract.~~

~~Information Support Technologies~~

~~Includes technologies or processes used to support the electronic capture, storage, retrieval, transformation, and presentation of digital data and information or to interface between digital forms and other communications and information media, but excludes the content presented and stored in word processors, databases, or other capture, storage, retrieval, transformation, or presentation programs.~~

~~Inventions~~

~~New, useful, and non-obvious ideas and/or their reduction to practice that result in, but are not limited to, new devices, processes, and/or methods of producing new and/or useful industrial operations and materials; any produced article useful in trade; any composition of matter, including chemical compounds and mechanical mixtures; any plant covered under plant patent laws, the Plant Variety Protection Act, or other methods that provide protection; biological materials including cell lines, plasmids, hybridomas, monoclonal antibodies, and genetically-engineered organisms with commercial potential; many new designs in connection with the production or manufacture of an article including computer software, data bases, circuit design, prototype devices and equipment; and any improvement upon existing processes or systems. An Invention may be copyrighted, patented, and/or trademarked.~~

~~Inventors and Creators~~

~~Members responsible for the conception, ideas, and content of Inventions and other Works. Support staff such as research assistants, photographers, artists, producers,~~

~~computer programmers, printers, and others contribute to the Works but are not considered Inventors or Creators unless they substantially influence the original and novel aspects of the Works.~~

~~Other Creations~~

~~Creative and artistic endeavors and performances and all other Works.~~

~~Publications~~

~~Textbooks, bulletins, circulars, pamphlets, reports, information releases, data sets, exhibits, demonstrations, and other scholarly or popular writings regardless of medium. Publications may be copyrighted and may include any of the items described above in Academic Materials.~~

~~University Resources~~

~~Funds, supplies, equipment, physical facilities, support personnel, and/or other services or property of the University, including Information Support Technologies. In consideration of the benefit that accrues to the University from individual scholarly activity, the University has concluded that University Resources shall not include the Member's time, use of the library, or use of personal office including any office computer or data processor located therein.~~

~~Works For Hire~~

~~Expressly-commissioned Works for instructional, public service, or administrative use, by the University are deemed to be "works for hire" and property of the University. (See also Section J.12.2.)~~

~~J.3 Ownership and Rights~~

~~Ownership and rights to Works having potential monetary or commercial value depend on the origin, type, and amount of resources used in the creation of Works. The Vice President for Research (hereinafter referred to as "VPR") is responsible for making ownership and licensing decisions for works pursuant to Section J. Decisions by the VPR concerning software will consider whether such software is Academic Material. When software is Academic Material, and not developed using University Resources, the Member retains ownership (see also Sections J.3.1, J.7, and J.12.2). The following provisions shall govern the ownership of Works.~~

J.3.1 Works Supported by the University

With the exception of Academic Materials and Publications not supported through the substantial use of University Resources, Works developed using University Resources or reduced to practice[1] in the course of a Member's University responsibilities are owned and managed by the University or its designee on behalf of the University and the inventors/creators pursuant to this Section J. In this context, if data and information that are a result of research activities are used in Academic Materials and Publications, that alone shall not be considered to constitute a substantial use of University Resources. All Members are obligated to assign and do hereby assign to the University or its designee all rights, title, and interest in and to all Inventions of which they are inventors/creators.

Inventors/creators will cooperate with the University, or its assignee, in seeking intellectual property protection for such Inventions and in complying with legal obligations to research sponsors related to such Inventions. The Member shall retain, in all circumstances, a non-exclusive, non-transferable right to use such Inventions for noncommercial teaching, research, and publication purposes. Any other use, such as a commercial use, including use in consulting activities, will require a license from CSU STRATA. The Member retains the following non-reassignable rights to use Academic Materials and Publications other than Inventions ("Non-Invention Academic Materials and Publications") without obtaining permission from the University, unless waived in writing by the Member:

a. The right to use or reproduce such Non-Invention Academic Materials and Publications in other scholarly endeavors;

b. The right to update or revise the content of such Non-Invention Academic Materials and Publications except that the University shall not be obligated to provide further resources toward such use, unless the revisions are requested by the University or agreed to jointly by the University and the Member;

c. The right to be identified as the creator of such Non-Invention Academic Materials and Publications if desired;

d. The right to make derivations of such Non-Invention Academic Materials and Publications; and

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[1] Black's Law Dictionary generally defines "reduced to practice" as "accomplished when an inventor's conception is embodied in such form as to render it capable of practical and successful use."

e. The right to use such Non-Invention Academic Materials and Publications in other scholarly endeavors with a new employer. Notwithstanding the foregoing, if any such Non-Invention Academic Materials and Publications are the subject of an exclusive license to a third party, the Member shall be deemed to have waived the foregoing rights in consideration of the potential for royalty distribution as set forth in Section J without execution of a written waiver.

Where no inventors/creators are reasonably attributable to a Work, such as in the case of a Work created with the input of numerous individuals in past collaborative efforts over long periods of time, such that distinct inventors/creators or specific contributions are not reasonably identifiable, the Work will be treated as having no inventors/creators ("University Works"). Where a Work was created or developed in whole by Members other than academic faculty members and within the scope of their employment, the Work will be considered to be a work made for hire and treated as a University Work. When a University Work is clearly attributable to a specific unit, that unit shall be treated as the Member for the purposes of this policy.

J.3.2 Works Financed by the Member

Works created by Members without University Resources are the property of the Members, and the University will not administer, finance, or provide other support as to these Works. Members have the use of their offices, including any office computer or data processor located therein, and the Library without charge; all other University Resources may be used only with the prior written permission of the department head and dean or director and/or the payment of the appropriate fees to cover the associated costs. The University requires Members not to engage in outside activities or use University Resources that interfere with the Member's University duties and/or University operations.

J.4 Notification of Works *(last revised February 6, 2001)*

Members must provide notification of the creation of Works to their appropriate administrator(s) and indicate their association with the University in all professional Publications. The VPR, in making ownership decisions, shall determine whether works have been created with or without University Resources (see Section J.3.2). In this determination, the VPR shall consider three factors:

a. The extent to which the Member was the initial creator of the Work;

b. The extent to which the University controlled the content or authority over the Work; and

c. Whether the University provided support for the Work other than the library, the Member's office and any personal computer or data processor located therein.

When the Member declares in such notification that a disclosed Work is not the property of the University, the VPR will announce a decision as to the University's position on ownership within sixty (60) calendar days from receipt of notification of Works by Members. Works having potential monetary or commercial value and created using University Resources must be reported in writing through the Member's department head and dean or director to the VPR. Notification must be timely to protect the rights of the Member(s) and the University in compliance with this policy and the strict requirements of the United States and foreign patent, trademark and copyright laws.

J.5 Classification and Disposition of Works Supported by University Resources

The VPR, on the advice of counsel if desired, shall classify any works created with University Resources into one or more of the following categories and report such action to the Member, the Member's department, and/or any contributing unit.

a. The Work is subject to terms of a sponsor's contract and handled accordingly (see Section J.7.3).

b. The Work is subject to terms of a special agreement and handled accordingly (see Sections J.7.1 through J.7.4 and J.12.2).

c. The Work is in the public domain and/or serves the public interest and is to be released to the general public.

d. The Work is the property of the University and is to be protected by patent, copyright, or trademark.

e. The Work is the property of the University and is to be managed and/or marketed as an item of commercial value through an internal or external agent.

f. The University has no interest in managing and/or marketing the Works and waives the right to receive an assignment of the Member's interest. However,

notwithstanding such waivers, the University retains the right to use said Works in teaching and research. If the University or its marketing agent (see Section J.6) does not file for appropriate intellectual property protection or make continued efforts at marketing or fails to make such effort within six (6) months of notification of Works, the University's rights to a Work, excepting the use described above, shall be released to the Member. This time line can be extended by mutual agreement of the Inventor/Creator and the University.

g. The Work has not sufficiently developed beyond the concept phase to allow the University to make a determination of its interests in which case the original position between the Member and the University is resumed with regard to this policy.

J.6 Administration of Marketable Works *(last revised February 2003)*

The VPR is responsible for the administration of Works having potential monetary or commercial value created with University Resources and for the selection of internal or external marketing agents that meet the best interests of the Inventors or Creators and University. The primary marketing agent for the University is the CSU STRATA. For Academic Materials, CSU STRATA works with the Division of Continuing Education (hereinafter referred to as "DCE") as well as the VPR. However, the VPR has the discretion to select an alternative marketing agent whenever the VPR determines that it would be in the best interests of the Member(s) or the University. All arrangements with internal or external agents must be covered by written agreements approved by the VPR and the agent. Generally, it will be necessary for the University to assign its ownership interests in Works to such agents to facilitate the marketing and development of such Works.

J.7 Special Circumstances

The following provisions shall govern the designation of rights and administration and handling of Works under specified circumstances.

J.7.1 Works Created by Members While Consulting

Rights to Works resulting when a Member acts as a consultant with non-University entities must be specified in the agreement under which the Member

acts (see Section D.7.6, Consulting Policy). Members must be cognizant that Works may represent the culmination of endeavor in a specialized field, often conducted with University Resources. Therefore, prior to providing rights to sponsors or entering into agreements that contemplate such assignments of rights, Members must contact

their appropriate administrator(s) and the VPR for advice and counsel to protect their own and the University's interests (see Section D.7.7, Conflict of Interest). Consulting by Members shall not give rights to University-owned Works to non-University entities without a written agreement among the University, its marketing agents, and the non-University entity.

J.7.2 Works Involving More Than One Member

When Works result from the joint efforts of Members, a written agreement among the parties must specify ownership, allocations, and other rights. The VPR is responsible for determining the provision of rights when disagreements occur among parties (see Section J.11, Member's Right of Appeal).

J.7.3 Works Financed Wholly or in Part by Outside Agencies

Rights to Works financed wholly or partially by governmental, industrial, philanthropic, or other external organizations or persons must be specified in contracts or written agreements that protect the University's interest. Before work begins, the Member responsible for a contract or agreement must advise all coworkers of their rights. The VPR will exercise every effort to assure that contracts and agreements secure commercial value and patent, trademark, or copyright rights favorable to the Members and the University.

J.7.4 Works Created or Marketed Under Special Conditions

Works created or marketed under special conditions affecting ownership and/or rights must be covered by written agreements. A written agreement requires the approval of the Member(s), the member's department head(s), dean(s) and/or director(s), any contributing unit(s), and the VPR.

J.8 Distribution of Proceeds

J.8.1 Marketing of Works

Royalties, whether derived from options, fees or similar payments, resulting from

licensing of Works to non-University entities, will be distributed as provided in such agreements prepared pursuant to Sections J.5 and J.7.1 through J.7.4.

The primary marketing agent for Colorado State University is CSU STRATA (see

~~Section J.6), which shall work with the DCE as well as the VPR in marketing of Academic Materials. The CSU STRATA shall be responsible for collecting and distributing royalty income from licensed University Works which it administers. For any royalties derived by CSU STRATA from such licenses, CSU STRATA will be reimbursed for its direct costs attributable to marketing, patenting, and licensing incurred in connection with each license agreement ("direct costs"). The DCE also will be reimbursed for its direct costs attributable to equipment and materials used in the production of Academic Materials. After reimbursement of those direct costs, CSU STRATA shall retain twenty (20) percent of net royalties for marketing Academic Materials. The remaining eighty (80) percent net royalties will be distributed as follows:~~

~~35 percent inventor(s)/Creator(s)~~
~~10 percent inventor(s)/Creator(s) Department/College~~
~~20 percent DCE~~
~~15 percent Provost~~

~~The CSU STRATA shall retain forty (40) percent of the net royalties for all other Works. The remaining sixty (60) percent net royalties will be distributed as follows:~~

~~35 percent Inventor(s)/Creator(s)~~
~~10 percent Inventor(s)/Creator's (s') Department/College~~
~~15 percent VPR~~

~~The department/college, DCE, Provost, and VPR share in these royalties which shall be used to promote and support research, scholarship, and instructional activities.~~

~~J.8.2 Royalty Distributions~~

~~Any proceeds accruing to Members in Section J.8.1 constitute royalties, not salaries, and will be paid as royalties to Members through the University's external agent/assignee. If a Member leaves the University, the Member's portion of proceeds will continue to be paid to the Member. If the Member dies, the Member's portion of the proceeds will continue to be paid in accordance with the testamentary disposition (wills, trusts and similar mechanisms) or, in the absence~~

~~of such disposition, as provided by law.~~

~~J.9 Works Published by the University~~

~~Members who author or are responsible for official University Publications, not including scholarly works, must clear the material through their respective department heads, deans, and/or directors.~~

~~J.10 Member's Right of Review~~

~~Any Member who deems that continued use or marketing of Non-patentable Academic Materials is detrimental to the University or the Member's personal or professional reputation may call for a review by the department and/or college using procedures described in department and/or college codes. If department or college codes contain no applicable procedures or if disagreements are not resolved at that level, they shall be referred to the Provost for decision (see Section J.11). Notwithstanding the foregoing, if any such Non-patentable Academic Materials are the subject of an exclusive license to a third party, the Member shall be deemed to have waived the foregoing right of review in consideration of the potential for royalty distributions as set forth herein.~~

~~J.11 Member's Right of Appeal~~

~~Decisions on Works by the VPR may be appealed to the Provost who may overrule the VPR's decision. Any Member who feels aggrieved by decisions of the Provost has access to the University's mediation and grievance processes (see Section K).~~

~~J.12 Academic Materials~~

~~Members are sole copyright holders of the content of their own lectures (Section J.1), whether prepared for traditional classroom delivery or by any other means. Members may use their class materials, including lecture notes, in the preparation of textbooks or other Works. Members are encouraged to use appropriate instructional techniques and technologies that will best serve the educational objectives of students. Recordings, videotapes, or other technologies prepared in the ordinary course of teaching to meet the reasonable needs of currently enrolled students, including distance or handicapped students, and not involving University Resources, shall belong to the Member. When Academic Materials are created with University Resources, the interests in those Academic Materials are shared by the Member and the University and are covered in~~

~~Section J.3.1.~~

~~The Member is not authorized to utilize recordings, videotapes, or other technologies prepared using University Resources for purposes of personal economic gain,~~

commercial advertising, or other unacceptable uses described in University policy. A University web site may not be used for economic gain, commercial advertising, or other unacceptable uses as described in University policy. Members are responsible for obtaining all permissions necessary to avoid copyright infringement or invasions of privacy, whether specifically commissioned or not.

J.12.1 Ownership and Licensing of Academic Materials not Specifically Commissioned by the University or Developed Using University Resources

Academic Materials created by Members on their own initiative in the ordinary course of teaching to meet the reasonable needs of currently enrolled students, including distance or handicapped students, and not involving University Resources, belong to the Member. The Member has sole control over the content and use of the Academic Materials, is authorized to place supplemental classroom materials on a University Web site, may set access permissions to that site, and may assert exclusive copyright in their works. The University shall not exploit the Academic Materials nor authorize other employees to use the AcademicMaterials or derivatives of those Academic Materials in their classes without permission of the Member.

The ownership of student works created in the course of academic requirements shall be with the student and the University may retain the work as needed for its instructional or record-keeping purposes. The University and the Members may not use the work in any other manner without the written consent of the student.

Ownership of Works created in the course of sponsored research or other agreements are subject to the provisions described in Section J.7.

J.12.2 Ownership and Licensing of Academic Materials Commissioned by the University

The University shall have an exclusive license to use and market Academic Materials provided they are expressly commissioned as agreed to in writing by the University and the Member. A Member's general responsibility to teach specific courses of instruction shall not constitute an express commission of course materials, and this general responsibility is not bound by the "Works for Hire" provision of Section 101 of

the Copyright Law of 1976. (See also Section J.1.)

J.12.2.1 Use of Commissioned Academic Materials in University Outreach Programs

~~Commissioned correspondence courses, videos, computer programs, on-line courses, instructional CD-ROMS, and other forms of technology-assisted or mediated instruction produced by a Member for registered distance students shall be delivered through the DCE. The University shall provide resources, including technical support personnel and quality production facilities, necessary for the development of education outreach course.~~

~~Courses offered for academic credit through the Colorado State University DCE must be approved for that purpose by the Faculty Council. The Member, with the concurrence of his or her department head and the DCE, may set the maximum enrollment allowed for each outreach course in which they may participate, taking into consideration the extra efforts that may be associated with some types of outreach courses, the financial viability of the course, and any necessary minimum enrollment.~~
~~In the interests of encouraging the development of Academic Materials, the University may commission such development. A written agreement must be negotiated between the University and the Member which includes specifics as to remuneration, changes in effort distribution, time limits for use of Academic Materials, marketing and distribution rights, revisions, licensing, etc. (see following sections). In return for remuneration and/or other considerations, the Member shall assign to the University an exclusive license to use the Academic Material for a period negotiated between the University and the Member, with the Member retaining those rights specified in Section J.3.1.a-e. The termination date shall be specified in writing and shall be based upon a joint determination of the Member and the DCE ("the parties") on the likely viability of the Academic Materials for future instruction. The parties may agree at a future date to extend the termination date based upon the continuing viability of the Academic Materials or the availability of revisions and updates.~~

~~No derivative of Academic Materials shall be prepared or licensed without the written approval of the Member (see also Section J.12.3) nor shall any other Member have the right to use the Academic Materials without such written~~

~~approval. The Member who created the Academic Material retains the right to correct errors and provide updated information.~~

~~The Member may use and enter into agreements concerning personally-prepared derivative works of University-commissioned~~

Academic Materials when they are no longer in the employ of the University, so long as those derivatives, excluding textbooks and scholarly/artistic works, do not significantly conflict with the economic rights of the University. Notwithstanding any use of University Resources, express commission of works, or licensing agreements, the Member retains ownership of textbooks, artistic works and manuscripts prepared for publication in scholarly works, and any revenue derived from these works shall belong to the Member.

J.12.2.2 Licensing of Academic Materials to Third Parties

Pursuant to the commission, the University, through the DCE and CSU STRATA, may license or lease to third parties the marketing and distribution rights to the Academic Materials. The details of agreements with third parties shall be available for public inspection and shall incorporate provisions of Sections J.3.1.a–e and J.12.3 that are designed to protect the professional standing and reputation of the Member. Expenses and proceeds from such licensing shall be dealt with in accordance with the provisions in Section J.8.1.

J.12.3 Right to Revise or Limit Period of Use of Works Expressly Commissioned or Supported by University Resources

The Member retains those rights specified in Section J.3.1, notwithstanding any assignment of rights to Academic Materials by the Member to the University, unless waived in writing by the Member. Conditions for revision of University commissioned Academic Materials (if different from the following paragraph in this section) shall be contained in the written agreement between the University and the Member. However, revisions initiated by the Member, without using University Resources, may be made at any time, subject to approval by the Member's department head and the DCE.

If the Academic Material has been used without revision for a period of two (2) years, the University shall request the Member to review the Academic Materials for possible revision or for termination of use. As long as the Member is in the employ of

the University, that Member shall have the first right to revise or supervise revisions of Academic Materials as described in Section J.3.1.b. If either the University or the Member finds that the Academic Material has become outdated, inadequate to the educational needs, or contains errors and the Member does not wish to prepare revisions, or if the Member cannot produce the revisions in an agreed upon period of time, the University may assign another Member to prepare these revisions. If the

~~cost of revision is found excessive by the University, the University may decline to make the revisions (see SectionJ.3.1.b). If the Member has left the employ of the University, the University in its sole discretion may contract with the former Member to prepare appropriate revisions, retain the former Member as a consultant for revisions, or assign the task of revision to a Member with appropriate expertise. The University shall renegotiate appropriate payments for the continued use of any revised Academic Materials when such revisions were not prepared by the Member or former Member.~~

SECTION J. RIGHTS AND RESPONSIBILITIES RELATED TO INVENTIONS AND CREATIVE WORKS

J.1 Policy on Patents, Inventions, and Research Property

J.1.1 Definitions

Appeals Committee for Inventions: The committee that makes decisions regarding disputes arising from the policies in Section J.1. The members are the Vice Provost for Faculty Affairs, the Chair of Faculty Council, and the University Grievance Officer. Decisions made by the Appeals Committee are final.

Bayh-Dole: U.S. legislation found at 35 U.S.C. §§ 200-212 pertaining to the reporting, ownership, patenting, and licensing of Inventions or Discoveries made under Federally Sponsored Research Agreements.

Colorado State University Research Foundation ("CSU-STRATA"): The primary intellectual property marketing agent for the University is the Colorado State University Research Foundation, now known as CSU-STRATA, and as it may otherwise be known from time to time. CSU-STRATA provides these services in accordance with the Master Services Agreement with the Colorado State University System on behalf of the University.

Data: The recorded material commonly accepted in the scientific community as necessary to validate research findings arising from or associated with research conducted at, under the auspices of, or using the resources of the University. "Data" covered in this policy includes both intangibles (e.g., information and copyrightable works such as software and expressions of creativity, artistry or information) and tangibles (e.g., cell lines, biological samples collected for research purposes, synthetic compounds, organisms, biomarkers, novel reagents and originals or copies of laboratory notebooks) arising out of the academic and research units of the University. Protectable "Data" includes the recorded material as well as supporting materials

such as experimental protocols and code written for statistical analyses commonly accepted in the scientific community as necessary to validate research findings.

Equity: Any shares of capital stock, partnership interests, membership interests in a limited liability company, beneficial interests in a trust, or any options, warrants, rights or securities (including debt securities) convertible, exchangeable or exercisable to acquire any such interests.

Extraordinary University Resources: Resources such as financial, technical, personnel, or additional forms of support provided by the University which exceed the type or level of resources typically provided to similarly situated Members. This may include the commitment of staff, faculty, or student effort or material support in the creation of the Invention other than what is available to similarly situated Members for their use, such as open-source materials. It may include use of University owned intellectual property, CSU-STRATA owned intellectual property, Inventions, and Research Results. Considering the benefit that accrues to the University from individual scholarly activity, the University has concluded that Extraordinary University Resources shall not include the Member's time, office space, computer equipment (excluding in some cases server space), use of the library, or any commonly available resources available on or off campus.

Intellectual Property Disclosure: Documentation of potential Invention to be completed by the Inventor(s) and submitted through the Disclosure Portal established by CSU-STRATA.

Inventions: New, useful, and non-obvious ideas and/or their reduction to practice that result in, but are not limited to, new devices, processes, and/or methods of producing new and/or useful industrial operations and materials; any produced article useful in trade; any composition of matter, including chemical compounds and mechanical mixtures; any plant covered under plant patent laws, the Plant Variety Protection Act, or other methods that provide protection; biological materials, including cell lines, plasmids, hybridomas, monoclonal antibodies, and genetically-engineered organisms with commercial potential; many new designs in connection with the production or manufacture of an article including computer software, data bases, circuit design, prototype devices and equipment; and any improvement upon existing processes or systems. An Invention may be patented or maintained as a trade secret. An Invention may contain Copyrightable Works. If so, the Marketing Agent may choose to license the patent and copyrights together or separately, depending on commercial interest.

Inventor: An Individual that made an Invention subject to this policy. Support staff such as research assistants, computer programmers, and others who contribute to an Invention may not be considered Inventors unless they substantially influence the original and novel aspects of the Invention. Inventorship is a legal standard and may not be consistent with authorship of any associated publications.

Manual: Academic Faculty & Administrative Professional Manual.

Master Services Agreement: The agreement by and between CSU-STRATA and the Colorado State University System on behalf of the University, as may be amended from time to time.

Member: This policy shall apply to all persons employed, compensated, or appointed by the University, including without limitation Supported Students, and to anyone making use of Extraordinary University Resources (including non-employees, absent an agreement to the contrary). The inclusion of this Policy in the Manual does not limit or impact the inclusion of individuals who would not otherwise be subject to the Manual.

Reduced to Practice: This is accomplished when an Inventor's conception is embodied in such form as to render it capable of practical and successful use.

Research Results: Includes, but is not limited to, materials, computer software, computer databases, prototype devices or equipment, engineering designs or drawings, integrated computer chips, audiovisual works, antibodies, genetically modified animals, and cell lines. Also includes Data, samples, physical collections, records, results and supporting materials, documents, and records, whether or not patentable, including, for example, computer programs, circuit designs of all types, data bases, technical and design drawings, biogenic materials, novel varieties of plants, chemically synthesized molecular systems, and other creations. Absent agreement, University policy, contract, or legal requirement to the contrary, Research Results will be subject to this policy and must be disclosed upon request or where it reasonably appears there is commercial value in such Research Results.

Sponsored Project: Research activity or other work performed under sponsorship from any agency, party, or parties external to the University, pursuant to an agreement between such agency or party and the University, which may result in the creation of Inventions or Research Results.

Supported Students: Students who are either employed by the University or receive University support for research activity in the form of a stipend and/or tuition award, including but not limited to fellowships, teaching assistantships and research assistantships, and those Students who make Substantial Use of University Resources. "Support" in the form of financial assistance such as scholarships for which "support" is independent of a research degree program or research activities are not included within the definition of "Supported Student."

University Duties or Activities: University Duties or Activities include teaching, mentoring of students, the conduct of scholarly research in the Member's specialized field, and service on university committees consistent with the furtherance of knowledge and its dissemination. Members who are not members of the faculty have University Duties or Activities as defined by the position they hold at the university. A Member's University Duties or Activities include those that are customarily expected to be performed by those holding the position held by the Member as well as those that are assigned by the University.

VPR Intellectual Property Manager (IPM): The individual appointed by the Vice President for Research to be the division contact for matters involving intellectual property.

J.1.2 Policy on Inventions

J.1.2.1 Ownership and Rights

J.1.2.1.1 University Ownership

Unless otherwise stated in this policy, the University shall be the owner, under any applicable law, of all Inventions that fall into one or more of the following three categories:

i. Inventions created or developed by Members in the course of performing University Duties or Activities whether on or off campus, during or after normal University business hours, alone or with others, or during a sabbatical, summer, University holiday, or break.

ii. Inventions created or developed with Extraordinary University Resources or expressly commissioned by the University.

iii. Inventions created or developed as part of a Sponsored Project, unless explicitly provided otherwise in an agreement to which the University is a party.

J.1.2.1.2 Inventions Created by Members While Consulting

Rights to Inventions resulting when a Member acts as a consultant with non-University entities must be specified in the consulting agreement under which the Member acts. Members must be cognizant that Inventions may represent the culmination of endeavor in a specialized field, often conducted with University Resources. Members cannot grant rights to University-owned Inventions as the University's ownership vests automatically in Inventions pursuant to this policy. As such it is recommended that the following clause be added to any consulting agreement a Member may sign:

The Company will have no rights by reason of the Agreement in any intellectual property whatsoever, whether or not patentable or copyrightable, generated wholly or in part as a result of Consultant's activities carried out at the University, or with substantial aid of its facilities or funds administered by it or as otherwise provided in the University's policies including for example and without limitation those covering Intellectual Property.

J.1.2.1.3 Inventions Involving More Than One Inventor

When Inventions result from the joint efforts of Inventors, including Inventors who are not Members, such as those from another institution, a written agreement among the parties must specify ownership, allocations, and other rights.

J.1.2.1.4 Sponsored Projects

Rights to Inventions financed wholly or partially by governmental, industrial, philanthropic, or other external organizations or persons must be specified in contracts or written agreements that protect the University's interest. Before work begins, the Member responsible for a contract or agreement must advise all coworkers of their rights. The Vice President for Research (VPR) will exercise every reasonable effort to assure that contracts and agreements secure commercial value and patent rights favorable to the Member and the University.

J.1.2.1.5 The U.S. Government

Covered Individuals may receive financial support for their research from the U.S. Government. The ownership of Inventions or Research Results made with Government financial support is

determined by Federal law, including the Bayh-Dole Act (35 U.S.C. §§ 200-212) and the regulations at 37 C.F.R. Pt. 401.

The University has certain duties to disclose to the Government all Inventions, and in some cases Research Results, made in the performance of a Government funding agreement, where a funding agreement means prime awards from the Federal government and Federal pass-throughs, i.e., subcontracts at all tiers. Other reporting requirements not previously mentioned may exist now or in the future. Accordingly, Members associated with Government-sponsored projects shall notify CSU-STRATA promptly whenever any Invention is conceived or actually Reduced to Practice in the course of the project. When permitted by law and the funding agreement, if CSU-STRATA decides to seek patent protection for such an Invention in accordance with this policy, CSU-STRATA must elect to retain title to the Invention within any time limits established by law and make efforts to achieve practical application of the Invention.

J.1.2.1.6 University Sponsored Research

If the University sponsors a research project, solicits voluntary Member participation in the project, and provides the funding for the project, possibly including compensation/release time for the Member, the University will own the intellectual property rights developed through the project unless the University agrees to share ownership. A written document, signed by the Member prior to initiation of the project, will be executed to acknowledge the University's ownership, or sharing arrangement, and the Member's commitment to cooperate with the University, at University expense, to protect and commercialize the intellectual property. Should the parties agree, the University may opt to share with the Member involved any profits that result from the intellectual property created on the project. Such agreement, and the details of profit-sharing arrangements, shall be recorded in a written document, signed by both parties, which shall supersede this policy to the extent that any provisions are in conflict.

J.1.2.1.7 Member Rights in Inventions

Unless otherwise stated in this policy, Member(s) will retain a non-exclusive, personal, non-transferable or sublicensable license to their Inventions for their own teaching and research purposes. Any use outside of that, such as a commercial use including use in consulting activities, will require a license from the University.

J.1.2.1.8 Member Conflict of Interest Disclosure

Member must disclose all Equity offered to or received by Member, or an individual or entity associated with Member, directly in connection with a license agreement. Member is required to disclose in writing to the University Conflict of Interest Office ("CIO") the specific terms and conditions associated with Equity issued to Member or an individual or entity associated with Member for their role as founders, consultants, or otherwise. The Member shall disclose to the University CIO any existing or proposed consulting agreement between the Member, or an individual or entity associated with Member, and the prospective licensee or any other agreements with other entities that have potential for conflicts of interest pertaining to the license. The University CIO may suggest limitations on the proposed license agreement, associated sponsored research agreement, consulting agreement between the Inventor and the licensee, or other agreements in order to address actual or potential conflicts of interest in accordance with the Conflict-of-Interest Policies. The University and CSU-STRATA will coordinate on Conflict of Interest matters, as set forth in the Master Services Agreement, particularly where CSU-STRATA is a party to the license agreement.

J.1.2.1.9 Assigning Ownership Back

CSU-STRATA may elect not to assert its rights to an Invention after disclosure. In such instance, ownership of the Invention will be returned to the University subject to any rights of the Federal Government and to any rights of the sponsor of the research leading to the Invention. The University or CSU-STRATA will execute such documentation as may be necessary to effectuate such transfer of ownership. When an Invention is returned to the University, the University may elect to transfer ownership to the Inventor(s), but the University retains the right to use said Invention in teaching and research. Inventor(s) remain(s) obligated to disclose to the University follow-on research or progeny, modifications or derivations of disclosed Inventions as these will remain subject to this Policy.

J.1.2.2 Ownership in Dispute

When the Member declares in an Invention Disclosure that a disclosed Invention is not the property of the University, the Invention Disclosure shall be forwarded to the IPM for a determination of ownership of the Invention under this policy. The IPM shall gather such information as needed to determine ownership of a disclosed Invention, including, but not limited to, consultation with CSU-STRATA and the Office of General Counsel. A decision by the IPM that the Invention is the property of the University must be announced within sixty (60) calendar days from receipt of notification of disputed ownership of an Invention by Member, unless an extension of this timeline is granted by the VPR.

J.1.2.3 Right to Appeal

If the Member disagrees with the decision of the IPM or there is any other dispute regarding ownership, the Invention Disclosure shall be forwarded to the Appeals Committee for Inventions for a final determination of ownership of the Invention under this policy.

J.1.2.4 Administration

The Office of the Vice President for Research (OVPR) is responsible for the administration of the University's rights regarding Inventions having potential monetary or commercial value and for the selection of internal or external marketing agents. As set forth in the Master Services Agreement, the marketing agent for the University is CSU-STRATA. However, Inventions may be marketed better as part of an academic unit's activities, especially in cases where use of the Invention is subject to sponsor requirements or limitations. The decision to use a marketing agent other than CSU-STRATA, including the decision to keep marketing within the academic unit, is set forth in the Master Services Agreement and currently requires the review and approval of the Chancellor, after consultation with CSU-STRATA.

J.1.2.5 Notification of Inventions

Members must provide timely notification of the creation of Inventions via submission of an Invention Disclosure to CSU-STRATA. Members shall disclose all Inventions as soon as possible after discovery or significant development, but, in all events, the Invention Disclosure must be submitted to CSU-STRATA prior to any public disclosure of the Invention. Members must keep CSU-STRATA informed about anticipated publications and presentations as well as update the Invention Disclosure as needed by providing copies of Data, publications, and presentations to CSU-STRATA. It is also expected that the Member will provide reasonable assistance and cooperation to CSU-STRATA in its efforts to market or license Inventions. Principal investigators of research projects, as well as department chairs and deans, have a responsibility to ensure that all Inventions of which they become aware are disclosed to CSU-STRATA. Failure to disclose an Invention or to provide reasonable assistance or cooperation may result in the forfeiture of the Member's rights to payment under this policy. Such a decision by the University may be appealed to the Appeals Committee for Inventions.

J.1.2.6 Evaluation of Disclosure, Patent Filing

The procedures to be followed by CSU-STRATA in evaluating an Invention Disclosure, electing to take an assignment of the disclosed Invention, evaluating the market for the Invention, and

filing for appropriate intellectual property protection is set forth in the Master Services Agreement.

If the evaluation reveals that the Invention Disclosure is either incomplete or insufficient for a proper evaluation, CSU-STRATA shall notify the Member(s) of the need for more information or more research. Where additional research needs to be done, an updated Invention Disclosure should be submitted to CSU-STRATA once additional development has taken place.

The Member(s) will provide CSU-STRATA with such reasonable additional information and assistance as CSU-STRATA may request, and that the Member(s) can reasonably provide, in order to assist CSU-STRATA in evaluating the Invention Disclosure and the Invention, the need for any further development of the Invention, the potential markets or licensees, and the like. If there is a disagreement concerning the scope of additional assistance requested of the Member, such disputes shall be settled by the Appeals Committee for Inventions.

J.1.2.7 Formal Assignments and Preparation of Documents for Prosecution

Once CSU-STRATA has evaluated an Invention, CSU-STRATA may require the Member(s) to execute a formal assignment document to the University, to CSU-STRATA or to a third party as required by the Patent and Trademark Office. Typically, assignments to third parties will be subject to the University's and the Member's nonexclusive, irrevocable, paid-up license to use the Invention for research and teaching purposes.

Members are required to execute all contracts, assignments, waivers, patent applications, and other documents reasonably necessary to carry out the provisions of this Policy in a timely manner. Members will also, at the request of CSU-STRATA or the University, meet with potential or actual licensors of an Invention and otherwise provide reasonable assistance to the University in the marketing and licensing of the Invention. If CSU-STRATA elects to seek patent protection for an Invention in one or more jurisdictions, the Member shall provide reasonable assistance to CSU-STRATA in preparing and prosecuting patent applications.

Any disputes involving these requirements shall be settled by the Appeals Committee for Inventions.

J.1.3 Marketing and Distribution of Proceeds

J.1.3.1 Marketing of Inventions

The Marketing Agent, as referenced in in Section J.1.2.4, shall be responsible for marketing Inventions, including collecting and distributing net income derived from licensing, sublicensing, or sale of an Invention which it administers. CSU-STRATA's marketing responsibilities are set forth in the Master Services Agreement. For any income derived by the Marketing Agent from such licenses, the Marketing Agent will be reimbursed for its direct costs attributable to marketing, patenting, and licensing incurred in connection with each license agreement ("direct costs"). In general, absent agreement by all parties to the contrary, net income will be allocated as follows:

Member	Member's Department/College	VPR	Marketing Agent
35%	10%	15%	40%

Distribution of net income shall occur no less than once per fiscal year. Where there is more than one Inventor, they will each receive an equal share of the "Member" portion (i.e., 35%) of net income, absent agreement among the Inventors to an alternative split of that portion. This same distribution will be applied to the Department/College portion where more than one Department/College is involved. If there is a dispute as to distributions among Inventors, the Invention Appeals Committee for Inventions will make a determination of the proper distribution.

J.1.3.2 Royalty Distributions

Any proceeds accruing to Members hereunder constitute royalties, not salaries, and will be paid as royalties to Members through CSU-STRATA or the University's external agent/assignee. If a Member leaves the University, the Member's portion of proceeds will continue to be paid to the Member. If a Member dies, the Member's portion of the proceeds will continue to be paid in accordance with the testamentary disposition (wills, trusts, and similar mechanisms) or, in the absence of such disposition, as provided by law.

J.1.3.3 Equity Transactions

Special circumstances may apply in the event CSU-STRATA or the University's external agent/assignee accepts Equity as consideration for the grant of a license or other interest in an Invention. License agreements involving Equity must be structured to protect the University from liability and to avoid conflicts of interest.

Generally, all Equity provided as payment for the grant of a license from CSU-STRATA must be issued directly to CSU-STRATA. All decisions with respect to management and liquidation of Equity held by CSU-STRATA will be made by CSU-STRATA on behalf of the University and the Inventor(s). Upon liquidation of the Equity held by CSU-STRATA, distributions shall be made by CSU-STRATA in accordance with Section J.1.3.1.

J.2 Policy on Copyrightable Works

J.2.1 Definitions

Appeals Committee for Copyrightable Works: The committee that makes decisions regarding disputes arising from the policies in Section J.2. The members are the Vice Provost for Faculty Affairs; the Chair of Faculty Council; and the University Grievance Officer. Decisions made by the Appeals Committee are final.

Author: Under the copyright laws of the United States, a person who has created a Copyrightable Work is called an "Author." If more than one person has participated in the creation of a Copyrightable Work, each must have contributed materials which would independently qualify as a Copyrightable Work in order to be considered a co-Author of such work. An Author of a Copyrightable Work may be different than the owner of such work such as when a Work is assigned to a new owner. An employer such as the University may also be considered to be the Author of a Copyrightable Work under certain circumstances. Under this Policy, when a Work constitutes a "University Institutional Work" or a "Work Made For Hire" the University will be deemed to be the "Author" for all purposes. This section extends the definition of Author from Copyrighted Works to Copyrightable Works.

Colorado State University Research Foundation ("CSU-STRATA"): The primary intellectual property marketing agent for the University is the Colorado State University Research Foundation, now known as CSU-STRATA, and as it may otherwise be known from time to time.

CSU-STRATA provides these services in accordance with the Master Services Agreement with the Colorado State University System on behalf of the University.

Copyrightable Works: Original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. It includes, but is not limited to, books, journals, software, computer programs, databases, musical works, dramatic works, videos, multimedia products, sound recordings, pictorial and graphical works, and other similar works.

Courseware: The set of tools and technologies used to deliver or present the content of a course, independent of the content itself. Courseware is typically used in the asynchronous delivery of academic content via a learning management system (e.g., Canvas or Bridge) or an interactive online software system (e.g., Teams. Zoom, or Webex). Use of Courseware provided by the University (including courseware used by instructional designers at CSU Online to convert material to a different format) will not, in and of itself, be deemed use of Extraordinary University Resources.

Creator Support Personnel: Creator Support Personnel are support staff such as office staff, university photographers and graphic artists, non-faculty computer programmers, and others who contribute to the Works in the course of performing and within the scope of their employment duties and under the direction and guidance of a faculty member or supervisor. Faculty and Faculty-Like Employees generally will not be considered Creator Support Personnel. Creator Support Personnel are not generally considered to be Authors. Copyrightable Works by Creator Support Personnel are considered Works Made For Hire and the University is considered the Author. If, however, Creator Support Personnel substantially influence the conception, design and/or creation of the Copyrightable Work and make a copyrightable contribution to the Work, they may be determined to be an Author by the Provost. Note that use of Creator Support Personnel may at times constitute use of Extraordinary University Resources.

Equity: Any shares of capital stock, partnership interests, membership interests in a limited liability company, beneficial interests in a trust, or any options, warrants, rights or securities (including debt securities) convertible, exchangeable or exercisable to acquire any such interests.

Extraordinary University Resources: Resources such as financial, technical, personnel, or additional forms of support provided by the University which exceed the type or level of resources typically provided to similarly situated Members. This may include the commitment of staff, faculty, or student effort or material support in the creation of the Copyrightable Work that is beyond what is available to similarly situated Members for their use. It may include use of University-owned intellectual property, CSU-STRATA owned intellectual property, Inventions, and Research Results. Considering the benefit that accrues to the University from individual scholarly activity, the University has concluded that Extraordinary University Resources shall not include the Member's time, office space, computer equipment (excluding in some cases server space), use of the library, Courseware, or any commonly available resources available on or off campus. Where Scholarly Works or Publications are based on Research Results, that alone will not be considered "extraordinary" for purposes of this Policy. The use of Courseware will not in and of itself be considered "extraordinary" for purposes of this Policy.

Faculty-Like Employee: A University employee who teaches and/or conducts research at the University with a level of responsibility and self-direction similar to that exercised and enjoyed by a faculty member in a similar activity.

Fair Use: Fair Use is a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. Section 107 of the Copyright Act provides the statutory framework for determining whether something is a fair use and identifies certain types of uses—such as criticism, comment, news reporting, teaching, scholarship, and research—as examples of activities that may qualify as fair use under that Section.

Intellectual Property Disclosure: Documentation of potential Copyrightable Work to be completed by the Author(s) and submitted through the Disclosure Portal established by CSU-STRATA.

Manual: Academic Faculty & Administrative Professional Manual.

Master Services Agreement: The agreement by and between CSU-STRATA and the Colorado State University System on behalf of the University, as may be amended from time to time.

Member: This policy shall apply to all persons employed, compensated, or appointed by the University and to anyone (including non-employees absent an agreement to the contrary) making use of Extraordinary University Resources. Undergraduate students, unsupported

graduate students, and secondary school students are excluded from the application of the policy unless they are paid by or through the University in connection with and participation in Sponsored Research. When a Member has created a copyrightable work, they may be referred to as an "Author."

Publications: Textbooks, bulletins, circulars, pamphlets, reports, information releases, exhibits, demonstrations, and other scholarly or popular writings regardless of medium. Publications may be copyrighted.

Research Results: Includes, but is not limited to, materials, computer software, computer databases, prototype devices or equipment, engineering designs or drawings, integrated computer chips, audiovisual works, antibodies, genetically modified animals, and cell lines. Also includes Data, samples, physical collections, records, results and supporting materials, documents and records whether or not patentable, including, for example, computer programs, circuit designs of all types, data bases, technical and design drawings, biogenic materials, novel varieties of plants, chemically synthesized molecular systems, and other creations. Research Results will be subject to this policy and must be disclosed upon request or where it reasonably appears there is commercial value in such Research Results.

Scholarly Works: Works used for pedagogical or scholarly purposes including, but not limited to recorded and live digital, video, and audio presentations; photographs, films, graphic illustrations, transparencies, and other visual aids; programmed instructional packages; virtual learning tools, computer programs and data bases; and scripts, study guides, syllabi, tests, and other items that accompany, or are used to present or demonstrate, the above-described materials. Scholarly Works may be copyrighted, patented, and/or trademarked.

Sponsored Project: Research activities or other work performed under sponsorship from any agency, party, or parties external to the University, pursuant to an agreement between such agency or party and the University, which research activity or other work may result in the creation of Inventions or Research Results.

Student Works: Copyright ownership of works prepared by University students, including graduate students, resides with such students, unless the work: (a) was created primarily in the course or scope of the student's University employment; (b) involved the use of Extraordinary University Resources; (c) is a University Institutional Work or a Work Made for Hire, or (d) was created under a separate agreement that specifies a different copyright owner. For the purposes of this section, a student's financial aid is not considered Extraordinary University

Resources. Absent extraordinary circumstances, copyright ownership of theses or dissertations authored by University students resides with such students. Note that, notwithstanding the foregoing, the University may make Fair Use of Student Works in connection with or as part of normal academic and administrative activities.

University Duties or Activities: University Duties or Activities include teaching, mentoring of students, the conduct of scholarly research in the Member's specialized field, and service on university committees consistent with the furtherance of knowledge and its dissemination. Members who are not members of the faculty have University Duties or Activities as defined by the position they hold at the University. A Member's University Duties or Activities include those that are customarily expected to be performed by those holding the position held by the Member, as well as those that are assigned by the University.

University Institutional Work: Where no single Author or set of Authors can be reasonably attributable to a Work, such as in the case of a Work created with the input of numerous individuals in past collaborative efforts over long periods of time, such that distinct Authorship or specific contributions are not reasonably identifiable, the Work will be treated as having no inventors/creators. When a University Work is clearly attributable to one or more specific unit, those unit shall be treated as the Author for the purposes of this policy.

VPR Intellectual Property Manager (IPM): The individual appointed by the Vice President for Research to be the division contact for matters involving intellectual property.

Works: Copyrightable Works or other intellectual property that are subject to this policy.

Works Made for Hire: Expressly commissioned Works for instructional, public service, or administrative use. Where a Work is created or developed in whole by Members, other than academic faculty members or Faculty-Like Employees, in the course of performing and within the scope of their employment duties, the Work will be considered to be a Work Made For Hire. Works created pursuant to a written agreement between the University and a Member will also be considered Works Made for Hire. In an agreement for the creation of a Work Made For Hire, the Member will generally receive some form of compensation such as funding or course relief. Ownership of Works Made for Hire will be governed by the terms of the agreement between the University and the Member.

J.2.2 Ownership of Copyrightable Works

Ownership of the various rights associated with Copyrightable Works is dependent upon several factors, listed below. As a general rule, Author(s) retains all rights to Copyrightable Works, unless subject to the conditions discussed in this section.

J.2.2.1 Scholarly Work

Scholarly Work produced by a Member on their own initiative shall be the exclusive property of such Member, unless the Scholarly Work was specifically commissioned or assigned as part of their employment (refer to Section J.2.2.2 – Employee Works), or unless the work was prepared under the terms of a contract or grant, or unless preparation involved use of Extraordinary University Resources. Copyrightable Scholarly Works include but are not limited to scholarly or educational materials, artworks, musical compositions, and literary works related to the Author(s)' academic or professional field, regardless of the medium of expression. Except in the cases covered in Sections J.2.2.2 through J.2.2.5 below, the ownership of the copyright in the Scholarly Work will reside with the Author(s) and any revenue derived from their work will belong to the Author(s).

Copyrightable Scholarly Works created for ordinary teaching use in the classroom and in department programs, such as syllabi, assignments, and tests, shall remain the property of the Author(s), but University shall be permitted to make Fair Use of the Scholarly Works for administrative purposes, including satisfying requests of accreditation agencies for faculty-authored syllabi and course descriptions.

J.2.2.2. Employee Works

Copyrightable Work prepared by a Member in the course of their University Duties or Activities, by special commission or assignment, or with the use of Extraordinary University Resources shall be the property of the University. The general obligation of a faculty member or a Faculty-Like Employee to produce scholarly and creative Copyrightable Works (such as being assigned to teach a course) does not constitute a University special commission or assignment or condition of employment in the context of this policy. In the case of faculty or Faculty-Like Employees, Copyrightable Work shall only be considered to be Employee Work if this is agreed to in advance by both the University and the faculty or Faculty-Like Employee and it is not a Scholarly Work. Employee Works also include, but are not limited to, Works Made for Hire.

J.2.2.3 University Institutional Works

Copyrightable Works whose authorship cannot be attributed to one or more specific Authors or units, but rather result from simultaneous or sequential contributions over time by multiple faculty, staff and/or employed students will be owned by the University. For example, software tools developed and improved over time by multiple faculty, staff and/or employed students where authorship is cannot be attributed to a specific group of Authors or units would constitute a University Institutional Work. The mere fact that multiple individuals have contributed to the creation of a Copyrightable Work shall not in and of itself cause the Copyrightable Work to constitute a University Institutional Work.

J.2.2.4 Sponsor Works

Ownership of Copyrightable Works developed during work supported partially or in full by an outside sponsor or through a contract or grant with the University is determined by the applicable provisions of such contract or grant. In the absence of any governing provision, the ownership of any Copyrightable Work shall be determined in accordance with Sections J.2.2.1 through J.2.2.3. Note that use or marketing of Sponsor Works may be subject to Sponsor imposed contractual limitations including, but not limited to, non-profit uses only.

J.2.2.5 Supported Works

A Copyrightable Work that is developed with Extraordinary University Resources and is not sponsor-supported shall be the property of the University.

J.2.3 Marketable Works

Marketable Works are Employee Works, University Institutions Works, and Supported Works which have potential monetary or commercial value.

J.2.3.1 Disclosure

Marketable Works should be disclosed in writing to CSU-STRATA. Notification must be timely and in accordance with University Intellectual Property submission procedures in order to protect the rights of the Author(s) and the University and the requirements of the United States and foreign copyright laws. Failure to disclose as required does not impact or eliminate the University's rights in a Marketable Work. Upon CSU-STRATA's receipt of a Disclosure of a Marketable Work, CSU-STRATA will evaluate the Marketable Work and determine if it wishes to have the Marketable Work assigned to CSU-STRATA or not.

J.2.3.2 CSU-STRATA Notice of Election

The procedures to be used by CSU-STRATA in evaluating a Disclosure and electing to take an assignment of the disclosed Marketable Work are set forth in the Master Services Agreement. Upon completion by CSU-STRATA of its evaluation of the Disclosure, as may be modified or updated, CSU-STRATA may elect to take an assignment of the disclosed Marketable Work, or it may determine that it will not take such an assignment. This decision will be completed expeditiously, typically within six (6) months of the filing of the Disclosure. Notice of CSU-STRATA's decision with respect to its election must be promptly provided to the Author(s) and the IPM.

J.2.3.3 Assigning Ownership Back to Author(s)

As described in the Master Services Agreement, CSU-STRATA may elect at any time not to retain its rights in a Marketable Work after disclosure. In such instance, ownership of the Marketable Work will be returned to the Author(s) subject to any rights of the Federal Government and to any rights of the sponsor of the research leading to the Marketable Work. CSU-STRATA will execute such documentation as may be necessary to effectuate such transfer of ownership.

J.2.3.4 Classification

Author(s) may declare in such notification that a disclosed Copyrightable Work is not properly classified as a Marketable Work. Creator Support Personnel may argue that they are an Author of a disclosed Copyrightable Work. Questions over classification or Authorship will be submitted to the IPM who will evaluate the classification or Authorship of the Copyrightable Work and will announce a decision as to the University's position within thirty (30) calendar days from receipt of notification of a dispute.

J.2.3.5 Right to Appeal

If the Member disagrees with the decision of the IPM or there is any other dispute regarding ownership, the disclosure shall be forwarded to the Appeals Committee for Copyrightable Works for a final determination of ownership of the Copyrightable Work under this policy.

J.2.3.6 Administration

The Provost is responsible for the administration the University's rights in Marketable Works and for the selection of internal or external marketing agents. As set forth in the Master Services Agreement, the marketing agent for the University is CSU-STRATA. However, it is often the case that Marketable Works are best marketed as part of an academic unit's activities, especially in cases where the use of the Marketable Work is subject to sponsor requirements or limitations. The decision to use a marketing agent other than CSU-STRATA, including the decision to keep marketing within the academic unit, is set forth in the Master Services Agreement and currently requires the review and approval of the Chancellor, after consultation with CSU-STRATA.

J.2.3.7 Member Conflict of Interest Disclosure

The Member must disclose all Equity offered to or received by the Member, or an individual or entity associated with the Member, directly in connection with a license agreement. The Member is required to disclose in writing to the University Conflict of Interest Office ("CIO") the specific terms and conditions associated with Equity issued to the Member, or an individual or entity associated with the Member, for their role as founders, consultants, or otherwise. The Member shall disclose to the University CIO any existing or proposed consulting agreement between the Member, or an individual or entity associated with the Member, and the prospective licensee, or any other agreements with other entities that have potential for conflicts of interest pertaining to the license. The University CIO may suggest limitations on the proposed license agreement. Such limitations may be appealed to the Appeal Committee for Copyrightable Works. The University and CSU-STRATA will coordinate on Conflict of Interest matters, as set forth in the Master Services Agreement, particularly where CSU-STRATA is a party to the license agreement.

J.2.4 Marketing and Distribution of Proceeds

J.2.4.1 Marketing of Copyrightable Works

The Marketing Agent, as referenced in Section J.2.3.6 shall be responsible for marketing Marketable Works, including collecting and distributing net income derived from licensing, sublicensing or sale of such works which it administers. CSU-STRATA's marketing responsibilities are set forth in the Master Services Agreement. For any income derived by the Marketing Agent with respect to Marketable Works, the Marketing Agent will be reimbursed for its direct costs attributable to marketing and licensing incurred in connection with each

license agreement ("direct costs"). In general, absent agreement by all parties to the contrary, net income will be allocated as follows:

Member	Member's Department/College	Provost	Marketing Agent
35%	10%	15%	40%

Distribution of net income shall occur by the end of each fiscal year. Where there is more than one Author, they will each receive an equal portion of the "Author" portion (i.e., 35%) of net income, absent agreement among the Authors to an alternative split of that portion. This same distribution will be applied to the Department/College portion where more than one Department/College is involved. If there is a dispute as to distributions among Inventors, the Invention Appeals Committee for Inventions will make a determination of the proper distribution.

J.2.4.2 Royalty Distributions

Any proceeds accruing to Author(s) hereunder constitute royalties, not salaries, and will be paid as royalties to Author(s) through CSU-STRATA or the University's external agent/assignee. If an Author leaves the University, the Author's portion of proceeds will continue to be paid to the Author. If an Author dies, the Author's portion of the proceeds will continue to be paid in accordance with the testamentary disposition (wills, trusts, and similar mechanisms) or, in the absence of such disposition, as provided by law.

J.2.4.3 Equity Transactions

Special circumstances may apply in the event CSU-STRATA or the University's external agent/assignee accepts Equity as consideration for the grant of a license or other interest in Marketable Works. License agreements involving Equity must be structured to protect the University from liability and to avoid conflicts of interest.

The Author(s) shall disclose to the University any existing or proposed consulting agreement between the Author(s) and the prospective licensee or any other agreements with other entities that have potential for conflicts of interest pertaining to the license. The University may impose limitations on the proposed license agreement, associated sponsored research agreement, consulting agreement between the Author(s) and the licensee, or other agreements in order to address actual or potential conflicts of interest in accordance with the Conflict-of-Interest Policies. Such limitations may be appealed to the Appeal Committee for Copyrightable Works. The University and CSU-STRATA will coordinate on Conflict of Interest matters, as set forth in the Master Services Agreement, including Conflict of Interest matters concerning Equity.

CSU-STRATA may require the prospective licensee to disclose all Equity offered to CSU-STRATA, the University, their employees, and other institutions or individuals in consideration for the license agreement. In addition, the prospective licensee may be required to disclose in writing to CSU-STRATA the specific terms and conditions associated with such Equity and the anticipated capital structure of the venture. Furthermore, the Author(s) must disclose to CSU-STRATA in writing if any equity is to be issued to Author(s) for their role as founders, consultants, or otherwise.

Generally, all Equity provided as payment for the grant of a license from CSU-STRATA must be issued directly to CSU-STRATA. All decisions with respect to management and liquidation of Equity held by CSU-STRATA will be made by CSU-STRATA on behalf of the University and the Author(s). Upon liquidation of the Equity held by CSU-STRATA, distributions shall be made by CSU-STRATA as provided herein.

J.2.5 University Use of Scholarly Works

J.2.5.1 Fair Use

Nothing in Section J.2 will be deemed to limit in any way the right of the University or its faculty, staff, or students to make Fair Use of any Copyrightable Works.

J.2.5.2 Administrative Use

From time to time, the University may ask an Author to submit a Scholarly Work to the University for an administrative purpose. This includes, but is not limited to, tenure and

promotion, curriculum committee review, and public record requests. Administrative use shall not alter the ownership of the Scholarly Work by the Author(s).

J.2.5.3 Unexpected Unavailability

If an Author is utilizing their Scholarly Work in teaching an assigned course and that Author becomes unexpectedly unavailable, such as in the case of death, injury/illness, or departure from the University prior to the end of the semester, the University may find it necessary to assign another faculty member to teach that course for the remainder of that semester. In such a case, the new faculty member will be permitted to utilize the Author's Scholarly Works that would have been used by the Author for the teaching of that course for the limited purpose of teaching the remainder of that course.

J.2.5.4 Return of Scholarly Work

When an Author leaves the University, the University will take reasonable steps to work with the Author to effectuate an export of their Scholarly Works which may be contained within University Courseware. Thereafter, absent agreement of the Author to the contrary, such Scholarly Works will be deleted from the Courseware. Any disputes will be settled by the Appeals Committee for Copyrightable Works.

Board of Governors of the Colorado State University System
Meeting Date: February 8-9, 2024
Consent Item

MATTERS FOR ACTION:

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual Revisions: Section K; Resolution of Disputes

RECOMMENDED ACTION:

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

Colorado State University Academic Faculty and Administrative Professional

Manual, Section K Resolution of Disputes.

EXPLANATION:

Presented by Marion K. Underwood, Provost and Executive Vice President

The proposed changes to section K regarding resolution of disputes will correct errors, clarify some points, and clean up language.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS

SECTION K. RESOLUTION OF DISPUTES

K.1 General Information *(last revised ~~December 6, 2019~~ xxx)*

Colorado State University is committed to the timely and fair resolution of disputes. Section K describes procedures for a CSU employee who is a faculty member or administrative professional to challenge a decision, recommendation or action by a supervisor that has or will have an adverse academic and/or professional impact on the faculty member or administrative professional and that is unfair, unreasonable, arbitrary, and/or capricious. If a decision, recommendation or action by a supervisor is retaliatory, it may serve as the basis for a grievance if it has or will have an adverse academic and/or professional impact on the faculty member or administrative professional and is unfair, unreasonable, arbitrary, and/or capricious. Section K provides three avenues for resolution of such claims: a) informal conciliation, b) mediation, and c) a formal grievance hearing process.

Several additional offices on campus are available to assist with the resolution of ~~other disputes~~ conflicts. See the website ~~for~~ https://employeeconflictresolution.colostate.edu for a list of such resources. In particular, note the Office of the Ombuds ~~and Employee Assistance Program for details and contact information~~. An overview of the procedures described in Section K can be found on the website https://universitygrievanceofficer.colostate.edu of the University Grievance Officer.

K.1.1 Participants in the Section K Process and Definition of Terms *(last revised December 6, 2019)*

Employee Classification – The type of position, either faculty member or administrative professional, held by the employee.

Grievance Panel – A pool of faculty members or administrative professionals who are elected by their peers and who are eligible to serve on Hearing Committees.

Grievant – A CSU employee who is a faculty member or administrative professional and who asserts that one or more decisions, recommendations or actions by a supervisor (1) has an adverse academic and/or professional effect on the faculty member or administrative professional, and (2) is unfair, unreasonable, arbitrary, and/or capricious.

Hearing Committee- A group of five (5) faculty members or administrative professionals from a Grievance Panel who are convened to review and make recommendations about a Grievance.

Parties – The Parties to a Grievance are the Grievant(s) and the Supervisor(s).

Responsible Administrator – A university official to whom the Supervisor in a Grievance reports and who oversees the activities of the unit where the Grievant is employed.

Reviewing Administrators – University officials, namely the Provost and President, responsible for reviewing recommendations from a Hearing Committee and deciding whether or not to accept them. These senior officials are also responsible for supporting, respecting, and enforcing the process and providing required financial resources.

Supervisor – A university administrator, faculty member, or administrative professional who either directly oversees the work of the Grievant or who makes decisions directly affecting the terms and conditions of the Grievant's employment. A supervisor also can be a state classified employee who directs the work of an administrative professional.

University Grievance Officer (UGO) – The university official responsible for administering the Section K process~~,~~ advising Grievants and Supervisors, and coordinating involvement by others.

University Mediator (UM) – A neutral person from the university community appointed by the UGO to facilitate a resolution of a dispute or Grievance between a Grievant and a Supervisor.

K.2 Expectations for Members of the University Community

a. Cooperation and participation by the members of the University community in the resolution of a complaint under these procedures is necessary.

b. All witnesses shall be truthful in their testimony. Failure to comply with this expectation may result in the imposition of University sanctions.

c. No person shall restrain, interfere with, coerce, attempt to intimidate, or take any reprisal against a participant in the Section K process. Failure to comply with this expectation may result in the imposition of University sanctions.

K.3 Definition of an Action, Grievable Action, and Grievance *(last revised December 6, 2019)*

An Action is a decision, recommendation or other act by a Supervisor.

A Grievable Action is an Action by a Supervisor that has or will have an adverse academic and/or professional effect on the Grievant and is unfair, unreasonable, arbitrary, and/or

capricious. If an Action by a Supervisor is retaliatory, it may serve as the basis for a Grievance if it has or will have an adverse academic and/or professional impact on the Grievant and is unfair, unreasonable, arbitrary, and/or capricious.

A Grievance is a written complaint by a Grievant asserting that a Grievable Action has occurred.

K.3.1 A Grievable Action does not include: *(last revised December 6, 2019)*

a. An issue that does not individually affect a faculty member or administrative professional, such as dissatisfaction with a university policy of general application.

b. Actions specified in the *Academic Faculty and Administrative Professional Manual* as "final" and thus not subject to redress through the grievance process. Any action deemed "final" constitutes exhaustion of internal grievance procedures.

c. An act by any person who is not the Grievant's Supervisor.

d. Terms agreed to by the Grievant under a Section K mediation agreement.

e. Acts in response to violations of law or endangerment of public safety.

f. Placement on paid administrative leave.

g. A subsequent complaint for the same action by the same supervisor once a Grievance regarding the original complaint has concluded.

h. Termination of "at-will" employees. For information about the university's policy regarding at-will employees and the recommended steps and considerations for termination of at-will employees, employees should refer to the university policy for Administrative Professionals and Non-Tenured Academic Faculty ("At Will" Employment) found in the CSU Policy Library (see also Section D.5.6 and E.2.1 of the *Academic Faculty and Administrative Professional Manual).* Employees may contact the University Grievance Officer with questions about disciplinary action or termination of at-will employees.

K.3.2 Types of Grievable Actions and Burden of Proof *(last revised December 6, 2019)*

K.3.2.1 ("Class A") *(last revised December 6, 2019)*

In a Grievance that involves a complaint about the following specific actions, the burden of proof falls upon the Supervisor:

a. reduction of salary and/or demotion;

b. violation of academic and/or intellectual freedom; or

c. assignment of unreasonable workload.

K.3.2.2 ("Class B") *(last revised xxx)*

In a Grievance that involves complaints about a term or condition of employment other than those specific cases that are identified above in Section K.3.2.1, the burden of proof falls upon the Grievant. Examples of such Grievances include:

a. ~~decision on the amount of salary~~ annual salary adjustment;

b. denial of tenure and/or promotion;

c. receipt of a lower evaluation than deserved on a performance review;

d. denial of sabbatical leave.

K.3.3 Determination of the Validity of a Grievance *(last revised xxx)*

a. The UGO shall determine whether a Grievance sets forth a Grievable Action, i.e., whether there is a sufficient basis to pursue a hearing (see Section K.9), based on the written complaint by the Grievant and the Supervisor's response, as well as any supporting materials. The UGO may seek appropriate legal advice (see Section K.12.6). This determination by the UGO shall be made within five (5) working days of receiving the Grievant's written complaint and the Supervisor's response.

b. If the Grievant disagrees with the UGO's determination, the Grievant may appeal this decision. Such an appeal must be made in writing to the Chair of the Grievance Panel (see Section K.11.1) ~~having the same~~ for the Employee Classification ~~as~~ of the Grievant within ten (10) working days of receiving written notification via email of the determination by the UGO. If such an appeal is submitted, the Chair of the Grievance Panel shall form an Appeal Committee consisting of three (3) members from the Grievance Panel, including the Chair of the Grievance Panel, for the purpose of reviewing whether the UGO's determination should be reversed or affirmed. The Chair of the Grievance Panel shall chair the Appeal Committee and recruit members following the same procedure as for the formation of a Hearing Committee (see Section K.11.4). The Appeal Committee shall consider the appeal, the written Complaint of the Grievant and any supporting materials provided by the Grievant, as well as the response of the Supervisor and any supporting materials that are included. Within ten (10) working days of the submission of the appeal, the Appeal Committee, with legal advice if appropriate, shall make a determination solely regarding the validity of the Grievant's appeal, specifically whether the

Grievance sets forth a Grievable Action. The Appeal Committee's determination shall be made by a majority vote. The Appeal Committee's determination shall be final. The Appeal Committee shall ~~include~~ send a written report to the UGO and the Grievant notifying them of its decision. If the Appeal Committee reverses the determination of the UGO, the members of this Appeal Committee shall not serve on a Hearing Committee for this Grievance.

c. If it is determined that a Grievance sets forth a Grievable Action, then the UGO shall make a determination of whether the Grievance is Class A or Class B.

K.3.4 Basis of Proof

The basis of proof regarding a Grievable Action is determined by a preponderance of the evidence (i.e., that the claim is more likely to be true than not to be true).

K.4 The Right to Grieve

K.4.1 Persons Entitled to Grieve

Any faculty member or administrative professional may pursue resolution of a Grievable Action. Grievances by more than one (1) employee from a single administrative unit may be joined into a common grievance if, in the opinion of the UGO, their Grievances have sufficient commonality to be heard collectively, and if those employees filing Grievances from a single unit agree to join in a common Grievance.

K.4.2 Process

If a Grievant initiates the Section K process the Grievable Action shall not be effective prior to the completion of the Section K process.

K.4.3 Section K Process *(last revised xxx)*

In the spirit of reaching an expeditious resolution of disputes, an aggrieved employee shall follow all applicable parts of the Section K process before initiating legal action with external agents or agencies. However, the Grievant has the right to seek legal advice from outside counsel at any point during the Grievance process. Nothing in Section K shall supersede~~s~~ the Grievant's rights under federal and/or state laws.

K.5. Initiation of the Section K Process

In order to initiate the Section K process, an administrative professional or a faculty member must contact the UGO in writing no later than twenty (20) working days after the date of the Action giving rise to the Grievable Action or that point in time when the individual could

reasonably be expected to have knowledge that a basis for a grievance existed. The UGO shall then meet with the Grievant to discuss the claim.

If the administrative professional or faculty member does not contact the UGO in writing within the required twenty (20) working days, then they forfeit their right to pursue the Section K process (unless the UGO, at the UGO's discretion, decides that extenuating circumstances justify an extension of this deadline).

Within five (5) working days after meeting with the Grievant, the UGO shall contact the Supervisor to schedule a meeting to discuss the claim. After meeting with the Supervisor, the UGO will attempt to resolve the dispute through informal conciliation for a period of up to twenty (20) working days. This may include additional meetings with the Grievant and the Supervisor individually and/or together, as well as meeting with other persons as approved by the Grievant. If informal conciliation is not successful in resolving the dispute, the UGO will notify both the Grievant and the Supervisor of this outcome.

The UGO is not required to pursue informal conciliation if the Action ~~dooes~~ does not constitute a Grievable Action. However, the UGO, at the UGO's discretion, may decide to pursue informal conciliation prior to making a determination of whether or not the Action constitutes a Grievable Action.

K.6 Mediation *(last revised December 6, 2019)*

K.6.1 Initiation of the Mediation Process *(last revised ~~December 6, 2019~~ xxx)*

If the Grievant is notified by the UGO that informal conciliation was not successful in resolving the dispute, then the Grievant may choose to initiate the mediation process. This must be done within five (5) working days of receiving such notification, and this is done by submitting to the UGO a formal written Complaint. This Complaint must specify the Supervisor and the Grievable Action(s); how this Action has or will have an adverse academic and/or professional impact on the Grievant; and how the Supervisor was unfair, unreasonable, arbitrary, and/or capricious. In some cases, it may be necessary for the UGO to return the Complaint to the Grievant for editing before it has an acceptable format.

If the Grievant does not contact the UGO in writing within the required five (5) working days, then they forfeit their right to pursue the mediation process or the hearing process (unless the UGO, at the UGO's discretion, decides that extenuating circumstances justify an extension of this deadline).

Within three (3) working days of receiving an acceptable Complaint from the Grievant, the UGO shall forward the Complaint to the Supervisor for a formal written Response. The Supervisor shall submit this Response to the UGO within five (5) working days of receiving the Complaint

from the UGO. This Response shall be limited to addressing the claims and statements made in the Complaint. In some cases, it may be necessary for the UGO to return the Response to the Supervisor for editing before it has an acceptable format. Within three (3) working days of receiving an acceptable Response from the Supervisor, the UGO shall forward the Response to the Grievant.

If the Supervisor whose Action is being challenged is no longer ~~is~~ employed by the university or no longer holds the relevant supervisory position, then the Responsible Administrator(s) for the unit shall decide, at the Administrator's discretion, who should represent the unit in the Section K process. The unavailability of the original Supervisor does not affect the right of a Grievant to pursue the Section K process.

When a faculty member is grieving the denial of tenure and/or promotion (see Section E.13.2~~1~~, paragraph~~s 4 and 5~~ 6 or Section E.10.5.1 paragraph 6), in the case of a negative recommendation by the department head, the Complaint shall be filed against the department head, who shall be responsible to respond. In the case of a positive recommendation by the department head, but a negative recommendation by the dean of the college, the complaint shall be filed against the dean, who shall be responsible to respond. In the case of positive recommendations by both the department head and the dean, but a negative recommendation by the Provost, the complaint shall be filed against the Provost, who shall be responsible to respond.

Within five (5) working days after receiving the Response from the Supervisor, the UGO shall select a University Mediator (UM) from the pool to mediate the dispute, and the UGO shall notify the Grievant and the Supervisor of the UM selected. The UM shall have the same Employee Classification as the Grievant. The Grievant and/or the Supervisor shall have five (5) working days from the date of this notification to object to the choice of UM. Such an objection may be based only on the UMs prior or current relationship with Grievant and/or the Supervisor and/or the UM's knowledge of previous related disputes. If objections arise, the UGO may decide to select a different UM. The UGO shall make the final decision on the assignment of a UM, and the UGO shall notify the UM of the UM's assignment within three (3) working days of this decision.

The UGO is not required to pursue mediation if the Action does not constitute a Grievable Action. However, the UGO, at the UGO's discretion, may decide to allow mediation to occur prior to making a determination of whether or not the Action constitutes a Grievable Action.

In some cases, the UGO may decide that mediation is unlikely to be productive and that the mediation process should not be initiated. This is generally the case when a faculty member is grieving the denial of tenure and/or promotion. If the UGO decides not to initiate the mediation process, the UGO shall notify the Grievant and the Supervisor of this decision. The Grievant shall then decide whether or not to initiate a formal grievance hearing (see Section K.9).

K.6.2 Mediation Process

a. Within ten (10) working days of being assigned by the UGO, the UM shall meet with the Grievant and the Supervisor, discuss their respective positions, and review relevant information.

b. If the UM believes there is a reasonable chance that mediation efforts may produce a resolution of the dispute, the Grievant, the Supervisor, and the UM shall enter into a mediation period of up to twenty (20) working day to attempt to resolve the dispute.

c. The goal of mediation is for the Grievant and the Supervisor to come to a mutual agreement where reconcilable differences are resolved and where the Grievant and the Supervisor are able to work together in an amicable and productive manner in the future. Successful mediation generally requires compromise by both the Grievant and the Supervisor. If a successful agreement is reached, then the Section K process is completed.

However, failure by the Supervisor to abide by the terms of the agreement is grievable.

d. If the UM decides that mediation efforts are not productive, then the UM may choose to terminate the mediation period at any time.

e. If the mediation period expires or is terminated, the UM shall notify the UGO of this situation in writing within three (3) working days. The UGO shall then notify the Grievant and the Supervisor of this situation within three (3) working days of receiving this notification from the UM. The Grievant shall then have five (5) working days after receiving this notification from the UGO to initiate the formal hearing process regarding any Grievable Action (see Section K.9).

f. Documentation and other communication created specifically in connection with the resolution of a dispute shall be considered to be part of the Grievant's and the Supervisor's personnel file.[1] Under the Dispute Resolution Act, C.R.S. 13-22-301 et seq., documents and communications that are created solely from the mediation process are confidential and shall not be disclosed and they may not be used as evidence during a Grievance Hearing, except by mutual agreement of the Grievant and the Supervisor, or as may be required by law. When a resolution is reached, documentation and other communication created during the mediation process shall be forwarded to the UGO, who shall retain the materials. Records created prior to initiation of the mediation process are not considered confidential communications and may be used in a Grievance Hearing. Information and documents that are otherwise relevant do not become confidential merely because they are presented, discussed, or otherwise used during the course of mediation.

K.7 Documentation

a. Either the UGO or the UM assigned to the case may request, and is entitled to receive promptly, any and all materials from the participants in the Grievable Action that either the UGO or the UM may deem relevant to the dispute.

b. Any formal resolution reached during mediation by the participants must be in writing and is subject to approval of legal sufficiency by the Office of General Counsel and approval by any other necessary individuals.

K.8 Right to Clerical Assistance

A Grievant has the right to clerical support from University personnel for preparation of documents for use in this process. Because maintenance of confidentiality is an important element of the Section K process, the clerical support should come from a unit at the next higher level than the one in which the Grievant is housed (e.g., from the college level, for a faculty member, or from the Office of the Provost, for a department head).

K.9 Initiating the Hearing Process

If the Grievant is notified by the UGO that mediation was not successful in resolving the dispute, then the Grievant may choose to initiate the hearing process. This must be done within five (5) working days of receiving such notification, and this is done by informing the UGO in writing of the decision to initiate the hearing process. This may be done only if the Actions(s) specified in the Complaint have been determined to be Grievable Action(s).

Within ten (10) working days of notification that mediation was not successful, the Grievant must submit to the UGO in writing a list of the materials that the Grievant intends to submit at the Hearing, a list of the witnesses that the Grievant intends to call at the Hearing, and the relevance of these materials and witnesses. Within twenty (20) working days of notification that mediation was not successful, the Grievant must submit to the UGO copies of the materials that the Grievant intends to submit at the Hearing. To the extent permitted by law and University policy, each of these submissions from the Grievant shall be forwarded to the Supervisor within three (3) days of their receipt by the UGO.

Within ten (10) working days of receiving the Grievant's list of materials and witnesses, the Supervisor must submit to the UGO in writing a list of the materials that the Supervisor intends to submit at the Hearing, a list of the witnesses that the Supervisor intends to call at the Hearing, and the relevance of these materials and witnesses. Within twenty (20) working days of receiving the Grievant's list of materials and witnesses, the Supervisor must submit to the UGO copies of the material that the Supervisor intends to submit at the Hearing. To the extent permitted by law and University policy, each of these submissions from the Supervisor shall be forwarded to the Grievant within three (3) days of their receipt by the UGO.

The UGO has the right to question and determine the applicability, reasonableness, and relevance to the hearing process of any submitted material. This right may include the refusal by the UGO to accept and forward submitted materials until the UGO judges that they are in compliance with the requirements of Section K (see Section K.10.4). Failure by either the Grievant or the Supervisor to bring documents into compliance with Section K requirements by a deadline set by the UGO shall, at the discretion of the UGO, result in the forwarding by the UGO of redacted materials. In this case, the person who submitted the materials will be notified of this decision and sent copies of the redacted materials. In an extreme case, the UGO may decide that the Grievant has forfeited the Grievant's right to pursue the hearing process and notify the Grievant of this decision.

K.10 Grievance Procedure

K.10.1 Hearing Committee

As described in Section K.11.4, a Hearing Committee shall be selected by the UGO, which consists of five (5) members, one of whom shall serve as the Chair of the Hearing Committee. The UGO shall notify the Parties of the members. The Parties shall then have three (3) working days to challenge for cause members of the Hearing Committee. A challenge for cause must be based on a claim that the challenged member of the Hearing Committee, through involvement with the Grievant, the Supervisor, and/or the Grievable Action, may be incapable of rendering an impartial judgment regarding the Grievance. The UGO, with appropriate legal advice (see Section K.12.6), shall decide all such challenges. Members successfully challenged shall be excused from the Hearing Committee and replaced by the UGO as described in Section K.11.4. The UGO may excuse a member of the Hearing Committee even though actual cause cannot be proven.

The UGO shall then set the date(s), time(s), and locations(s) for the Hearing and forward to the members of the Hearing Committee the Complaint, the Response, the lists of witnesses to be called by the Parties, the materials to be submitted by the Parties, the relevance of these witnesses and materials, and any additional material that the UGO deems to be relevant to the Hearing. The UGO shall provide copies to the Parties of all material submitted to the Hearing Committee. If the UGO has decided to redact some of the material submitted by either Party, then that Party may appeal this decision in writing to the Chair of the Hearing Committee. This must be done within five (5) working days of this person being notified of the submission by the UGO. If such an appeal is submitted, the Chair of the Hearing Committee shall make a decision regarding the matter within five (5) working days of receiving the appeal. The decision of the Chair of the Hearing Committee shall be final.

Any member of the Hearing Committee may request that the UGO provide additional materials or that additional witnesses be called (with the relevance of such witnesses being explained).

Upon approval of the Chair of the Hearing Committee, these requests will be accommodated to the extent permitted by law and University policy. Each Party will be sent copies of such additional materials and notified of additional witnesses and their relevance.

For a Class B Grievance, since the burden of proof is on the Grievant, the Hearing Committee may decide without a Hearing that the Complaint lacks substantive merit under the criteria specified in Section K.3 and that a Hearing will not take place. Such a decision requires a unanimous vote by the Hearing Committee. The Grievant shall have the right to appeal to the Provost a recommendation made by a Hearing Committee without a Hearing.

K.10.2 Conduct of Grievance Hearings

The rules and procedure outlined below shall apply in any formal Grievance Hearing conducted by a Hearing Committee.

a. Grievance Hearings are confidential and closed to the public.

b. Each Party to the Grievance shall be permitted to have a maximum of two (2) advisors present, consisting of peer advisors and/or legal counsel. These advisors may help the Party prepare for the proceedings, including the preparation of any required written documentation, and may advise the Party during the proceedings, but no advisor may participate actively in the proceedings. Advisors may not make statements, objections or attempt to argue the case (however, if an advisor is called as a witness, the advisor is allowed to participate in this capacity). The only persons who have standing to speak at the Hearing are the members of the Hearing Committee, the UGO, the Parties to the Grievance, and any witnesses called. Each Party shall identify their advisors at the opening of the Hearing and neither Party shall have the right to delay the Hearing because of a lack of or unavailability of advisors, except if an emergency occurs.

c. The Chair of the Hearing Committee (see Section K.11.4) shall open the Hearing by determining that all parties are present and by identifying the advisors chosen by each Party.

d. Once initiated, the Hearings shall continue on a daily basis, depending on the convenience of the Parties, and~~,~~ the Hearing shall be concluded within ten (10) working days of its opening.

e. The Parties to a Grievance have the responsibility to attend all scheduled meetings of the Hearing. No substitutes for the Parties shall be allowed. If a Party is unable or unwilling to attend any scheduled meeting of the Hearing, the meeting may be held ex parte.

f. If it is deemed appropriate by a majority of the members of the Hearing Committee, a person may participate in the Hearing from a different physical location (e.g., by video conference or teleconference). However, the questioning of witnesses must occur in a real-time, spontaneous

format, unless a majority of the Hearing Committee concurs that this is not feasible. Any request to appear or participate in the Hearing from a different physical location must be made in writing and must be submitted to the Hearing Committee at least five (5) working days before the Hearing.

g. The Grievant, the Supervisor, and their advisors ~~and advisors~~ are responsible for abiding by the procedures herein established. Anyone failing to adhere to the procedures may be excluded from participation in the Hearing by a majority vote of the Hearing Committee, and judgment shall be rendered without the presence of any excluded persons.

h. The entirety of the Hearing shall be recorded. Upon request, either Party shall be provided with a copy of this record, as well as any written material submitted during the Hearing. The Office of the Provost shall bear the cost of producing these copies.

K.10.3 Order of Proceedings for Grievance Hearings

Subject to the restrictions of Section K.10.2.g, the following persons are entitled to be present during the Hearing:

a. The Parties and their advisors;

b. The UGO, the Hearing Committee members, and their legal counsel;

c. Witnesses when testifying; and

d. Such other persons as are specifically authorized by a majority vote of the Hearing Committee, unless their presence is objected to by either Party and the objection is sustained by the UGO.

The Hearing should proceed in the following order (although this order may be altered by a majority vote of the Hearing Committee with the approval of the UGO):

a. Statement by the Party having the burden of proof (hereinafter referred to as the "First Party").

b. Statement by the other Party (hereinafter referred to as the "Second Party").

c. Presentation by the First Party of witnesses and materials, subject to the restrictions of Section K.10.4. The First Party shall have the right to call to call oneself as a witness and to call the Second Party as a witness. The Second Party shall have the right to challenge the relevancy and/or authenticity of witness testimony and submitted materials and to question each witness called by the First Party after that witness has been questioned by the First Party. Decisions on

such challenges shall be rendered by the Chair of the Hearing Committee. Challenges of procedural decisions by the Chair of the Hearing Committee shall be decided by a majority vote of the remaining members of the Hearing Committee, with tie votes sustaining the Chair.

d. Presentation by the Second Party of witnesses and materials, subject to the restrictions of Section K.10.4. The Second Party shall have the right to call oneself as a witness and to call the First Party as a witness. The First Party shall have the right to challenge the relevancy and/or authenticity of witness testimony and submitted materials and to question each witness called by the Second Party after that witness has been questioned by the Second Party. Challenges shall be decided as described in the previous paragraph.

e. Members of the Hearing Committee shall have the right to direct questions to witnesses called and to the Parties during these proceedings.

f. Summary arguments by the First Party.

g. Summary arguments by the Second Party.

h. The members of the Hearing Committee shall have the authority to direct any further questions to either or both Parties following both summary arguments, to schedule additional meetings of the Hearing to develop points not yet clarified sufficiently, and/or to call additional witnesses. A decision to schedule additional meetings of the Hearing requires a majority vote of the Hearing Committee. The Chair of the Hearing Committee shall notify the Parties in writing of the scheduling of additional meetings, any points that the Hearing Committee feels require further clarification, and the names and relevance of any additional witnesses to be called by the Hearing Committee.

i. If either Party claims to have been denied access to relevant University records and/or documents, the Hearing Committee may consider this claim in making its final recommendation (see Section K.10.5).

K.10.4 Rules Regarding Witness Testimony and Submitted Materials

The following rules shall apply to any Grievance Hearing before a Hearing Committee:

a. It shall be the responsibility of the Party seeking to call a witness or submit material to demonstrate to the satisfaction of the Chair of the Hearing Committee the authenticity and relevance of the witness or material.

b. Witnesses called shall have direct and personal knowledge of the points attested to and may be challenged on the ground that they lack such knowledge. A Party calling a witness shall first establish the relevance of the testimony of the witness.

c. Material introduced by either Party shall be accompanied by a showing of authenticity and relevance to the Grievance. Decisions, recommendations, and actions that occur prior to the Grievable Action may be relevant to the Grievable Action if they establish a pattern of action over time.

d. During a witness' testimony, either Party may object to such testimony on the grounds that the witness lacks personal knowledge for such testimony or that such testimony is not relevant to the Grievance. The Party making the objection shall state the reason(s) for the objection, and the other Party shall have the opportunity to respond to the objection. The Chair of the Hearing Committee shall rule on the objection.

e. The UM assigned to a specific case may neither attend the Hearing nor be called as a witness for that case.

K.10.5 Recommendation of the Hearing Committee *(last revised December 6, 2019)*

a. Following the completion of the Hearing, the Hearing Committee shall retire for the purpose of discussion, conference, and decision. These deliberations shall remain confidential to the full extent permitted by law. The Hearing Committee shall review the pertinent information and the Grievable Action solely to determine whether this Action is unfair, unreasonable, arbitrary, and/or capricious, but not to substitute its judgment regarding the substantive merits of the Grievable Action.

b. When the Hearing Committee has agreed on a recommendation (hereinafter referred to as the "Recommendation") by a majority vote, a written statement of the Recommendation shall be prepared that summarizes the relevant information and explains the reasoning that supports the Recommendation. It also shall state specifically any action necessitated by the Recommendation and identify any proposed relief to be provided. Normally, the Chair of the Hearing Committee shall oversee the preparation of this written statement of the Recommendation. However, if the Chair of the Hearing Committee opposes the majority vote, the members of the majority shall choose from among themselves a person to oversee the preparation of the written statement of the Recommendation. This person shall also represent the Hearing Committee, if necessary, during reviews and appeals.

c. If the Recommendation from the Hearing Committee is not unanimous, the report shall explain the reasoning of the dissenting minority, as well as that of the majority.

d. The written Recommendation from the Hearing Committee shall be submitted to the UGO by the Chair of the Hearing Committee within ten (10) working days of the completion of the Hearing.

e. Within three (3) working days after receiving the Recommendation from the Hearing Committee, the UGO shall send a copy of this Recommendation to the Parties. Within this same time frame, the UGO shall provide copies of the Recommendation, the Complaint, the Response, the record of the Hearing, and any written material submitted during the Hearing (hereinafter referred to collectively as the "Hearing Record") to both the Provost and the President, unless the Provost and/or the President is a Party to the Grievance. If the Provost is a Party to the Grievance, but the President is not, the Hearing Record shall be sent only to the President. If the President is a Party to the Grievance, the Hearing Record shall instead be sent to the Board.

f. If the Grievable Action is the denial of tenure and/or promotion, the Hearing Record shall not be sent to the Provost.

K.10.6 Appeals and Administrative Reviews

A recommendation from the Hearing Committee that no action be taken as a result of the Grievance Hearing is final, unless the Grievant chooses to appeal this Recommendation (see Section K.10.6.1). Any Recommendation from the Hearing Committee that action be taken as a result of the Grievance must be reviewed by both the Provost and President before it becomes final, unless the Provost or the President is a party to the Grievance. If the Provost is a party to the Grievance, but the President is not, the review shall be made only by the President. If the President is a party to the Grievance, the review shall be made only by the Board.

If the Grievable Action is the denial of tenure and/or promotion, only the President shall review the Recommendation.

K.10.6.1 Appeal of the Recommendation From the Hearing Committee *(last revised xxx)*

Whether or not the Recommendation from the Hearing Committee suggests that action be taken as a result of the Grievance, the Grievant has the right to appeal this Recommendation. This appeal must be made within five (5) working days of receipt of the written Recommendation from the Hearing Committee, it must provide reasons for the appeal, and it must not exceed five (5) pages with normal font size. This appeal shall be submitted to the Provost, unless the Provost and/or the President is a Party to the Grievance. If the Provost is a Party to the Grievance, but the President is not, the appeal shall be submitted to the President. If the President is a party to the Grievance, the appeal shall be submitted to the Board.

If the Grievable Action is the denial of tenure and/or promotion, the appeal shall be submitted only to the President.

If the Grievant submits an appeal to the Provost, the ~~Provost~~ Grievant shall send a copy of this appeal to the UGO at the same time. The UGO shall then send a copy of this appeal to the Supervisor.

K.10.6.2 Review by the Provost *(last revised December 6, 2019)*

If the Hearing Record is sent to the Provost, the Provost shall review the Hearing Record, together with any appeal from the Grievant (hereinafter referred to collectively as the "Appeal Record"), unless the Recommendation from the Hearing Committee is that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Appeal Record. No new substantive issues may be introduced.

Upon completion of this review, the Provost shall submit a written recommendation to the President, along with a copy of any appeal from the Grievant. The recommendation from the Provost shall include a summary of the relevant information and the reasoning that supports the recommendation. The recommendation from the Provost may differ from the Recommendation from the Hearing Committee only if the Provost finds that the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, and/or capricious.

The Provost shall also send a copy of the Provost's recommendation to the UGO, and the UGO shall send copies of this recommendation to the Grievant and the Supervisor. The Provost shall send the Provost's recommendation to the President and the UGO within ten (10) working days of receiving an appeal from the Grievant or the expiration of the five (5) working day limit for submitting an appeal.

K.10.6.3 Appeal of the Recommendation From the Provost *(last revised December 6, 2019)*

The Grievant has the right to appeal the new recommendation from the Provost. This appeal must be made within five (5) working days of receipt of the written recommendation from the Provost, it must provide reasons for the appeal, and it must not exceed five (5) pages with normal font size.

If the Grievant submits an appeal to the President, the Grievant shall send a copy of this appeal to the UGO at the same time. The UGO shall then send a copy of this appeal to the Supervisor and the Provost.

K.10.6.4 Review by the President *(last revised December 6, 2019)*

If the Hearing Record is sent to the President, the President shall review the Hearing Record, together with any recommendation from the Provost, and any appeals from the Grievant

(hereinafter referred to collectively as the "Final Appeal Record"), unless the Recommendation from the Hearing Committee is that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Final Appeal Record. No new substantive issues may be introduced.

Upon completion of this review, the President shall make a final decision regarding the Grievance. This decision shall be in writing, and it shall include a summary of the relevant information and the reasoning that supports the decision. Regardless of the recommendation from the Provost, the decision of the President may differ from the Recommendation from the Hearing Committee only if the President finds that the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, and/or capricious. The President shall send the President's written decision to the UGO within twenty (20) working days of receiving an appeal from the Grievant or the expiration of the five (5) working day limit for submitting an appeal. The UGO shall send copies of this decision to the Grievant, the Supervisor, and the Provost. The decision of the President is final.

If the decision of the President includes taking action as a result of the Grievance, the President shall notify the appropriate individuals of the action to be taken.

K.10.6.5 Review by the Board

If the President was a party to the Grievance, the Board shall review the Recommendation from the Hearing Committee, together with any appeal from the Grievant (hereinafter referred to collectively as the "Final Appeal Record"), unless the Recommendation suggests that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Final Appeal Record. No new substantive issues may be introduced. Board Policy 123 contains the procedures to be followed regarding this review.

Upon completion of this review, the Board shall make a final decision regarding the Grievance. This decision shall be in writing, and it shall include a summary of the relevant information and the reasoning that supports the decision. The Chair of the Board shall send this written decision to the UGO, and the UGO shall send copies of this decision to the Grievant, the Supervisor, the Provost, and the President. The decision of the Board is final.

If the decision of the Board includes taking action as a result of the Grievance, the Chair of the Board shall notify the President and the UGO of the action to be taken, and the President shall notify the appropriate individuals. This may involve special Board action.

K.11 Grievance Panels and Hearing Committees

K.11.1 Grievance Panels (*last revised August 10, 2018)*

The Faculty Grievance Panel shall be a pool of eligible Hearing Committee members consisting of one (1) tenured faculty member from each academic department and one (1) tenured faculty member from the Libraries.

The Administrative Professional Grievance Panel shall be a pool of eligible Hearing Committee members consisting of twenty-one (21) administrative professionals, representing at least four (4) administrative areas. Each member shall have had at least five (5) years employment at half-time (0.5) or greater at Colorado State University.

No person having administrative duties, as described in Section K.11.2, shall be qualified to serve on either Grievance Panel.

K.11.1.1 Duties (*last revised August 10, 2018)*

As specified elsewhere in Section K, individual members of the Grievance Panel may be recruited to a) serve on individual Hearing Committees, b) serve on search committees to select a new UGO, and c) consult with the leadership of Faculty Council or the Administrative Professional Council, as appropriate, on policy matters related to the procedures outlined in Section K and the activities of the UGO.

K.11.1.2 Chairs *(last revised August 10, 2018)*

Each year, the Chair of the Faculty Council shall select a Chair for the Faculty Grievance Panel from among its elected members, and the Chair of the Administrative Professional Council shall select a Chair for the Administrative Professional Grievance Panel from among its elected members.

As specified elsewhere in this Section K, the duties of the chairs are:

a. To meet with the UGO as needed to review activities of the UGO,

b. To review challenges to the qualification of grievances by the UGO (Section K.3.3),

c. To appoint a subcommittee to seek nominations for the position of UGO and interview prospective UGO candidates (Section K.12.1),

d. To confer with the Provost and either the Chair of Faculty Council or the Chair of the Administrative Professional Council on the appointment of a Temporary Special University Grievance Officer, as needed (Section K.12.7),

e. To advise the UGO on policy and procedural matters covered in Section K,

f. To advise the Faculty Council and Administrative Professional Council on matters pertaining to rights and responsibilities described in this Section,

g. To provide input for the UGO's annual report (Section K.12.4.i),

h. To provide input on the UGO's annual performance review (Section K.12.1).

K.11.2 Administrative Duties

With respect to qualification to serve on the Grievance Panel, administrative duty or duties refers to the service of those persons acting as the administrators responsible for the various administrative units, departments, colleges, and the University, and responsible for budgets and supervising and evaluating personnel other than state classified personnel, students, or postdocs. This shall include administrators at the level of department head or above, but not assistant or associate department heads. Service by persons as chairs of committees, or as Principal Investigators on contracts and grants shall not be considered to be administrative duties.

K.11.3 Election of Grievance Panel Members

Each academic department and the Libraries shall elect one (1) member of the Grievance Panel from among the eligible members of that unit. The electorate eligible to vote for this member of the Faculty Grievance Panel shall consist of all tenured, tenure-track, contract, continuing, and transitional members of the faculty in that unit who have no administrative duties (see Section K.11.2). The Faculty Council Committee on Faculty Governance shall establish uniform nomination and election procedures throughout the University and shall supervise elections in academic departments and the Libraries to ensure secret ballots and impartial election procedures.

Administrative professionals shall be elected by the Administrative Professional Council. Nominations for candidates shall be opened on February 15, annually, and election shall be held in April.

Election shall be for a three (3) year term starting on the first (1st) day of Fall semester, with the terms staggered so that approximately one-third (1/3) of the faculty members and one-third (1/3) of the administrative professionals have their terms expire each year. Vacancies shall be filled by elections at other times throughout the year following the procedures set forth above.

K.11.4 Formation of Hearing Committees

The UGO shall establish a rotation schedule for the members of the Grievance Panels to serve on Hearing Committees. However, at the discretion of the UGO, members may be skipped due to issues such as conflicts of interest, availability, or appropriate criteria (such as faculty rank). Hearing Committees shall consist of five (5) members having the same Employee Classification as the Grievant. The UGO shall provide each selected member of the Hearing Committee the opportunity to excuse themselves from service because of having an involvement with one or both of the Parties and/or with the Action being challenged that causes the Hearing Committee member to be incapable of rendering an impartial judgment concerning the Grievance. The UGO shall select replacements for any members who excuse themselves. Each Hearing Committee scheduled to hear a Grievance shall select from its membership a Chair, who shall be a voting member of the Hearing Committee, preside over the Hearing, maintain orderly procedures, and supervise the preparation of the written Recommendation regarding the Grievance.

In the event that it is impossible to establish a full Hearing Committee from the membership of the Grievance Panel, the UGO and either the Chair of Faculty Council or the Chair of the Administrative Professional Council, whichever has the same Employee Classification as the Grievant, shall jointly select the remaining members of the Hearing Committee, subject to further challenge for cause as provided in Section K.10.1.

K.12 University Grievance Officer

K.12.1 Selection, Qualifications, and Term of the University Grievance Officer *(last revised xxx)*

In October of the third year of the UGO's term of office, the chairs of the Grievance Panels shall jointly appoint a subcommittee of the Grievance Panel memberships, consisting of three (3) faculty members and three (3) administrative professionals, to provide nominations for a UGO to serve the next three-year term. In November, this subcommittee shall solicit nominations, and, in January, it shall recommend qualified persons to the President through the Provost. The UGO shall be selected by the President, after consultation with the members of the subcommittee during the second week of February. The selection must be confirmed by a majority vote of those cast by the Faculty Council and the Administrative Professional Council in April, such confirmations being conducted separately. In the event that a majority vote of those cast is not attained by both the Faculty Council and the Administrative Professional Council, another candidate shall be proposed by the President. The UGO shall take office on July 1 following the vote and shall report administratively to the Provost. The Provost shall keep the President informed regarding the activities of the UGO.

The UGO shall be a tenured, full-time member of the faculty with at least the rank of associate professor and shall have no administrative duties (see Section K.11.2) throughout the term of service. The term of office shall be three (3) consecutive one (1) year appointments. There is no limit to the number of terms a UGO may serve.

The UGO shall be evaluated annually. In February, the Executive Committee of Faculty Council and the Executive Committee of the Administrative Professional Council shall each send a written performance evaluation to the Provost. The Provost shall prepare the official evaluation of the UGO and submit it to the President preceding each reappointment. If the position of UGO becomes vacant before expiration of the term, the Grievance Panel shall recommend an interim appointment to the President, through the Provost, to serve until a confirmed UGO, selected the following February, takes office on July 1.

K.12.2 Oversight of the University Grievance Officer *(last revised August 10, 2018)*

The UGO shall be accountable to the Faculty and Administrative Professional Councils on matters pertaining to carrying out the responsibilities of the UGO. The UGO shall seek the advice of the Chairs of the Grievance Panels on procedural matters. The UGO shall report administratively to the Provost.

K.12.3 Service of the University Grievance Officer *(last revised xxx)*

The UGO shall ~~be appointed part-time, depending upon the work load~~ have a twelve(12)-month appointment as a tenured faculty member. The appointment fraction as UGO and associated funds shall be negotiated ~~among~~ between the UGO~~,~~ and the Provost~~, and the UGO's department head and may be reviewed as necessary~~ and will depend on the workload as UGO. The fraction of the workload as UGO shall be considered to be service in the overall workload distribution of the UGO. Typically, this will lead to a compensating reduction in the workload within the home department of the UGO. Adequate secretarial and expense support shall be provided by the Office of the Provost.

K.12.4 Duties of the University Grievance Officer *(last revised ~~December 6, 2019~~ xxx)*

The UGO shall be responsible for:

a. Maintaining a record of actions taken as part of the processes in Section K and Sections E.11, E.15, E.16, and E.17.

b. Coordinating and facilitating the activities of the Grievance Panel by maintaining the records of the Panels, scheduling all meetings of the Panels for informational and organizational purposes, scheduling meetings of its Hearing Committees, calling individuals to appear before Hearing Committees, and establishing the rotation order for service by the members of the Panels on Hearing Committees.

c. Overseeing the processes of Section K and Sections E.11, E.15, E.16, and E.17 and preparing reports to the Grievance Panels, including recommendations for improving these processes.

d. Assuring that faculty members and administrative professionals are familiar with the provisions, components, purposes, and procedures of the processes of Section K and Sections E.11, E.15, E.16 and E.17.

e. Consulting with at-will employees and the Office of General Counsel about disciplinary action or termination of at-will employees, as discussed in Section K.3.1.~~g~~h.

f. Making recommendations to Hearing Committees and Appeal Committees regarding guidelines for the operation of these committees pursuant to Section K and Sections E.11, E.15, E.16, and E.17.

g. Advising potential and active parties to a Grievance of their prospects for sustaining a Grievance, including their responsibilities for following the procedural rules of Section K.10.

h. Facilitating the conduct of Hearings and Appeals pursuant to Section K and Sections E.11, E.15, E.16, and E.17.

i. Preparing an annual report each December for the Faculty Council and Administrative Professional Council, which summarizes activities and recommendations during the previous year.

j. Maintaining and updating the list of University Mediators (UMs).

k. Appointing appropriate UMs to mediate disputes involving faculty members, administrative professionals, and/or administrators.

l. Coordinating orientation and training of University Mediators and Grievance Panel members.

m. Assisting the Faculty Council and the Administrative Professional Council in their annual evaluations of the UGO.

K.12.5 Right to Extend Deadlines *(last revised xxx)*

At the UGO's discretion, the UGO may extend any deadlines or timelines described in Section K and ~~Section E.15~~ Sections E.11, E.15, E.16, and E.17. An individual involved in these processes may submit to the UGO an objection to such an extension, and the UGO shall give such an objection serious consideration. However, the final decision regarding an extension rests with the UGO.

K.12.6 Legal Advice

At any time, the UGO may seek legal advice from the Office of General Counsel for the University. If the UGO determines that it is appropriate to seek legal advice from outside the Office of the General Counsel for the University, the UGO may request that the Office of the General Counsel engage the services of an attorney from the Colorado Attorney General's Office to give legal advice to the UGO. If the UGO determines that it is necessary to seek legal advice from an attorney who is outside of the Office of the General Counsel and the Colorado Attorney General's Office, the UGO may make such a request to the Office of the General Counsel. Any such engagement must be approved by the Colorado Attorney General's Office. A denial by the Colorado Attorney General's Office of such a request is final.

K.12.7 Temporary Special University Grievance Officer *(last revised xxx)*

In the event of a conflict of interest by the UGO in a dispute, or in the event that the UGO becomes a Grievant or requests to be recused, the President, after consultation with the chairs of the Grievance Panels shall appoint a Temporary Special UGO for that dispute. The Temporary Special UGO shall have all the duties described herein of the UGO for the duration of the specific dispute for which the Temporary Special UGO is appointed.

K.13 University Mediators

K.13.1 Qualifications of University Mediators

The individuals nominated and recommended as UMs shall be presently employed or retired faculty members or administrative professionals who have the skills, credibility and commitment that would enable them to discharge their duties effectively as UMs. A currently employed individual shall obtain prior approval from their department head/supervisor. The UGO is not eligible to serve as a UM.

K.13.1.1 Qualifications of University Mediators for Faculty

Each UM for faculty members shall be a tenured, full-time faculty member with at least the rank of associate professor or a person who previously held such an appointment. The UM shall have no administrative duties (see Section K.11.2) throughout the term of service.

K.13.1.2 Qualifications of University Mediators for Administrative Professionals

Each UM for administrative professionals shall be employed at least half-time (0.5) as an administrative professional at Colorado State University or, a person who previously held such an appointment.

K.13.2 Selection, Terms, and Evaluation of University Mediators for Faculty (*last revised August 10, 2018)*

The Chair of Faculty Council and the Provost shall solicit nominations for faculty UMs prior to the end of each academic year. In consultation with the Executive Committee of Faculty Council, the Chair of Faculty Council and the Provost shall jointly forward recommendations to the President. The President shall appoint at least two (2) faculty UMs for the upcoming year. The faculty UMs for shall take office on July 1 following their appointment by the President.

University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Provost and the faculty member's department head may choose to provide an adjustment in effort distribution and/or workload. In this case, individuals appointed as faculty UMs may negotiate this change in effort distribution and/or workload with their department head, to reflect their involvement in the mediation process.

The term of office for a faculty UM shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. A faculty UM who has mediated one or more cases during the calendar year shall be evaluated the following February by the Executive Committee of Faculty Council, who shall send a written performance evaluation to the Provost. The provost shall then prepare the official evaluation of the UM and submit it to the President prior to reappointment of the UM. If the need arises to appoint an additional UM during the academic year, the Chair of Faculty Council and the Provost shall recommend jointly an interim appointment to the President to serve until a new UM is selected and takes office the next July 1.

K.13.3 Selection, Terms, and Evaluation of University Mediators for Administrative Professionals *(last revised August 10, 2018)*

The Chair of the Administrative Professional Council and the Vice President for University Operations shall solicit nominations for administrative professional UMs prior to the end of each academic year. In consultation with the Executive Committee of the Administrative Professional Council, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly forward recommendations to the President. The President shall appoint at least two (2) administrative professional UMs for the upcoming year. The administrative professional UMs shall take office on July 1 following their appointment by the President.

University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Vice President for University Operations and the administrative professional's immediate supervisor may choose to provide an adjustment in effort distribution and/or workload. In this case, individuals appointed as administrative professional UMs may negotiate this change in effort distribution and/or workload with their immediate supervisor, to reflect their involvement in the mediation process.

The term of office for an administrative professional UM shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. An administrative professional UM who has mediated one or more cases during the calendar year shall be evaluated the following February by the Executive Committee of the Administrative Professional Council who shall send a written performance evaluation to the Vice President for University Operations. The Vice President for University Operations shall then prepare the official evaluation of the UM and submit it to the President prior to the reappointment of the UM. If the need arises to appoint an additional UM during the academic year, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly recommend an interim appointment to the President to serve until a new UM is selected and takes office the next July 1.

[1] The term "personnel file" refers to information collected because of the employer-employee relationship, and it does not necessarily refer to a single physical file. In order for information to be part of the personnel file, there must be a reasonable expectation that such information will be kept private. Information in the personnel file is generally not made available for public inspection, but it is available to the individual and to the individual's supervisors.~~[/vc_column_text][/vc_column][/vc_row]~~

Section 9

Audit and Finance Committee

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT and FINANCE COMMITTEE MEETING AGENDA
February 2024

Finance

1. State Budget Update
2. FY 2024 2nd Quarter Financial Statements
3. Campus Budget Updates
4. Board of Governors Strategic Investment Fund
5. System Treasury Update

Audit

6. Internal Auditing Dashboard and Status of FY 2023-2024 Audit Plan
7. Review of Audit Reports Issued
8. Past Due Audit Recommendations

Finance Committee

State Budget Update

Verbal Update

FY24 Quarterly Financials

Colorado State University System
Financial Statement Highlights
FY 23-24, 2nd Quarter

BACKGROUND:

Statements Included:

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

Data included within each Statement:

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

HIGHLIGHTS – Notable Variances – Quarter TD Budget vs Actual:

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

-

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

- Student Tuition and Fees of $273.0 million in Q2 of FY24 is a $13.4 million increase over the same quarter in FY23
- Sales and Services of Educational Activities revenue increased $3.4 million over Q2 last year primarily due to increases of $3.2M in other sales educational activities and $162K in Educational activities
- Instruction expenses of $196.3M in Q2 of FY24 is an increase of $19.7M over the same quarter last year as a result of $14.1M increase in compensation and $5.5M increase in general expenses
- Unrealized Gain (Loss) on Investments for Q2 is negative $15.5 million due to market conditions, which have improved since Q1, but are still under the budgeted forecast of $4.0M

- Gift revenue increased $4.7M over the same quarter last year primarily due to $1.2M in the Lucy & Friends Pet/CT equipment fund, $519K in VP Operations, $409K in Nutrien Agricultural Sciences Strategic Initiatives, $488K in Kari and Kelsey's fund, $265K in the Center for New Energy Economy Program and $320K in CSUF student support fund

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

- YTD operating revenues in Q2 of FY24 were $39.6M versus budgeted revenues of $43.6M due to lower than budgeted enrollment and a one-time program that did not come to fruition
- YTD operating expenses in Q2 of FY24 were $38.1M versus budgeted expenses of $47.1M due to lower than budgeted enrollment and a reduction in overall expenses, including marketing
- As a result, YTD income (loss) before other revenues in Q2 of FY24 was $8.0M compared to budgeted income (loss) before other revenues of $1.5M

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

- State appropriated funds increased $1M in FY24 to support the mission of the ICR
- Due to tuition revenue from fall being down 4.0%, the monitoring of revenues and expenses will continue throughout the year and additional reductions in spending may be necessary

Colorado State University System

GAAP Financial Statements

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

		FY 2022* Actual	FY 2023 Actual	FY 2024 Original Budget	FY 2024 YTD Budget Q2	FY 2024 Q2	$ Variance	% Variance
Operating revenues								
Student tuition and fees	$	585,894,446	589,250,169	607,808,006	316,397,544	320,024,506	3,626,962	1.1%
State fee for service revenue		140,151,805	153,790,796	170,221,297	85,110,648	85,110,648	-	-
Grants and contracts		403,795,778	438,534,043	457,663,506	209,496,037	212,623,363	3,127,326	1.5%
Sales and services of educational activities		51,763,053	52,019,683	54,647,019	27,095,449	27,602,208	506,759	1.9%
Auxiliary enterprises		193,848,994	218,496,832	227,440,878	109,259,744	109,091,622	(168,123)	-0.2%
Other operating revenue		15,197,988	17,560,972	25,481,318	12,944,679	9,850,335	(3,094,344)	-23.9%
Total operating revenues		1,390,652,064	1,469,652,495	1,543,262,023	760,304,101	764,302,682	3,998,580	0.5%
Operating expenses								
Instruction		346,779,110	422,216,997	424,124,334	218,629,506	218,434,562	194,944	0.1%
Research		227,999,014	274,158,616	278,901,678	134,918,406	136,092,805	(1,174,399)	-0.9%
Public service		156,240,928	190,392,459	197,312,076	89,163,254	89,059,530	103,724	0.1%
Academic support		111,329,118	145,915,176	150,475,868	68,927,886	67,801,445	1,126,441	1.6%
Student services		64,130,766	77,272,066	87,662,701	42,841,942	37,449,767	5,392,175	12.6%
Institutional support		85,373,879	118,428,198	112,961,644	61,707,223	62,305,024	(597,802)	-1.0%
Operation and maintenance of plant		83,594,829	122,732,373	128,353,640	59,344,053	58,562,288	781,764	1.3%
Scholarships and fellowships		71,456,092	41,836,359	48,466,957	27,440,264	27,809,744	(369,480)	-1.3%
Auxiliary enterprises		153,481,752	190,195,830	194,326,168	102,020,026	101,749,074	270,952	0.3%
Depreciation		119,772,629	128,107,490	135,061,272	65,246,526	65,455,048	(208,523)	-0.3%
Total operating expenses		1,420,158,117	1,711,255,563	1,757,646,337	870,239,085	864,719,288	5,519,797	0.6%
Operating Income (Loss)		(29,506,053)	(241,603,067)	(214,384,313)	(109,934,983)	(100,416,606)	9,518,377	-8.7%
Non-operating revenues (expenses)								
State appropriations		10,798,364	19,249,912	22,865,830	18,718,000	18,718,428	428	-
Gifts		59,994,699	83,290,951	76,165,035	35,589,625	35,593,003	3,377	0.0%
Investment income		7,870,449	18,266,307	8,950,000	11,779,663	12,174,439	394,776	3.4%
Unrealized gain (loss) on investments		(85,640,664)	23,784,903	6,050,000	(15,527,206)	(18,416,478)	(2,889,273)	18.6%
Realized gain (loss) on investments		-	10,000,000	22,000,000	21,711,500	25,166,000	3,454,500	15.9%
Interest expense on capital debt		(45,509,379)	(65,701,766)	(50,037,255)	(22,749,653)	(24,934,730)	(2,185,077)	-
Federal nonoperating grants and contracts		112,118,865	44,004,122	46,710,892	23,813,000	24,245,517	432,517	1.8%
State support for PERA pension		3,770,749	9,652,649	6,733,546	-	-	-	-
Other nonoperating revenues (expenses)		37,557,633	17,433,899	14,892,784	6,619,000	7,348,384	729,384	11.0%
Net nonoperating revenues		100,960,716	159,980,976	154,330,832	79,953,930	79,894,562	(59,368)	-0.1%
Income (Loss) Before other revenues		71,454,663	(81,622,091)	(60,053,482)	(29,981,053)	(20,522,044)	9,459,010	-31.5%
Other revenues (expenses)								
Student facility fees		14,438,173	14,259,975	14,446,826	7,647,000	7,646,226	(774)	-
State capital contributions		95,550,496	23,321,607	56,835,741	11,894,551	11,938,225	43,674	-
Capital grants		10,093,737	13,654,319	7,895,285	4,381,954	4,381,337	(616)	-
Capital gifts		6,400,264	12,444,984	13,940,276	4,516,175	4,516,059	(116)	0.0%
Payments (to)/from governing boards or other institutions		1,405,817	15,505,901	12,045,910	(2,406,500)	1,390,263	3,796,763	-157.8%
Reserve transfers within the CSU System		-	-	-	-	-	-	-
System transfers for scoop and toss bond payments		-	-	-	-	-	-	-
Additions to permanent endowments		(731,485)	1,020,895	1,819,307	-	-	-	-
Total other revenues		127,157,002	80,207,681	106,983,345	26,033,179	29,872,110	3,838,931	14.7%
Increase (decrease) in net position	$	198,611,665	(1,414,410)	46,929,864	(3,947,874)	9,350,066	13,297,941	-336.8%

*Restated due to implementation of GASB 96

Colorado State University System

Excluding Pension/OPEB Adjustment

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

		FY 2022* Actual	FY 2023 Actual	FY 2024 Original Budget	FY 2024 YTD Budget Q2	FY 2024 Q2	$ Variance	% Variance
Operating revenues								
Student tuition and fees	$	585,894,446	589,250,169	607,808,006	316,397,544	320,024,506	3,626,962	1.1%
State fee for service revenue		140,151,805	153,790,796	170,221,297	85,110,648	85,110,648	-	-
Grants and contracts		403,795,778	438,534,043	457,663,506	209,496,037	212,623,363	3,127,326	1.5%
Sales and services of educational activities		51,763,053	52,019,683	54,647,019	27,095,449	27,602,208	506,759	1.9%
Auxiliary enterprises		193,848,994	218,496,832	227,440,878	109,259,744	109,091,622	(168,123)	-0.2%
Other operating revenue		15,197,988	17,560,972	25,481,318	12,944,679	9,850,335	(3,094,344)	-23.9%
Total operating revenues		1,390,652,064	1,469,652,495	1,543,262,023	760,304,101	764,302,682	3,998,580	0.5%
Operating expenses								
Instruction		370,866,747	406,451,678	424,124,334	218,629,506	218,434,562	194,944	0.1%
Research		239,120,460	267,249,100	278,901,678	134,918,406	136,092,805	(1,174,399)	-0.9%
Public service		161,540,979	187,428,830	197,312,076	89,163,254	89,059,530	103,724	0.1%
Academic support		121,422,644	141,536,660	150,475,868	68,927,886	67,801,445	1,126,441	1.6%
Student services		67,532,659	76,195,820	87,662,701	42,841,942	37,449,767	5,392,175	12.6%
Institutional support		93,971,407	109,908,337	112,961,644	61,707,223	62,305,024	(597,802)	-1.0%
Operation and maintenance of plant		92,870,577	122,415,276	128,353,640	59,344,053	58,562,288	781,764	1.3%
Scholarships and fellowships		71,566,928	41,758,140	48,466,957	27,440,264	27,809,744	(369,480)	-1.3%
Auxiliary enterprises		163,760,740	187,433,583	194,326,168	102,020,026	101,749,074	270,952	0.3%
Depreciation		119,772,629	128,107,490	135,061,272	65,246,526	65,455,048	(208,523)	-0.3%
Total operating expenses		1,502,425,769	1,668,484,914	1,757,646,337	870,239,085	864,719,288	5,519,797	0.6%
Operating Income (Loss)		(111,773,705)	(198,832,419)	(214,384,313)	(109,934,983)	(100,416,606)	9,518,377	-8.7%
Non-operating revenues (expenses)								
State appropriations		10,798,364	19,249,912	22,865,830	18,718,000	18,718,428	428	-
Gifts		59,994,699	83,290,951	76,165,035	35,589,625	35,593,003	3,377	0.0%
Investment income		7,870,449	18,266,307	8,950,000	11,779,663	12,174,439	394,776	3.4%
Unrealized gain (loss) on investments		(85,640,664)	23,784,903	6,050,000	(15,527,206)	(18,416,478)	(2,889,273)	18.6%
Realized gain (loss) on investments		-	10,000,000	22,000,000	21,711,500	25,166,000	3,454,500	15.9%
Interest expense on capital debt		(45,509,379)	(65,701,766)	(50,037,255)	(22,749,653)	(24,934,730)	(2,185,077)	-
Federal nonoperating grants and contracts		112,118,865	44,004,122	46,710,892	23,813,000	24,245,517	432,517	1.8%
State support for PERA pension		3,770,749	9,652,649	6,733,546	-	-	-	-
Other nonoperating revenues (expenses)		37,557,633	17,433,899	14,892,784	6,619,000	7,348,384	729,384	11.0%
Net nonoperating revenues		100,960,716	159,980,976	154,330,832	79,953,930	79,894,562	(59,368)	-0.1%
Income (Loss) Before other revenues		(10,812,989)	(38,851,442)	(60,053,482)	(29,981,053)	(20,522,044)	9,459,010	-31.5%
Other revenues (expenses)								
Student facility fees		14,438,173	14,259,975	14,446,826	7,647,000	7,646,226	(774)	-
State capital contributions		95,550,496	23,321,607	56,835,741	11,894,551	11,938,225	43,674	-
Capital grants		10,093,737	13,654,319	7,895,285	4,381,954	4,381,337	(616)	-
Capital gifts		6,400,264	12,444,984	13,940,276	4,516,175	4,516,059	(116)	0.0%
Payments (to)/from governing boards or other institutions		1,405,817	15,505,901	12,045,910	(2,406,500)	1,390,263	3,796,763	-157.8%
Reserve transfers within the CSU System		-	-	-	-	-	-	-
System transfers for scoop and toss bond payments		-	-	-	-	-	-	-
Additions to permanent endowments		(731,485)	1,020,895	1,819,307	-	-	-	-
Total other revenues		127,157,002	80,207,681	106,983,345	26,033,179	29,872,110	3,838,931	14.7%
Increase (decrease) in net position	$	116,344,013	41,356,238	46,929,864	(3,947,874)	9,350,066	13,297,941	-336.8%
*Restated due to implementation of GASB 96								
Impact of GASB 68/75 on operating expenses		(82,267,652)	42,770,649					
		-	**0.00**					

Colorado State University

Excluding Pension/OPEB Adjustment

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

		FY 2022* Actual	FY 2023 Actual	FY 2024 Original Budget	FY 2024 YTD Budget Q2	FY 2024 Q2	$ Variance	% Variance
Operating revenues								
Student tuition and fees	$	487,801,542	500,283,607	504,857,411	268,366,898	273,004,353	4,637,455	1.7%
State fee for service revenue		122,536,893	134,927,513	149,502,243	74,751,121	74,751,121	-	-
Grants and contracts		390,729,990	423,142,307	442,663,506	204,815,840	207,937,498	3,121,658	1.5%
Sales and services of educational activities		51,484,633	51,812,411	54,437,019	26,980,449	27,486,801	506,352	1.9%
Auxiliary enterprises		185,285,513	208,474,263	217,440,878	104,029,744	103,860,141	(169,604)	-0.2%
Other operating revenue		6,730,283	7,420,462	7,605,418	4,088,979	4,095,316	6,337	0.2%
Total operating revenues		1,244,568,854	1,326,060,563	1,376,506,474	683,033,032	691,135,231	8,102,199	1.2%
Operating expenses								
Instruction		328,189,505	360,913,320	370,885,398	193,813,486	196,310,357	(2,496,871)	-1.3%
Research		235,883,681	262,059,149	273,901,678	132,765,406	133,939,285	(1,173,879)	-0.9%
Public service		159,358,155	185,195,833	195,112,076	87,998,254	87,831,340	166,914	0.2%
Academic support		106,142,326	125,782,136	133,719,993	60,095,384	60,132,873	(37,489)	-0.1%
Student services		34,790,359	38,892,162	40,734,029	19,261,942	19,220,268	41,674	0.2%
Institutional support		60,846,733	76,332,390	80,107,241	46,606,648	46,858,832	(252,184)	-0.5%
Operation and maintenance of plant		84,915,665	112,015,137	118,033,732	53,837,414	53,056,356	781,058	1.5%
Scholarships and fellowships		49,457,407	29,283,225	34,306,457	20,202,264	20,103,649	98,615	0.5%
Auxiliary enterprises		149,138,880	170,502,203	178,326,168	93,317,876	93,046,973	270,903	0.3%
Depreciation		107,709,618	115,288,448	123,257,204	59,319,492	59,279,628	39,864	0.1%
Total operating expenses		1,316,432,329	1,476,264,002	1,548,383,975	767,218,166	769,779,561	(2,561,395)	-0.3%
Operating Income (Loss)		(71,863,475)	(150,203,439)	(171,877,501)	(84,185,134)	(78,644,331)	5,540,804	-6.6%
Non-operating revenues (expenses)								
State appropriations		10,198,364	16,449,912	19,065,830	18,248,000	18,248,489	489	(0.00)
Gifts		54,497,610	72,698,083	70,765,035	35,236,000	35,235,527	(473)	0
Investment income		5,391,673	12,984,928	8,000,000	8,503,000	8,503,065	65	(0)
Unrealized gain (loss) on investments		(60,771,967)	10,352,578	4,000,000	(15,531,000)	(15,530,721)	280	0
Realized gain (loss) on investments		-	7,605,000	19,500,000	19,179,000	19,178,500	(500)	0
Interest expense on capital debt		(42,221,802)	(61,087,540)	(45,468,399)	(22,715,000)	(22,715,182)	(182)	(0)
Federal nonoperating grants and contracts		78,532,657	27,293,262	28,550,392	14,485,000	14,484,937	(63)	0
State support for PERA pension		3,448,196	8,818,898	6,133,546	-	-	-	-
Other nonoperating revenues (expenses)		37,435,516	17,186,655	14,668,784	6,619,000	6,619,182	182	(0)
Net nonoperating revenues		86,510,246	112,301,776	125,215,188	64,024,000	64,023,798	(202)	(0.00)
Income (Loss) Before other revenues		14,646,771	(37,901,663)	(46,662,313)	(20,161,134)	(14,620,533)	5,540,602	-27.5%
Other revenues (expenses)								
Student facility fees		13,502,646	13,313,689	13,446,826	7,045,000	7,044,641	(359)	(0)
State capital contributions		94,431,612	19,788,873	37,335,741	3,953,000	3,953,313	313	0
Capital grants		10,051,275	13,307,658	7,550,285	4,369,000	4,368,580	(420)	(0)
Capital gifts		6,020,089	12,437,167	13,930,276	4,536,000	4,535,947	(53)	(0)
Payments (to)/from governing boards or other institutions		(5,521,749)	26,051,490	5,994,488	(2,070,000)	(2,069,856)	144	(0)
Reserve transfers within the CSU System		9,750,648	11,523,859	10,189,668	-	-	-	-
System transfers for scoop and toss bond payments		(68,576,851)	(66,992,369)	-	761,287	761,287	-	-
Additions to permanent endowments		(731,485)	1,020,895	1,819,307	-	-	-	-
Total other revenues		58,926,184	30,451,263	90,266,591	18,594,287	18,593,911	(376)	(0.00)
Increase (decrease) in net position	$	73,572,956	(7,450,401)	43,604,278	(1,566,847)	3,973,379	5,540,226	-353.6%
*Restated due to implementation of GASB 96								
Impact of GASB 68/75 on operating expenses		(77,931,927)	42,541,256					

Colorado State University - Board of Governors

Excluding Pension/OPEB Adjustment

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

	FY 2022 Actual	FY 2023 Actual	FY 2024 Original Budget	FY 2024 YTD Budget Q2	FY 2024 Q2	$ Variance	% Variance
Operating revenues							
Student tuition and fees	$ -	-	-	-	-	-	
State fee for service revenue	-	-	-	-	-	-	
Grants and contracts	-	-	-	-	-	-	
Sales and services of educational activities	-	-	-	-	-	-	
Auxiliary enterprises	-	-	-	-	-	-	
Other operating revenue	257,075	366,741	350,000	175,000	57,859	(117,141)	-66.9%
Total operating revenues	257,075	366,741	350,000.00	175,000.00	57,859	(117,141)	-66.9%
Operating expenses							
Instruction	-	-	-	-	-	-	
Research	-	-	-	-	-	-	
Public service	149,759	150,215	150,000	75,000	129,749	(54,749)	-73.0%
Academic support	-	-	-	-	-	-	
Student services	-	-	-	-	-	-	
Institutional support	14,093,962	14,664,421	14,839,645	7,419,823	8,132,172	(712,350)	-9.6%
Operation and maintenance of plant	-	-	-	-	-	-	
Scholarships and fellowships	-	-	-	-	-	-	
Auxiliary enterprises	-	-	-	-	-	-	
Depreciation	456,776	497,174	504,067	252,034	237,320	14,714	5.8%
Total operating expenses	14,700,497	15,311,810	15,493,712	7,746,856	8,499,241	(752,384)	9.7%
Operating Income (Loss)	(14,443,422)	(14,945,069)	(15,143,712)	(7,571,856)	(8,441,381)	(869,525)	11.5%
Non-operating revenues (expenses)							
State appropriations	-	-	-	-	-	-	
Gifts	167,731	5,174,500	-	-	-	-	
Investment income	1,837,357	5,844,026	400,000	2,989,663	2,989,663	-	0.0%
Unrealized gain (loss) on investments	(15,516,554)	9,561,083	2,500,000	3,794	3,794	-	0.0%
Realized gain (loss) on investments	-	1,013,000	2,500,000	2,532,500	2,532,500	-	0.0%
Interest expense on capital debt	(46,079)	(52,666)	(48,000)	(23,829)	(23,829)	-	0.0%
Federal nonoperating grants and contracts	-	-	-	-	-	-	
State support for PERA pension	40,350	114,339	-	-	-	-	
Other nonoperating revenues (expenses)	78,839	10,311	-	-	4,363	4,363	
Net nonoperating revenues	(13,438,356)	21,664,593	5,352,000	5,502,129	5,506,492	4,363	0.1%
Income (Loss) Before other revenues	(27,881,777)	6,719,524	(9,791,712)	(2,069,727)	(2,934,889)	(865,162)	41.8%
Other revenues (expenses)							
Student facility fees	-	-	-	-	-	-	
State capital contributions	-	-	-	-	-	-	
Capital grants	-	-	-	-	-	-	
Capital gifts	-	-	-	-	-	-	
Payments (to)/from governing boards or other institutions	5,855,713	(8,645,901)	3,955,422	1,977,711	5,770,706	3,792,995	191.8%
Reserve transfers within the CSU System	14,787,709	(11,280,435)	(2,575,668)	-	-	-	
System transfers for scoop and toss bond payments	75,386,198	73,822,986	-	(827,820)	(827,820)	-	0.0%
Additions to permanent endowments	-	-	-	-	-	-	
Total other revenues	96,029,620	53,896,650	1,379,754	1,149,891	4,942,886	3,792,995	329.9%
Increase (decrease) in net position	$ 68,147,843	60,616,174	(8,411,958)	(919,836)	2,007,997	2,927,833	-318.3%
Impact of GASB 68/75 on operating expenses	379,094	574,441					

Colorado State University - Global Campus

Excluding Pension/OPEB Adjustment

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

		FY2022* Actual	FY2023 Actual	FY 2024 Original Budget	FY 2024 YTD Budget Q2	FY 2024 Q2	$ Variance	% Variance
Operating revenues								
Student tuition and fees	$	75,025,400	66,725,068	78,950,595	35,090,646	34,089,958	(1,000,689)	-2.9%
State fee for service revenue		-	-	-	-	-	-	
Grants and contracts		-	-	-	-	-	-	
Sales and services of educational activities		-	-	-	-	-	-	
Auxiliary enterprises		-	-	-	-	-	-	
Other operating revenue		8,040,371	9,703,766	17,310,900	8,466,700	5,482,435	(2,984,265)	-35.2%
Total operating revenues		83,065,771	76,428,833	96,261,495	43,557,346	39,572,393	(3,984,953)	-9.1%
Operating expenses								
Instruction		19,618,525	20,412,217	28,238,936	13,416,020	10,713,802	2,702,218	20.1%
Research		-	-	-	-	-	-	
Public service		-	-	-	-	-	-	
Academic support		7,026,174	7,342,469	8,355,875	4,222,502	3,048,835	1,173,667	27.8%
Student services		26,794,530	30,982,167	40,728,672	20,469,500	15,111,203	5,358,297	26.2%
Institutional support		8,010,153	7,897,409	7,014,758	3,630,752	3,239,507	391,245	10.8%
Operation and maintenance of plant		757	-	319,908	159,954	153,525	6,429	4.0%
Scholarships and fellowships		12,232,739	8,611,505	10,160,500	5,028,000	5,477,937	(449,937)	-8.9%
Auxiliary enterprises		-	-	-	-	-	-	
Depreciation		826,964	906,609	300,000	150,000	362,177	(212,177)	-141.5%
Total operating expenses		74,509,842	76,152,376	95,118,649	47,076,728	38,106,986	8,969,742	-19.1%
Operating Income (Loss)		8,555,930	276,457	1,142,846	(3,519,382)	1,465,407	4,984,789	-141.6%
Non-operating revenues (expenses)								
State appropriations		-	-	-	-	-	-	
Gifts		-	-	-	-	-	-	
Investment income		332,972	(724,975)	-	-	393,742	393,742	
Unrealized gain (loss) on investments		(8,370,408)	4,304,058	-	-	(2,889,552)	(2,889,552)	
Realized gain (loss) on investments		-	1,382,000	-	-	3,455,000	3,455,000	
Interest expense on capital debt		(25,144)	(33,944)	(20,856)	(10,824)	(13,465)	(2,641)	24.4%
Federal nonoperating grants and contracts		12,232,739	8,611,505	10,160,500	5,028,000	5,495,213	467,213	9.3%
State support for PERA pension		19,379	47,168	-	-	-	-	
Other nonoperating revenues (expenses)		(126,192)	12,802	-	-	53,136	53,136	
Net nonoperating revenues		4,063,347	13,598,613	10,139,644	5,017,176	6,494,073	1,476,897	29.4%
Income (Loss) Before other revenues		12,619,277	13,875,071	11,282,490	1,497,794	7,959,480	6,461,686	431.4%
Other revenues (expenses)								
Student facility fees		-	-	-	-	-	-	
State capital contributions		-	-	-	-	-	-	
Capital grants		-	-	-	-	-	-	
Capital gifts		-	-	-	-	-	-	
Payments (to)/from governing boards or other institutions		(863,142)	(1,211,346)	(804,000)	(402,000)	(398,376)	3,624	-0.9%
Reserve transfers within the CSU System		(36,945,000)	(12,500,000)	(12,500,000)	-	-	-	
System transfers for scoop and toss bond payments		-	-	-	-	-	-	
Additions to permanent endowments		-	-	-	-	-	-	
Total other revenues		(37,808,142)	(13,711,346)	(13,304,000)	(402,000)	(398,376)	3,624	-0.9%
Increase (decrease) in net position	$	(25,188,865)	163,725	(2,021,510)	1,095,794	7,561,104	6,465,310	590.0%

*Restated due to implementation of GASB 96

Impact of GASB 68/75 on operating expenses		(731,839)	(312,151)

Colorado State University Pueblo

Excluding Pension/OPEB Adjustment

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

		FY2022* Actual	FY2023 Actual	FY 2024 Original Budget	FY 2024 YTD Budget Q2	FY 2024 Q2	$ Variance	% Variance
Operating revenues								
Student tuition and fees	$	23,067,504	22,241,495	24,000,000	12,940,000	12,930,195	(9,805)	-0.1%
State fee for service revenue		17,614,912	18,863,283	20,719,054	10,359,527	10,359,527	-	0.0%
Grants and contracts		13,065,788	15,391,736	15,000,000	4,680,197	4,685,865	5,668	0.1%
Sales and services of educational activities		278,419	207,272	210,000	115,000	115,406	406	0.4%
Auxiliary enterprises		8,563,481	10,022,569	10,000,000	5,230,000	5,231,481	1,481	0.0%
Other operating revenue		170,259	70,003	215,000	214,000	214,725	725	0.3%
Total operating revenues		62,760,363	66,796,358	70,144,054	33,538,724	33,537,199	(1,525)	0.0%
Operating expenses								
Instruction		23,058,717	25,126,141	25,000,000	11,400,000	11,410,403	(10,403)	-0.1%
Research		3,236,778	5,189,951	5,000,000	2,153,000	2,153,520	(520)	0.0%
Public service		2,033,065	2,082,782	2,050,000	1,090,000	1,098,442	(8,442)	-0.8%
Academic support		8,254,144	8,412,055	8,400,000	4,610,000	4,619,737	(9,737)	-0.2%
Student services		5,947,770	6,321,491	6,200,000	3,110,500	3,118,296	(7,796)	-0.3%
Institutional support		11,020,559	11,014,116	11,000,000	4,050,000	4,074,513	(24,513)	-0.6%
Operation and maintenance of plant		7,954,155	10,400,139	10,000,000	5,346,685	5,352,407	(5,722)	-0.1%
Scholarships and fellowships		9,876,781	3,863,410	4,000,000	2,210,000	2,228,158	(18,158)	-0.8%
Auxiliary enterprises		14,621,861	16,931,380	16,000,000	8,702,150	8,702,101	49	0.0%
Depreciation		10,779,271	11,415,259	11,000,000	5,525,000	5,575,924	(50,924)	-0.9%
Total operating expenses		96,783,102	100,756,726	98,650,000	48,197,335	48,333,500	(136,166)	0.3%
Operating Income (Loss)		(34,022,738)	(33,960,368)	(28,505,946)	(14,658,611)	(14,796,301)	(137,690)	0.9%
Non-operating revenues (expenses)								
State appropriations		600,000	2,800,000	3,800,000	470,000	469,939	(61)	0.0%
Gifts		5,329,358	5,418,368	5,400,000	353,625	357,476	3,851	1.1%
Investment income		308,446	162,328	550,000	287,000	287,968	968	0.3%
Unrealized gain (loss) on investments		(981,735)	(432,816)	(450,000)	-	-	-	
Realized gain (loss) on investments		-	-	-	-	-	-	
Interest expense on capital debt		(3,216,354)	(4,527,617)	(4,500,000)	-	(2,182,254)	(2,182,254)	
Federal nonoperating grants and contracts		21,353,469	8,099,355	8,000,000	4,300,000	4,265,367	(34,633)	-0.8%
State support for PERA pension		262,824	672,243	600,000	-	-	-	
Other nonoperating revenues (expenses)		169,470	224,131	224,000	-	671,703	671,703	
Net nonoperating revenues		23,825,479	12,415,994	13,624,000	5,410,625	3,870,199	(1,540,426)	-28.5%
Income (Loss) Before other revenues		(10,197,259)	(21,544,374)	(14,881,946)	(9,247,986)	(10,926,102)	(1,678,116)	18.1%
Other revenues (expenses)								
Student facility fees		935,527	946,286	1,000,000	602,000	601,585	(415)	-0.1%
State capital contributions		1,118,885	3,532,734	19,500,000	7,941,551	7,984,912	43,361	0.5%
Capital grants		42,463	346,661	345,000	12,954	12,757	(196)	-1.5%
Capital gifts		380,175	7,817	10,000	(19,825)	(19,888)	(62)	0.3%
Payments (to)/from governing boards or other institutions		1,934,995	(688,342)	2,900,000	(1,912,211)	(1,912,211)	-	0.0%
Reserve transfers within the CSU System		12,406,643	12,256,576	4,886,000	-	-	-	
System transfers for scoop and toss bond payments		(6,809,347)	(6,830,617)	-	66,533	66,533	-	0.0%
Additions to permanent endowments		-	-	-	-	-	-	
Total other revenues		10,009,339	9,571,114	28,641,000	6,691,001	6,733,688	42,687	0.01
Increase (decrease) in net position	$	(187,921)	(11,973,259)	13,759,054	(2,556,985)	(4,192,413)	(1,635,429)	64.0%
*Restated due to implementation of GASB 96								
Impact of GASB 68/75 on operating expenses		(3,982,981)	(32,897)					

Campus Budget Scenarios, Enrollment Update and Tuition Discussion

FY25 Incremental E&G Budget - V.3.1

Colorado State University - Fort Collins

Thursday, January 25, 2024

		Scenario 1 Rate = 2% - RUG State = 3.47% Salary Inc. FAC/AP/GA - 1% SC - 3%	Scenario 2 Rate = 4% - RUG State = 6% Salary Inc. FAC/AP/GA - 1% SC - 3%	Scenario 3 Rate = 2% - RUG State = 11% Salary Inc. FAC/AP/GA - 1% SC - 3%	
1	**New Resources**				
2	Tuition				
3	Enrollment				
4	Increase/Decrease in FTE				
5	Undergraduate [1]	$ -	$ -	$ -	
6	Graduate	900,000	900,000	900,000	
7	Undergraduate Rate Increase				
8	Resident - 2%, 4%, 2%	2,986,000	5,970,000	2,986,000	
9	Non-Resident - 3%, 4%, 3%	5,451,000	7,686,000	5,451,000	
10	Graduate Rate Increase				
11	Resident - 3%, 3%, 3%	492,000	492,000	492,000	
12	Non-Resident - 3%, 3%, 3%	757,000	757,000	757,000	
13	Professional Veterinary Medicine Rate Increase	799,000	799,000	799,000	
14	Differential Tuition	522,000	976,000	522,000	
15	Total Tuition	$ 11,907,000	$ 17,580,000	$ 11,907,000	
16	State Funding Impact - FFS	4,227,000	6,498,000	11,912,000	
17	State Funding Impact - VHEC	-	-	-	
18	State Funding Impact - SEP	2,611,000	5,222,000	9,575,000	
19	Facilities and Administrative Overhead	1,689,000	1,689,000	1,689,000	
20	Other	-	-	-	
21	**Total New Resources**	**$ 20,434,000**	**$ 30,989,000**	**$ 35,083,000**	
22					
23	**Financial Aid**	3,695,000	4,423,000	3,695,000	
24	**Net New Resources**	**$ 16,739,000**	**$ 26,566,000**	**$ 31,388,000**	
25	**New Expenses**				
26	Multi-Year Central Investments in Strategic Initiatives	$ 7,250,000	$ 7,250,000	$ 7,250,000	GA fees, student success, rural initiative
27	Faculty/Staff Compensation	15,362,000	15,362,000	15,362,000	Merit raises, market adjustments, step increases, benefits cost increases
28	Academic Incentive Funding	1,154,000	1,608,000	1,154,000	Differential tuition, tuition sharing
29	Mandatory Costs	14,197,000	14,197,000	14,197,000	Bond payments, new facilities, insurance, utilities, library collection
30	Quality Enhancements	2,687,000	2,687,000	2,687,000	Primarily startups, retentions and position modifications
31	Budget Reallocation	(6,000,000)	(6,000,000)	(6,000,000)	2% budget reallocation
32					
33	**Total New Expenses**	**$ 34,650,000**	**$ 35,104,000**	**$ 34,650,000**	
34					
35	**Net New Incremental Budget Resources**	**$ (17,911,000)**	**$ (8,538,000)**	**$ (3,262,000)**	
36	FY24 Budget Deficit	$ (2,711,000)	$ (2,711,000)	$ (2,711,000)	
37	**Total Base Budget Overage (Shortfall)**	**$ (20,622,000)**	**$ (11,249,000)**	**$ (5,973,000)**	

[1] *FA23 enrollment has declined resulting in a $2M revenue shortfall. Enrollments will be monitored over the course of the academic year. This assumes the same level of enrollment as budgeted in FY2024.*

1% RUG Increase = student share $103/yr.
1% Increase NRUG = student share $310.55/yr.

1% RUG Increase = $1.5M
1% NRUG Increase = $1.6M
1% Salary Increase = $5.3M
($4.5M Fac/AP; $580K SC; $237K GA)

Base Assumptions

Resident Undergraduate 4%, $412/yr.
Non-Resident Undergraduate 4%; $1,242/yr.
Resident Graduate 3%; $335/yr. and Resident Professional Veterinary Medicine 3%; $1,137/yr.
Non-Resident Graduate 3%; $821/yr. and Non-Resident Professional Veterinary Medicine 2%; $1,225/yr.
Differential Tuition - UG ~ 4% (est. round to whole number)
Salary Increases Faculty/AP - Merit -1%
Salary Increases SC - 3%
Salary Increases Grads - 1%
Reductions - 2%
Preliminary Mandatory Student Fees - TBD

CSU-Fort Collins Revised Funding Shortfall (Budget)

		Original Budget FY21	Adjusted FY21	Original Budget FY22	Original Budget FY23	Original Budget FY24	Projected Results FY24	4% Tuition FY25 - Incremental
	Resources:							
1	Student tuition and fees (Less COF)							
2	Enrollment Growth (UG)	$ -	$ -	$ -	$ -	$ -	$ -	$ 900,000
3	Tuition Rate	-	-	-	-			16,680,000
4		$ 403,179,642	$ 411,985,642	$ 426,084,644	$ 447,324,533	$ 472,193,196	$ 473,093,000	$ 17,580,000
5	State fee for service revenue (with COF)							
6	State Funding	$ 62,803,527	$ 57,947,681	$ 160,802,000	$ 178,077,467	$ 197,015,495	$ 197,015,495	$ 11,720,000
7	*CARES (1X)*	*79,554,679*	*84,410,525*	-	-	-	-	-
8		$ 142,358,206	$ 142,358,206	$ 160,802,000	$ 178,077,467	$ 197,015,495	$ 197,015,495	$ 11,720,000
9	Grants and contracts							
10	Direct	$ 308,882,948	$ 308,882,948	$ 359,172,000	$ 384,187,730	$ 420,512,575	$ 420,513,000	$ -
11	Indirect (F&A)	54,000,000	54,000,000	55,000,000	59,000,000	65,000,000	65,000,000	1,689,000
12		$ 362,882,948	$ 362,882,948	$ 414,172,000	$ 443,187,730	$ 485,512,575	$ 485,513,000	$ 1,689,000
13	Sales and services of educational activities							
14	PVM, AES, CES - Cash Operations	$ 46,115,152	$ 46,115,152	$ 54,682,000	$ 60,999,257	$ 62,066,793	$ 62,067,000	$ -
15								
16	Auxiliary enterprises							
17	Housing and Dining Services	$ 48,176,800	$ 48,176,800	$ 83,175,000	$ 90,940,200	$ 105,757,000	$ 105,757,000	$ -
18	Lory Student Center	26,624,500	26,624,500	27,026,000	28,672,800	30,337,300	30,337,000	-
19	Athletics	33,756,740	33,756,740	46,507,000	48,004,883	48,058,633	48,059,000	-
20	Other (CSUHN, Parking, Campus Rec, STUORG)	64,254,555	64,254,555	60,751,000	73,580,118	68,402,351	68,402,000	-
21		$ 172,812,595	$ 172,812,595	$ 217,459,000	$ 241,198,001	$ 252,555,284	$ 252,555,000	$ -
22	Other operating revenue							
23	Seedling Tree, GENOPS, Continuing Ed	$ 63,616,006	$ 63,616,006	$ 72,430,000	$ 62,622,300	$ 65,775,258	$ 65,775,000	$ -
24	**Total Resources**	$ 1,190,964,549	$ 1,199,770,549	$ 1,345,630,000	$ 1,433,409,000	$ 1,535,118,601	$ 1,536,018,495	$ 30,989,000
25	**Expenses:**							
26	Total Expenses (includes Financial Aid)	$ 1,246,783,549	$ 1,246,783,549	$ 1,360,532,000	$ 1,439,279,824	$ 1,541,912,601	$ 1,537,830,000	$ (33,527,000)
27	COVID Expenses (Screening, testing, contract tracing, quarantine, revenue losses)	-	14,703,813	-	-	-	-	-
28	Permanent Base Reductions/Salary Reinvestment	(17,000,000)	(17,000,000)	(1,998,000)	-	(4,083,000)	-	(6,000,000)
29	System Office Reallocation	(550,000)	(550,000)	-	-	-	-	-
30	**Total Expenses**	$ 1,229,233,549	$ 1,243,937,362	$ 1,358,534,000	$ 1,439,279,824	$ 1,537,829,601	$ 1,537,830,000	$ (39,527,000)
31								
32	**Net General Fund Impact**	$ (38,269,000)	$ (44,166,813)	$ (12,904,000)	$ (5,870,824)	$ (2,711,000)	$ (1,811,505)	$ (8,538,000)
33								
34	**Less: Structural Budget Deficit**	$ -	$ -	$ -	$ -	$ -	$ -	$ (2,711,000)
35	**Less: One-Time FY21 Resources**	-	-	-	-	-	-	-
36	Planned Board Reserve Draw	20,000,000	-	-	-	-	-	-
37	Planned Scoop & Toss Draw	18,269,000	-	-	-	-	-	-
38	HEERF II	-	19,449,668	-	-	-	-	-
39	HEERF III	-	24,717,145	-	-	-	-	-
40		$ 38,269,000	$ 44,166,813	$ -	$ -	$ -	$ -	$ (2,711,000)
41								
42	**Net Shortfall**	$ -	$ -	$ (12,904,000)	$ (5,870,824)	$ (2,711,000)	$ (1,811,505)	$ (11,249,000)

FY 2025 Incremental E&G Budget - V.3.0
Colorado State University - Pueblo

January 24, 2024

		Tuition: 2%; State: 3%; Salary inc: 3% ALL	Tuition: 4%; State:6%; Salary inc: 3% ALL	Tuition: 2%; State:11%; Salary inc: 3% ALL
	New Resources			
	Tuition			
	Undergraduate Rate Increase:			
1	Undergraduate Resident Tuition	$ 347,000	$ 694,000	$ 347,000
2	Non-Resident (includes TWOLF & WUE rate)	108,203	216,407	108,203
3	Undergraduate Differential Tuition	25,000	50,000	25,000
	Graduate Rate Increase:			
4	Graduate Resident Tuition	$ 30,723	$ 61,446	$ 30,723
5	Non-Resident	5,000	10,000	5,000
6	Graduate Differential Tuition	10,000	20,000	10,000
7	Projected Enrollment Revenue Change (-3%)	(600,000)	$ (600,000)	$ (600,000)
8	Total Tuition	(74,000)	452,000	(74,000)
9	State Funding Impact	$ 803,444	1,606,887	2,945,960
10	Other Resources **(estimate)**	940,000	940,000	940,000
11	**Total New Resources**	**$ 1,660,000**	**$ 2,990,000**	**$ 3,810,000**
12	Financial Aid	-	113,000	-
13	**Net New Resources**	**$ 1,660,000**	**$ 2,880,000**	**$ 3,810,000**
	New Expenses			
14	Expense Reduction (savings from compensation management)	-	-	-
15	Faculty/Staff Comp (includes Fac/AP/SC ,fringe & Equity increases)	$ 1,380,000	1,380,000	1,380,000
16	Mandatory Costs	$ 1,200,000	$ 1,200,000	$ 1,200,000
17	**Total New Expenses**	**$ 2,580,000**	**$ 2,580,000**	**$ 2,580,000**
18	**Net**	**$ (900,000)**	**$ 300,000**	**$ 1,200,000**
	Structural Deficit			
19	FY24 Budget Shortfall (includes FY24 Incremental Net Change)	$ (1,000,000)	$ (1,000,000)	$ (1,000,000)
20	One-time Budget Resources (EG Fund Balance)	$ 500,000	$ 500,000	$ -
21	**Total Base Budget Overage (Shortfall)**	**$ (1,400,000)**	**$ (200,000)**	**$ 200,000**

		Original FY22	Adjusted FY22	Original FY23	Adjusted FY23	Original FY24	Projected Results FY24	Tuition: 2%; State: 3%; Salary inc: 3% ALL	Tuition: 4%; State: 6%; Salary inc: 3% ALL	Tuition: 2%; State: 11%; Salary inc: 3% ALL	Tuition: 2%; State: 3%; Salary inc: 3% ALL	Tuition: 4%; State: 6%; Salary inc: 3% ALL	Tuition: 2%; State: 11%; Salary inc: 3% ALL
								FY25- Estimate			*Est $ Change FY24 to FY25*		
	Resources:												
1	Student Tuition and Fees (less COF) [1]												
2	Enrollment Change (UG & GR)							(600,000)	(600,000)	(600,000)	**(600,000)**	**(600,000)**	**(600,000)**
3	Tuition Rate							525,927	1,051,853	525,927	**525,926**	**1,051,853**	**525,926**
4		$ 41,559,927	$ 38,850,783	$ 38,932,783	$ 38,932,783	$ 39,194,783	$ 39,194,783	$ 39,120,710	$ 39,646,636	$ 39,120,710	**(74,000)**	**452,000**	**(74,000)**
5	State Fee for Service Revenue (with COF)												
6	State Funding	22,541,141	22,541,141	24,283,024	24,283,024	26,853,053	26,853,053	27,656,497	28,459,940	29,799,013	**803,444**	**1,606,887**	**2,945,960**
7	CARES/HEERF (1X) [2]												
8	FFS (1X) [2]												
9		$ 22,541,141	$ 22,541,141	$ 24,283,024	$ 24,283,024	$ 26,853,053	$ 26,853,053	$ 27,656,497	$ 28,459,940	$ 29,799,013	**$ 803,444**	**$ 1,606,887**	**$ 2,945,960**
10	Sales and Services of Educational Activities												
11	Fee Revenue (transcripts other processing fees)	$ 550,000	$ 550,000	$ 550,000	$ 320,000	$ 320,000	$ 320,000	$ 320,000	320,000	320,000	-	-	-
12	Auxiliary Enterprises												
13	Housing and Dining Services	4,939,156	4,939,156	4,939,156	4,840,315	4,840,315	4,840,315	4,840,315	4,840,315	4,840,315	-	-	-
14	Occhiato Student Center	148,000	148,000	148,000	3,314,000	3,314,000	3,314,000	3,314,000	3,314,000	3,314,000	-	-	-
15	Athletics	7,301,990	7,301,990	7,301,990	11,103,177	11,103,177	11,103,177	11,103,177	11,103,177	11,103,177	-	-	-
16	Other (Parking, Student Rec Center)	1,838,100	1,838,100	1,838,100	1,520,000	1,520,000	1,520,000	1,520,000	1,520,000	1,520,000	-	-	-
		$ 14,227,246	$ 14,227,246	$ 14,227,246	$ 20,777,492	$ 20,777,492	$ 20,777,492	$ 20,777,492	$ 20,777,492	$ 20,777,492	$ -	$ -	$ -
17	Other Operating Revenue												
18	Board Support(Housing Debt Service)	2,790,856	3,200,000	3,200,000	3,200,000	3,200,000	3,200,000	3,200,000	3,200,000	3,200,000			
19	Extended Studies Transfer	1,500,000	1,500,000	3,300,000	3,300,000	4,410,000	4,410,000	5,350,000	5,350,000	5,350,000	**940,000**	**940,000**	**940,000**
20	*Permanent Increase of ES Transfer*		*1,300,000*										
21	**Total Resources**	$ 83,169,170	$ 82,169,170	$ 84,493,053	$ 90,813,299	$ 94,755,328	$ 94,755,328	$ 96,424,699	$ 97,754,068	$ 98,567,215	**$ 1,660,000**	**$ 2,990,000**	**$ 3,810,000**
	Expenses												
22	Total Expenses (includes Financial Aid)	$ 86,641,838	$ 85,641,838	$ 87,215,722	$ 93,535,968	$ 95,754,997	$ 95,754,997	$ 98,334,997	$ 98,447,997	$ 98,334,997	**2,580,000**	**2,690,000**	**2,580,000**
23	COVID Expenses (Screening, testing, etc.)												
24	Permanent Base Reductions												
25	**Total**	$ 86,641,838	$ 85,641,838	$ 87,215,722	$ 93,535,968	$ 95,754,997	$ 95,754,997	$ 98,334,997	$ 98,447,997	$ 98,334,997	**$ 2,580,000**	**$ 2,690,000**	**$ 2,580,000**
26	**Net Impact resources less expenses**	$ (3,473,000)	$ (3,473,000)	$ (2,723,000)	$ (2,723,000)	$ (1,000,000)	$ (1,000,000)	$ (1,900,000)	$ (700,000)	$ 200,000	**$ (900,000)**	**$ 300,000**	**$ 1,200,000**
28	**One-Time Resources**												
29	**Planned Board Reserve Deployment**												
30	**Planned Strategic Financing Resources**												
31	**HEERF II&III**												
32	**HEERF III**	3,472,668	3,472,668										
33	**EG Fund Balance**			-	-	-	1,000,000	500,000	500,000				
34		3,472,668	3,472,668			-	-						
35	**Total Net Shortfall**	$ -	$ -	$ (2,723,000)	$ (2,723,000)	$ (1,000,000)	$ -	$ (1,400,000)	$ (200,000)	$ 200,000	**$ (900,000)**	**$ 300,000**	**$ 1,200,000**

COLORADO STATE UNIVERSITY GLOBAL

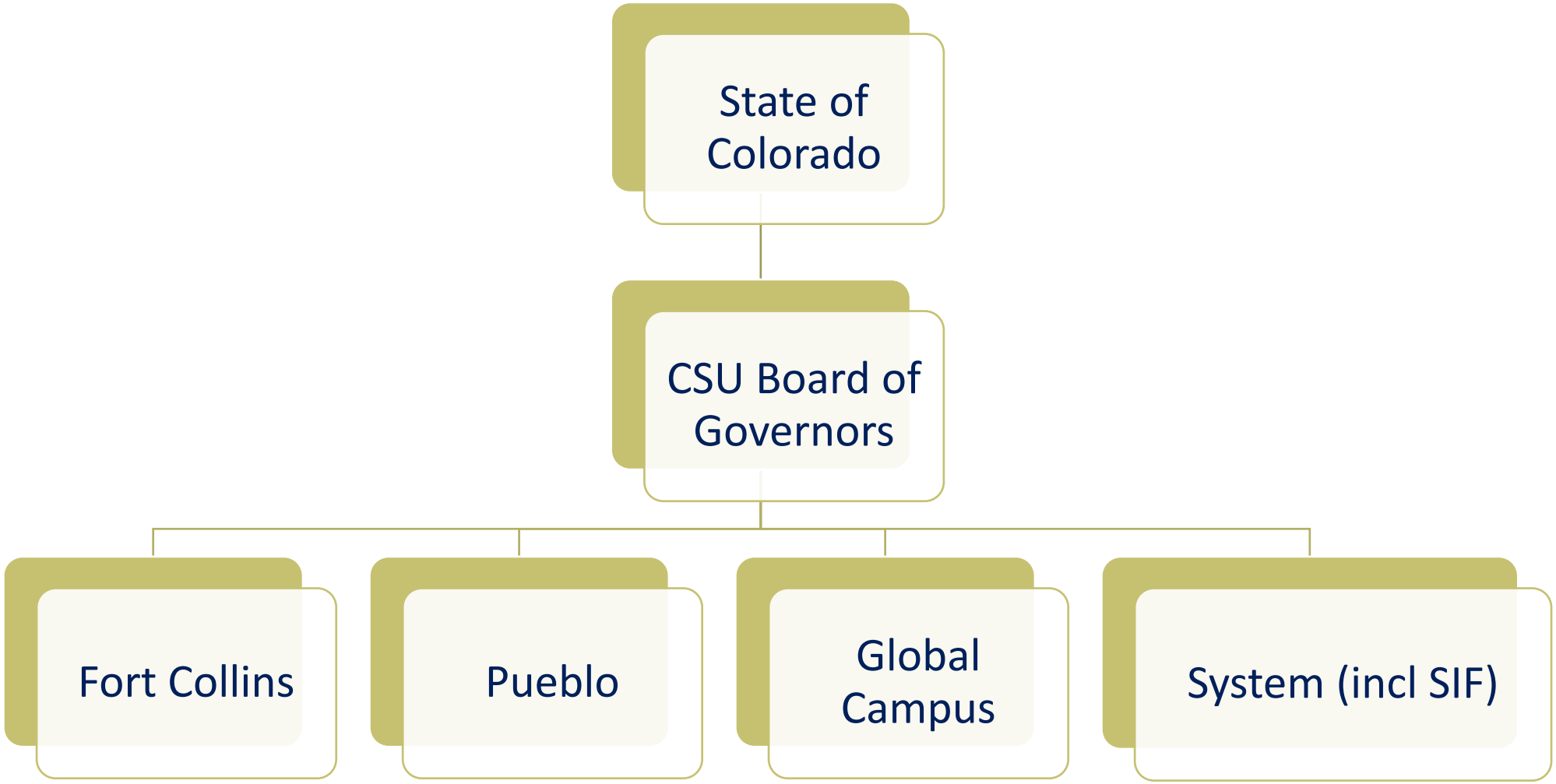
Colorado State University Global
FY24 February BOG Meeting Financial Update

	FY23			FY24					FY25	
	Rev. Budget Presented in Oct 2022	YE Actuals as of Jun 2023 [5]	Actuals % of Total	Budget Presented in Jun 2023 [2]	Total Year Forecast as of Aug 2023	YTD Actuals through Dec 2023	Total Year Forecast as of Dec 2023 [3]	Forecast % of Total	Budget (Preliminary)	Budget % of Total
Operating Revenues										
Student Tuition and Fees, net	79,884,668	66,725,068	*87.3%*	78,950,598	67,557,526	34,089,958	73,120,523	*87.9%*	74,584,843	*88.1%*
SEU	6,378,000	8,916,256	*11.7%*	16,669,100	9,433,000	5,328,568	9,574,898	*11.5%*	9,433,000	*11.1%*
Other Operating Revenue	2,052,698	787,510	*1.0%*	641,800	558,793	153,867	519,298	*0.6%*	596,850	*0.7%*
Total Operating Revenues	**88,315,366**	**76,428,833**	*100.0%*	**96,261,498**	**77,549,319**	**39,572,393**	**83,214,719**	*100.0%*	**84,614,693**	*100.0%*
Operating Expenses										
Instruction	13,493,679	14,165,263	*21.9%*	16,958,727	14,242,653	7,125,238	14,983,240	*20.9%*	16,392,288	*20.9%*
SEU	4,145,700	5,963,257	*9.2%*	11,180,200	6,483,000	3,588,564	6,553,229	*9.1%*	5,973,000	*7.6%*
Academic Support	7,455,893	7,169,507	*11.1%*	8,355,919	7,834,989	3,222,485	7,092,461	*9.9%*	8,108,357	*10.3%*
Student Services ex. Marketing Lead Buy	13,365,735	12,528,988	*19.4%*	15,743,655	14,898,416	6,499,429	14,067,077	*19.6%*	15,342,393	*19.5%*
Marketing Lead Buy	17,850,000	16,598,034	*25.7%*	24,985,000	18,755,132	8,619,059	21,750,360	*30.3%*	25,000,000	*31.9%*
Institutional Support	8,355,037	7,685,551	*11.9%*	7,014,776	7,074,453	3,295,902	6,676,028	*9.3%*	7,048,358	*9.0%*
Operation and Maintenance of Plant	301,900	304,686	*0.5%*	340,765	317,189	153,525	313,479	*0.4%*	319,908	*0.4%*
Depreciation	390,000	162,352	*0.3%*	300,000	285,877	107,571	257,571	*0.4%*	300,000	*0.4%*
Total Operating Expenses	**65,357,944**	**64,577,639**	*100.0%*	**84,879,042**	**69,891,709**	**32,611,773**	**71,693,445**	*100.0%*	**78,484,304**	*100.0%*
Operating Income	**22,957,422**	**11,851,194**		**11,382,456**	**7,657,610**	**6,960,620**	**11,521,274**		**6,130,389**	
Operating Margin	26.0%	15.5%		11.8%	9.9%	17.6%	13.8%		7.2% [4]	
Operating Income Ex. Marketing Lead Buy	40,807,423	28,449,229		36,367,456	26,412,742		33,271,634		31,130,389	
Operating Margin	46.2%	37.2%		37.8%	34.1%		40.0%		36.8%	
End of Year Enrollment	15,525	12,844		15,337	11,824		12,971		13,528	
Total New Enrollment	8,655	6,564		9,400	6,786		7,648		7,713	

1. Budgets, actuals, and forecasts exclude HEERF, PELL, and COSI as these are considered non-operating revenues and expenses.
2. Budget included opportunity with SEU for Bachelor's Program Refresh that will now not occur in FY24.
3. Forecast includes six months of actuals and six months of forecast.

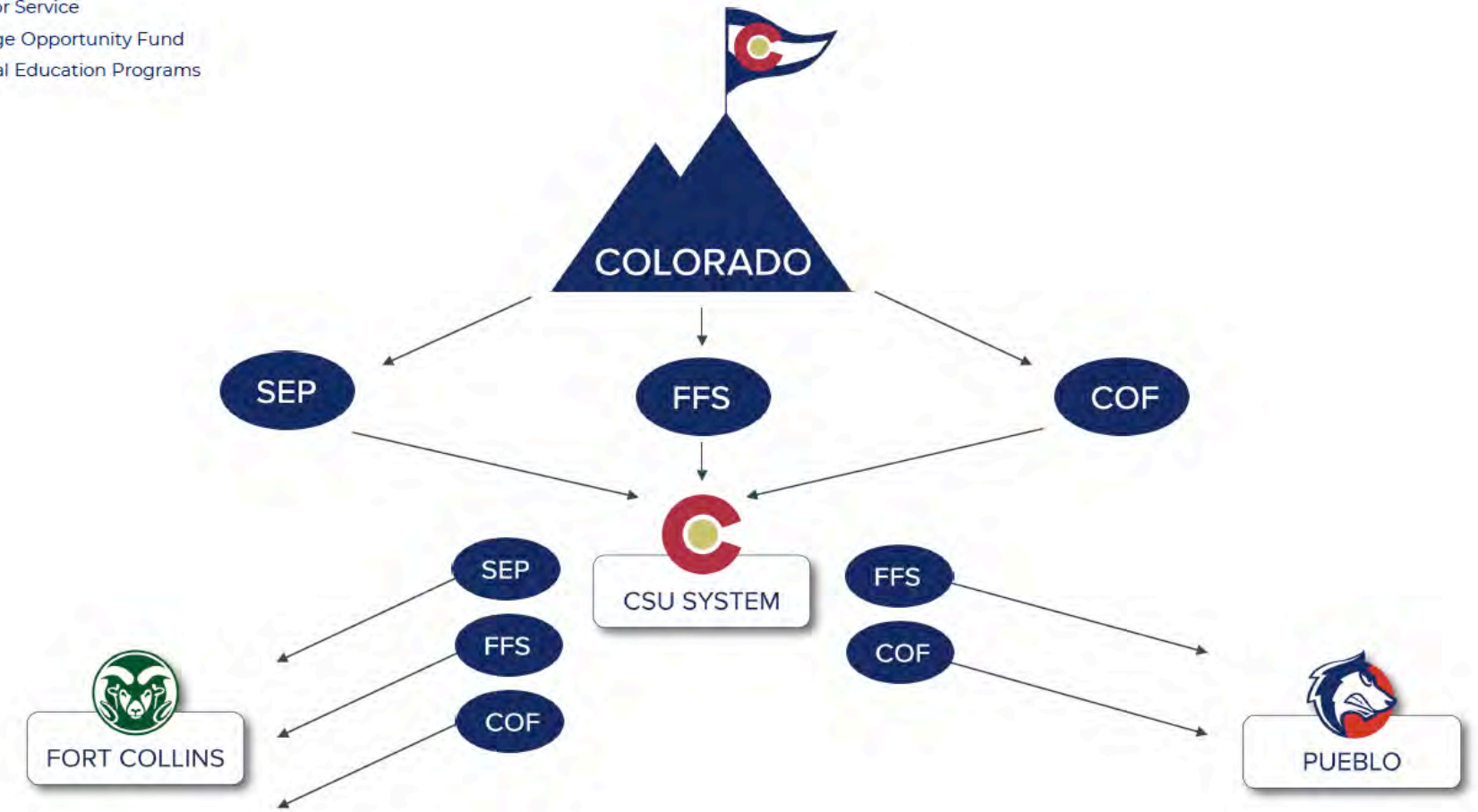
New Board of Governors' Budget Framework

FY 25 budget framework to align with BOG statutes and structure



State dollars (excl tuition) flow to CSU with statutory requirements

FFS - Fee For Service
COF - College Opportunity Fund
SEP - Special Education Programs



FY 25 Budget Presentation Preview

- The FY 25 budget preview will represent an alignment of financial resource allocations with the Colorado State University Board of Governor's statutory structure.
  - ✓ *Some resources are excluded from BOG discretion. Examples include direct research dollars, philanthropy, and auxiliary activities (athletics, housing, etc).*

- New model will show available resources at the BOG level and subsequent allocations to campuses, system, and Strategic Investment Fund initiatives.

- BOG will continue to see incremental and total budget sheets from all three campuses. Campus budget sheets will reflect a one-time reduction in expenses now allocated to the System office, while their annual amount available will reflect proportional allocations per process noted above.

Approval – Board of Governors' Strategic Investment Fund

Colorado State University System
Board of Governors' Strategic Investment Fund Commitments
February 2024 Estimates

			FY22	FY23	FY24	FY25
CSU Pueblo Sustainability			**$ 11,686,000**	**$ 11,686,000**	**$ 4,886,000**	**$ 2,000,000**
1	***CSU P Vision 2028***		**$ 6,800,000**	**$ 6,800,000**	**1,000,000**	**-**
2						
3	***Temporary Bridge Funding***		**$ 4,000,000**	**$ 4,000,000**	**$ 3,000,000**	**$ 2,000,000**
4		Housing	3,000,000	2,000,000	2,000,000	2,000,000
5		Operating Shortfall (Note 1)	1,000,000	2,000,000	1,000,000	-
6	***President's Office Infrastructure***		**$ 886,000**	**$ 886,000**	**$ 886,000**	$ -
7						
System Infrastructure			**$ 6,400,000**	**$ 7,055,000**	**$ 7,183,000**	**$ 7,542,150**
8		Base Funding	3,700,000	3,700,000	3,700,000	3,885,000
9		Strategic Personnel	700,000	955,000	1,083,000	1,137,150
10		Bridge Funding for Operating (Note 2)	2,000,000	2,400,000	2,400,000	2,520,000
11						
12						
System Initiatives			**$ 18,533,310**	**$ 31,112,826**	**$ 21,916,556**	**$ 26,305,890**
13	***Medical School***		**$ 7,362,135**	**$ 8,250,000**	**$ 2,446,390**	**$ 5,424,837**
14		Staff and Operating	7,362,135	8,250,000	6,520,721	5,424,837
16		Less: FY23 Carryforward			(4,074,331)	
17						
18	***System IT Upgrades***		**$ 976,156**	**$ 1,674,435**	**$ 1,724,668**	**$ 1,800,000**
19		Banner Student	976,156	1,674,435	1,724,668	1,800,000
20	***Spur Campus***		**$ 7,171,348**	**$ 17,465,000**	**$ 15,258,505**	**$ 17,000,050**
22		Spur Capital Completion and Program Enhancement	-	2,100,000	150,000	350,000
23		Spur Operations	4,277,348	7,885,000	8,795,520	9,969,186
24		Spur Program Support (Incl State Mag FY 22-FY 25)	2,550,000	7,080,000	5,887,985	6,243,114
25		Spur International Agriculture	344,000	400,000	425,000	437,750
26	***System Matching***		**$ 3,023,671**	**$ 3,723,391**	**$ 2,486,993**	**$ 2,081,003**
27		TMI Estate Gift Match	600,000	600,000	TBD	TBD
31		CSU-FC Ag Sciences Scholarships and Faculty (Note 3)	250,000	250,000	250,000	-
32		CSU-FC Public Safety (Note 4)	400,000	300,000	-	-
35		Salazar Center for North American Conservation (Note 5)	250,000	500,000	820,000	500,000
36		Fort Collins and Pueblo Campus Initiatives	88,000	-	-	-
37		CSURF Reimbursement for Service	100,000	100,000	100,000	100,000
38		Todos Santos Center	545,000	520,000	350,000	250,000
39		Statewide Higher Education Value Campaign	-	1,000,000	750,000	750,000
40		Less: FY23 Carryforward	-	-	(250,000)	-
41		State Engagement Hubs	790,671	453,391	466,993	481,003
TOTAL BOARD RESERVE COMMITMENTS			**$ 36,619,310**	**$ 49,853,826**	**$ 33,985,556**	**$ 35,848,040**

* Row numbers reflect hidden rows and are thus not sequential.

Note 1 Includes $1m Athletics for FY 22. FY 23/24 projected shortfall
Note 2 Currently expected at least through FY 25
Note 3 Concludes end of FY 24
Note 4 Concludes end of FY 25 with $100k in that year
Note 5 Concludes at the end of FY 27

Colorado State University System
BOG Strategic Investment Fund Reconciliation
February 2024 Estimates

	FY 2021 Revised	% of total	FY 2022 Revised	% of total	FY 2023 Estimate	% of total	FY 2024 Estimate	% of total	FY 2025 Estimate
Beginning Board Reserve Balance July 1	**$ 66,833,121**		**$ 55,765,337**		**$ 55,993,365**		**$ 18,789,539**		**$ 6,553,983**
Add New Revenue Available	25,695,818		36,945,000		12,500,000		12,500,000		12,500,000
Add Investment Earnings	562,814		(97,662)		150,000		9,250,000		15,000,000
Total Available Board Reserves	**$ 93,091,753**		**$ 92,612,675**		**$ 68,643,365**		**$ 40,539,539**		**$ 34,053,983**
Withdrawals:									
CSU Pueblo Sustainability	(5,299,784)		(11,686,000)		(11,686,000)		(4,886,000)		(2,000,000)
System Infrastructure	(6,300,000)		(6,400,000)		(7,055,000)		(7,183,000)		(7,542,150)
System Initiatives	(30,118,654)		(18,533,310)		(31,112,826)		(21,916,556)		(26,305,890)
Total Board Investments	**$ (41,718,438)**	44.8%	**$ (36,619,310)**	39.5%	**$ (49,853,826)**	72.6%	**$ (33,985,556)**	83.8%	**$ (35,848,040)**
Less carry-forward / unspent	4,392,022								
Board Reserve Balance June 30,	**$ 55,765,337**		**$ 55,993,365**		**$ 18,789,539**		**$ 6,553,983**		**$ (1,794,057)**

The Board of Governors of the
Colorado State University System
Meeting Date: February 8-9, 2024
Action Item

MATTER FOR ACTION:

The Board of Governors of the Colorado State University System (the "Board") approval of Strategic Investment Fund withdrawal for Fiscal Year 2024.

RECOMMENDED ACTION:

MOVED, that the Board approves the Strategic Investment Fund Withdrawals for Fiscal Year 2024, and acknowledges this withdrawal is an exception to Board Reserves Policy 205.

EXPLANATION PRESENTED BY: Dr. Tony Frank, Chancellor, Colorado State University System; and Henry Sobanet, Senior Vice Chancellor and Chief Financial Officer, Colorado State University System.

As discussed during Audit and Finance Committee and as shown in the Board of Governors meeting materials, the proposed withdrawal from the Strategic Investment Fund for Fiscal Year 2024 is not consistent with the provisions of Board Reserves Policy 205 and the Board approves this one-time exception to the policy.

_____ _____ _____

Approved Denied Board Secretary

_____

Date

CSU System Treasury

Colorado State University System
Operating Portfolio
December 31, 2023

	Market Value June 30, 2023	Market Value Sept 30, 2023	Market Value Dec 31, 2023	Unrealized Gain/Loss Since Inception	Realized Gains	Returns Last Quarter	Returns Last 6 months	Returns Last Year
Tier 1								
State Treasury Pool *	289,250,401	358,967,343	443,749,571			3.78%	3.66%	3.45%
Less scoop and toss cash [1]	(53,667,615)	(53,123,573)	(53,594,802)					
State Treasury Pool Actual	235,582,786	305,843,771	390,154,769					
Money Market Funds	63,193,000	63,944,060	65,009,215			1.70%	3.01%	5.33%
3-mo T-Bill						*1.37%*	*2.70%*	*5.01%*
Tier 2								
Separately Managed - BBH	55,815,859	56,336,409	58,386,770	3,386,770	2,000,000	3.69%	4.71%	7.09%
Bloomberg Gov/Cred 1-5 Yr						*3.44%*	*3.66%*	*4.89%*
Tier 3								
Fidelity 500 Index [2]	112,476,078	93,227,168	91,709,108	10,234,770	45,334,000	11.69%	8.04%	26.38%
S&P 500 Index						*11.69%*	*8.04%*	*26.29%*
Vanguard Extended Market Index	31,928,761	28,140,340	32,399,181	11,070,582		15.13%	11.28%	25.40%
Vanguard Spliced Ext Mkt Index						*14.90%*	*11.01%*	*24.97%*
Vanguard Total Intl Stock Index	81,450,436	80,403,666	88,420,316	17,509,248		9.97%	5.52%	15.47%
Vanguard Spliced Intl Index						*9.77%*	*6.12%*	*15.79%*
Separately Managed - PGIM	101,810,917	90,401,964	96,806,083	5,520,088		7.14%	4.25%	7.34%
Bloomberg Aggregate						*6.82%*	*3.37%*	*5.53%*
Total Operating Less State Treasury Pool	$ 446,675,050	$ 412,453,606	$ 432,730,673	$ 47,721,458	$ 47,334,000	7.97%	5.69%	13.98%
Total Operating Portfolio	$ 682,257,836	$ 718,297,377	$ 822,885,441	$ 47,721,458	$ 47,334,000			
Less Interest Earnings Distributed to Institutions (CSU, Global and System)				(29,140,634)				
Total Undistributed Gain/Loss				**$ 18,580,825**				

**Return represents "net credit rate" from State Treasury Pool*

[1] $175M of scoop and toss cash invested in a Treasury Note in November 2022 - maturing February 2024

[2] $25M of Realized Gains invested in a Treasury Bill in July 2023 - maturing FY25

Investment Objectives*

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

Tier 1

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

Tier 2

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

Tier 3

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

*changes to the investment objectives coming to produce income from $250M of the portfolio starting in February 2024

CSU System Treasury Update

- Operating Portfolio Performance less State Treasurer Pool (daily liquidity)
  - Market value as of December 31, 2023: $432,730,673
    - 13.98% return for last year (January – December 2023)
    - 5.69% return for the last 6 months (July – December 2023)
    - 7.97% for last quarter (October – December 2023)

- The State Treasurer Pool distributed a "net credited rate" of 3.45% over the last year (January - December 2023). As of December 31, 2023, there was $53.5M of scoop and toss cash at the State Treasury and $184M invested in a T-Bill. Maturity of the $229M scoop and toss debt is March 1, 2024.

- The portfolio has grown by $95M in gains since inception, July 2018. Of the gains, $10M was liquidated in FY23 to partially fund the Board of Governors' initiatives for Rural Colorado and Student Success and the presidential separation of Joyce McConnell. $25M was liquidated in July 2023 to fund an HR System. $12.334M was liquidated in December 2023 to complete the rural and student success funding. Remaining undistributed gains have been rolled into a new income investment strategy.

- Investment Advisory Committee
  - Met in January 2024 – discussed new investment strategy to produce $15M income/year on $250M

Income Model Projected Risk and Return

12/31/2023	Current Allocation			$250MM Fixed Income		
Manager	Market Value	Yield (%)	Yield ($)	Market Value	Yield (%)	Yield ($)
BBH*	$51,603,462	5.50%	$2,838,190	$125,000,000	5.50%	$6,875,000
PGIM*	$85,559,263	6.50%	$5,561,352	$125,000,000	6.50%	$8,125,000
Fixed Income	**$137,162,725**	**6.12%**	**$8,399,542**	**$250,000,000**	**6.00%**	**$15,000,000**
Fidelity (S&P 500)	$81,054,449			$33,750,000		
Vanguard (SMID Cap)	$28,635,081			$11,250,000		
Vanguard (Intl)	$78,147,745			$30,000,000		
Equity	**$187,837,275**	**1.92%**	**$3,606,476**	**$75,000,000**	**1.92%**	**$1,440,000**
Total	**$325,000,000**	**3.69%**	**$12,006,018**	**$325,000,000**	**5.06%**	**$16,440,000**

*Estimated portfolio yields based on manager projections.

	Current Allocation	$250MM Fixed Income
10 Year Geometric Mean Return	7.03%	6.80%
Projected Standard Deviation	**10.80%**	**8.60%**
% Total Equity	57.8%	23.1%
% Total Equity + High Yield	57.8%	61.5%

The current asset allocation for Tier III has an expected return of 7% with a projected standard deviation of 10.8%.

The new asset allocation for Tier III with $250 million in fixed income has an expected return of 6.8% and a projected standard deviation of 8.6%.

Internal Audit Update

FY24 DASHBOARD:

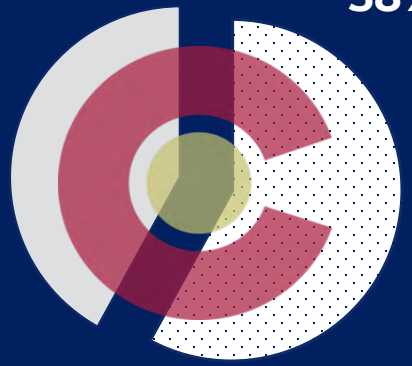
Key Risks Addressed in Audit Plan

- Leadership Turnover
- Enterprise Systems
- Cybersecurity
- Payroll
- Sponsored Programs
- Campus Safety
- CSU Spur
- Title IX
- Todos Santos
- Student Fees
- Accounts Payable
- Finance & Administration (Select Areas)

Audit Plan Initiated:

Target: 100%

58%

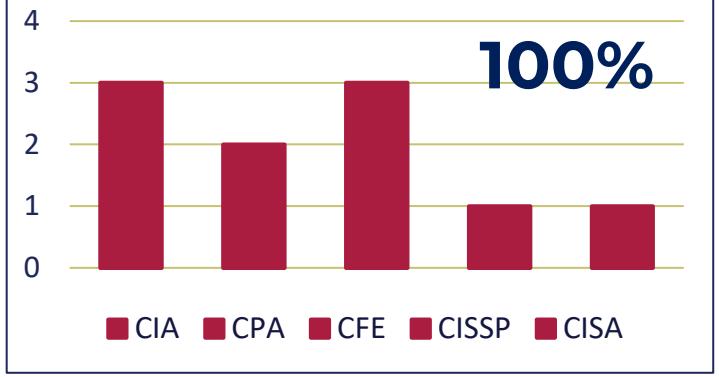


83 Recommendations Implemented

Staff Certifications:

(within four years of hire)

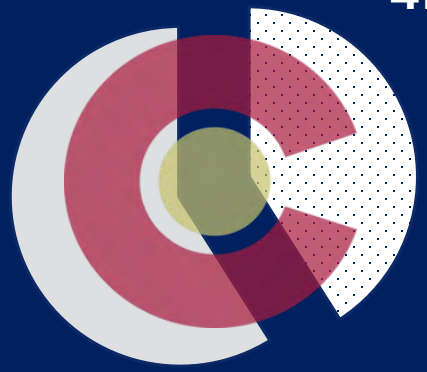
100%



Audit Plan Completed:

Target: 70%

41%



STATUS OF FISCAL YEAR 2024 AUDIT PLAN

Reports Issued

Institution	Audit Area	Status
CSUP	Athletics Compliance Audit	**Report 23-14**
CSU	CEMML Special Project	**Report 24-01**
CSUG	Payroll Audit	**Report 24-02**
CSU	Student Athlete Financial Aid	**Report 24-03**
CSU	CEMML Special Project Internal Controls	**Report 24-04**
CSUP	Auxiliary Services	**Report 24-05**
CSU	Housing Management System Consultation	**Report 24-06**
CSU	Attorney Client Privileged Institutional Biosafety Audit	**Report 24-07**
CSUP	CSU Pueblo Privileged Facilities Inventory Special Project	**Report 24-08**
CSUP	CSU Pueblo Facilities Inventory Special Project – Internal Controls	**Report 24-09**
CSU	Payroll Audit	**Report 24-10**
CSU	Colorado State Forest Service Audit	**Report 24-11**

STATUS OF FISCAL YEAR 2024 AUDIT PLAN

Audits in Progress

Institution	Audit Area	Timeline
CSU, CSUP	Data Incident Resilience and Recovery Audit	
CSU	Effort Reporting Audit	
CSU, CSUP	Todos Santos Audit	
CSU SPUR	Financial & Administrative Audit	
CSUG	Presidential Transition Audit	
ALL	FY25 Risk Assessment	
CSU	Continuous Auditing – Financial Fraud Risk Devel.	*Ongoing*
CSU, CSUP	Continuous Auditing – Ongoing Evaluation	*Ongoing*
ALL	Hotline Report Follow-up/Investigations	*Ongoing*
ALL	Audit Follow-up	*Ongoing*

STATUS OF FISCAL YEAR 2024 AUDIT PLAN

Remaining Audits

Institution	Audit Area	Timeline
CSUP	Accounts Payable Audit	Feb – Mar – Apr – May – Jun: Planning / Fieldwork / Reporting
CSUP	Student Fees Audit	Feb – Mar – Apr – May – Jun: Planning / Fieldwork / Reporting
CSU	Vice President of Research Transition Audit	Feb – Mar – Apr – May – Jun: Planning / Fieldwork / Reporting
CSU	PCI Compliance Audit	Feb – Mar – Apr – May – Jun: Planning / Fieldwork / Reporting
CSU	Account Management & Deprovisioning Audit	Feb – Mar – Apr – May – Jun: Planning / Fieldwork / Reporting
CSU	Athletics Audit	Mar – Apr: Planning; Apr – Jun: Fieldwork
ALL	Campus Safety Risk Management Review	Apr: Planning; May – Jun: Fieldwork
CSUP	Title IX Controls Audit	*TBD – Feds pushed regulation release date to March*
CSU	College of Natural Sciences Audit	*Deferred to FY2025*

Timeline Adjusted Due to Special Project	Planning
	Fieldwork
	Reporting

Internal Auditing FY 2024 Report Dashboard

Recommendations Summary by Audit and Risk Level:

Audit #:	Audit Title:	Critical Risk:	High Risk:	Medium Risk:	Low Risk:	Total:
24-09	CSU Pueblo Facilities Inventory Special Project – Internal Controls	0	2	3	0	5
Critical Risk Issues: None High Risk Issues: Warehouse Access; Inventory Management						
24-10	CSU Payroll	0	2	5	0	7
Critical Risk Issues: None High Risk Issues: Reconciliations; Manual Processes						
24-11	Colorado State Forest Service Audit	0	0	4	0	4
Critical Risk Issues: None High Risk Issues: None						

Risk Rating	Risk Definition
Critical	Critical priority - severe impact to the reputation of the institution or achievement of its goals and objectives is highly likely. Urgent action should be taken.
High	High priority - high likelihood and/or considerable negative impact to institutional or unit goals and objectives. Timely action should be taken.
Medium	Medium priority - moderate impact and/or likelihood to unit goals and objectives. Action should be taken.
Low	Low priority - minimal adverse impact and/or minimal likelihood of impact to unit goals and objectives. Action should be taken as resources permit.

Executive Summary

Report

24-09 CSU Pueblo Facilities Inventory Special Project – Internal Controls
January 18, 2024

Background and Scope

The Facilities department (Facilities) at Colorado State University Pueblo (CSU Pueblo) manages a warehouse for storing of parts needed for making repairs at CSU Pueblo. In October 2023, Internal Auditing (IA) followed up on concerns related to inventory in the Facilities warehouse, and that report was provided to the Office of General Counsel (OGC). This report addresses internal weaknesses noted during that review.

Objectives and Conclusions

Objectives:	Conclusions:
1. Identify opportunities for internal control improvements to mitigate the risk of inventory loss or theft within the Facilities warehouse.	We made five recommendations to improve internal controls related to the risk of inventory loss or theft.

Audit Observations and Risk Level

Issue/Opportunity:	Risk and Impact:	Risk Level:	Mgt. Response:
1. IA noted that a vendor would regularly retrieve items from the warehouse.	Unauthorized personnel in the Facilities warehouse creates risk of inventory loss or theft.	**High**	The Vice President for University Operations or their delegate will implement a procedure to only allow authorized employees in the warehouse. Target date of completion: 02/01/2024
2. IA noted that an employee would periodically take parts out of the warehouse without a work order.	Retrieving items without a work order increases the risk of misuse or theft of assets.	**High**	The Vice President for University Operations will implement procedures to ensure no parts leave the warehouse without an appropriate work order. Target date of completion: 02/01/2024
3. IA noted that there was no supervisory approval of work orders in the Facilities system, TMA, or a manual review due to the lack of system controls.	Employees entering, approving, and working on self-entered work orders creates fraud risk.	**Medium**	The Vice President for University Operations will implement a procedure to ensure supervisory review of work orders. Target date of completion: 04/01/2024
4. Current controls for leased vehicles in the Facilities area are not adequate to prevent misuse.	Lack of monitoring vehicle usage puts these assets at greater risk of misuse.	**Medium**	The Vice President for University Operations will implement a variety of measures meant to strengthen controls including monitoring of vehicles. Target date of completion: 02/01/2024
5. IA noted that one employee had not completed their Conflict of Interest disclosure for the current year.	Without current Conflict of Interest disclosures on file, conflicts cannot be appropriately managed, creating financial risk.	**Medium**	The Vice President for University Operations will implement a procedure to ensure all employees complete their required Conflict of Interest Disclosure. Target date of completion: 02/01/2024

Executive Summary

Report
24-10 CSU Payroll Audit
January 22, 2024

Background and Scope

CSU's Payroll function is fully in-house and consists of eight full-time employees. CSU compensation expenses (salary, wages, benefits, etc.) totaled approximately $964 million in Fiscal Year 2023 and approximately $1.0 billion for Fiscal Year 2024. CSU utilizes the Oracle Human Resources Management System (HRMS) and Payroll Module, as well as TimeClock Plus for time tracking of hourly employees. CSU, in conjunction with the CSU System Office and CSU Pueblo, is in the early stages of procuring a new Human Capital Management (HCM) system that will be implemented over the next several years.

The audit covered CSU Payroll activity for the period of July 1, 2021, through June 30, 2023.

Objectives and Conclusions

Objectives:	Conclusions:
1. Determine the accuracy, timeliness, and completeness of payroll disbursements.	Internal controls to ensure accuracy, timeliness, and completeness of payroll disbursements (payroll reconciliation and payroll report reviews) were inadequate.
2. Determine if payroll disbursements for terminations are properly processed.	Internal controls over payroll disbursements for terminations were adequate.
3. Determine compliance with state and federal leave regulations and policies.	Internal controls over compliance with state and federal leave regulations and policies were adequate.
4. Assess the risk for payroll fraud.	Internal controls to mitigate the risk of payroll fraud are generally adequate; however, controls within the Oracle System need improvement.
5. Assess general information security risk to payroll data.	Internal controls over general information security risk to payroll data are generally adequate; however internal controls over IT User Access need improvement.

Audit Observations and Risk Level

Issue/Opportunity:	Risk and Impact:	Risk Level:	Mgt. Response:
1. A review of payroll reconciliations noted significant variances between the Kuali Financial System and Oracle, and some reconciliations were not performed timely and/or lacked evidence of review and approval.	Without timely payroll reconciliations, errors or irregularities will not be resolved in a timely manner.	**High**	Agree. The Payroll Manager will coordinate the relevant parties to set up procedures to obtain the ongoing detailed Kuali reporting and reconcile to payroll transactions. The Payroll Accountants will act as the preparers and reconcile these accounts monthly. The Payroll Manager will review and authorize via signature the reconciliation is accurate and completed on time. Target date: June 30, 2024
2. & 3. A number of payroll overpayments were lacking supporting information for resolution or were not processed in a timely manner.	The university risks financial losses and employees can be negatively impacted if overpayments are not effectively resolved in a timely manner.	**Medium**	Agree. The Payroll Manager will conduct a training session with the team to achieve performance standards required for overpayments and oversee the team's accountability for timely tracking. Target date: March 30, 2024

			Agree. The Chief Total Rewards Officer will consult with the Payroll Manager to identify unified electronic processes where data can be stored in one location. Target date: June 30, 2024
4. Payroll staff indicated that payroll monitoring reports are reviewed for accuracy and completeness, but a formal signoff to evidence the review was not documented.	Lack of a well-documented, in-depth review of payroll reports detailing review steps, comments, and follow-up actions could result in inaccuracies in payroll.	**Medium**	Agree. The Payroll Manager will oversee the Payroll Accountants in achieving the timely deliverable of standard payroll reporting reviews for each payroll cycle. Target date: June 30, 2024
5. The review of payroll transactions that are susceptible to improprieties disclosed that Oracle does not calculate retroactive pay correctly when changes do not coincide with the beginning of the month.	The Oracle system limitation could increase the likelihood of errors in the manually calculated retroactive payments.	**Medium**	Agree. This is one of many priority requirements in the HCM system request for proposal (RFP) for the CSU System, CSU, and CSU Pueblo. Target date: June 30, 2024
6. Currently, three IT developers and two IT Unit personnel have the "Payroll Manager" Oracle responsibility, giving them access to enter transactions in the Oracle Payroll Module production environments. This creates a conflict of duties, as they can also code configurable changes to the application.	The risks of uncontrolled access to the payroll production environment could result in unauthorized transactions, data access, or changes.	**Medium**	Agree. Nick Cummings, Associate Director for Information Resources and Systems has ensured access to Payroll responsibilities has been removed in the production instance for all employees of the Division of IT. Target date: Implemented
7. Due to a number of manual processes, payroll processing can take the Payroll Unit 1 – 1 ½ days to validate the results of all the three phases of the payroll processing in Oracle for each pay period.	The manual nature of these key payroll processes is time-consuming and prone to errors.	**High**	Agree. The HR team has provided feedback to Chris Seng, HCM project manager, identifying prioritized HCM system requirements that require automation or enhanced efficiencies in payroll processing as part of the RFP solicitation. Those payroll RFP recommendations have been communicated to Internal Auditing. Target date: Implemented

Executive Summary

Report

24-11 CSU Colorado State Forest Service Audit
January 23, 2024

Background and Scope

Colorado State Forest Service (CSFS) is a service and outreach agency of the Warner College of Natural Resources at Colorado State University. CSFS is committed to providing timely, relevant forestry information and education, technical forestry assistance, and wildfire mitigation to the citizens of Colorado to achieve resilient forests and communities.

The audit covered financial and operational activities, post-award sponsored program activities, and risk management and governance processes for the period July 1, 2021, through June 30, 2023.

Objectives and Conclusions

Objectives:	Conclusions:
1. Evaluate financial and administrative processes (including internal controls and select university policies and procedures).	We noted that financial and administrative controls within CSFS were generally adequate.
2. Evaluate the controls for sponsored programs (post-award financials and reporting).	We noted the controls for sponsored programs (post-award financials and reporting) were generally adequate.
3. Evaluate risk management and governance processes.	We noted the risk management and governance processes for CSFS were generally adequate, and we had no recommendations at this time.

Audit Observations and Risk Level

Issue/Opportunity:	Risk and Impact:	Risk Level:	Mgt. Response:
1. CSFS is not fully compliant with CSU's Conflict of Interest (COI) reporting requirements.	Incomplete COI disclosure increases CSU's risk of undisclosed conflicts of interest.	**Medium**	Agree. The Associate Director of Administration is setting up proactive controls to identify employees who need to complete their COI disclosure and communicate with them about this requirement. These controls, which will be documented within the Administration Division, will include distinct duties for the COI Viewer (HR Manager) and Reviewer at the CSFS (Associate Director of Administration). In addition, there will be a policy and procedure document in place for CSFS staff to reference the COI Policy, the requirement to complete the disclosure, and instructions on how to complete it. Target date: June 30, 2024
2. Procurement Card (PCard) cycle limits (both the monthly limit and transactions per cycle) are significantly higher than actual PCard usage.	Unnecessarily high PCard limits increase the financial risk to CSFS and CSU if the card is used inappropriately by the cardholder or if an outside party compromises the card.	**Medium**	Agree. The Finance Manager will manage the use and distribution of PCards annually by including review of usage & limits as a part of criteria to retain PCards. Additionally, these metrics will be used to determine CSFS policy on who may issue/request PCards for staff. Target date: December 31, 2024

3. Overall, CSFS transactions were well supported. However, we did identify a few instances where documentation could be improved.	Detailed documentation, including required forms, can help to ensure compliance with CSU policy and support the business purpose or the accuracy of the transaction.	**Medium**	Agree. The Finance Manager will investigate the viability surrounding training in compliance with CSU policy (including FPI 2-1) for CSFS administrative and accounting staff. Training would include reasoning and requirements to support the transaction adequately, including amount billed, and business purpose. Target date: December 31, 2024
4. Deposits were not always deposited in accordance with university policy; however, compliance with the policy is not feasible due to field office locations.	Having a documented policy related to deposits can help ensure deposits are completed in a timely manner and reduce risks such as loss or theft.	**Medium**	Agree. The Finance Manager will investigate the viability of creating new CSFS policies surrounding deposits across the agency. CSFS will work with BFS for the reasonableness of any new policy and its implementation. Target date: December 31, 2024
Several low-risk items were informally brought to management's attention. No response is necessary.	Risk is manageable by the organization.	**Low**	Mgt. Informed Mgt. Discretion

All Overdue Recommendations

Audit #	Audit Name	Inst.	Rec #	Risk Ranking	Recommendation	Audit Report Response	Dept.	Target Completion Date	Revised Target Completion Date
24-04	CSU Center for Environmental Management of Military Lands Special Project	CSU	2	**High**	The Assistant to the Dean for Finance should consider the use of mileage logs in CEMML leased vehicles.	Agree. The Assistant to the Dean for Finance is working with college IT staff on developing a system for mileage tracking.	Finance/ IT	11/1/2023	3/15/2024
23-06	CSU Pueblo Sustainability of High-Risk Recommendations Audit	CSU P	15		The CFO/Controller should implement a procedure to periodically ensure departments are completing account reconciliations.	Agree. The CFO/Controller and the Assistant Controller will implement a procedure to periodically ensure departments are completing account reconciliations.	BFS	9/30/2023	05/30/2024
23-06	CSU Pueblo Sustainability of High-Risk Recommendations Audit	CSU P	14		The Purchasing Director should review all construction accounts quarterly for activity and collaborate with Facilities to verify completion. The Purchasing Director should then create a termination form for all accounts completed but not closed and provide that form to Business and Financial Services to close out the accounts in KFS.	Agree. The Purchasing Director will review all constructions accounts quarterly and work with Facilities to confirm project completion. The Purchasing Director will also create termination forms, submit to Business Financial Service to close account in KFS. The CFO will work with the Senior Accountant to set up expiration dates when Construction accounts are established.	Purchasing/ BFS	10/31/2023	02/15/2024

Audit #	Audit Name	Inst.	Rec #	Risk Ranking	Recommendation	Audit Report Response	Dept.	Target Completion Date	Revised Target Completion Date
23-06	CSU Pueblo Sustainability of High-Risk Recommendations Audit	CSU P	7		The CFO/Controller or designee should review the current overtime payment process to improve accuracy of payments. Additionally, the CFO/Controller should review these instances of unpaid overtime to ensure the students employees are eligible for overtime pay.	Agree. CFO/Controller, Payroll Staff and Assistance Controller will review and develop controls to improve the accuracy of payments. We will also review instances of unpaid overtime and pay any unpaid wages.	BFS	6/30/2023	02/29/2024
23-02	CSU Facilities Management Recharge Accounts	CSU	1		We recommend the Associate Vice President for Facilities Management consider charging actual costs for RCS project management and internal RCS work. Charging actual costs would allow some or all of the work to be paid for by federal funds, allowing CSU to repurpose Education and General funds for other activities.	Agree to complete a feasibility study. Facilities uses fixed cost pricing across a variety of departments, so the study will encompass the entire business unit. Facilities accounting and RCS will work with the Financial Business Officer to analyze the financial and non-financial impacts of implementing this recommendation.	Facilities	12/31/2023	12/31/2024
22-15	ATTORNEY CLIENT PRIVILEGED CSU Student Accessibility Audit	CSU	5		Privileged Communication	Privileged Communication	Provost Office, OEO, OIE, ATCR	5/4/2023	03/15/2024

Audit #	Audit Name	Inst.	Rec #	Risk Ranking	Recommendation	Audit Report Response	Dept.	Target Completion Date	Revised Target Completion Date
21-16	Institutional Research Audit	CSU P	02		The Information Security Manager at CSU-Pueblo should adopt a data security policy.	Agree. Though it is agreed that there is a need for a data security policy, discussions have begun regarding efforts to establish a data security policy that will cover all CSU System member institutions.	IR	10/31/2021	10/03/2024
20-21	Office of Research and Sponsored Program	CSU P	12		The Director of OSP and the Controller should work with Human Resources to identify a method to better address research-related conflicts of interest.	Agree. CSU-Pueblo will continue to abide by the current COI reporting and disclosure process (managed by Human Resources) while they continue to evaluate the impact and resource need to implement the Kuali COI module annually.	OSP	12/31/2022	10/1/2024

Section 10

Annual Athletics Reports

- CSU Pueblo – Presented by Paul Plinske, Athletic Director
- CSU – Presented by Joe Parker, Athletic Director

CSU PUEBLO

INTERCOLLEGIATE ATHLETICS

PAUL PLINSKE, PH.D.

VICE PRESIDENT FOR ATHLETICS & STRATEGIC PARTNERSHIPS

LOOKING FORWARD

Turbulent College Athletics Landscape

- Fiscal Struggles; Mental Health and Wellness; Name, Image and Likeness; Transfer Portal

Grateful for President Emeritus, Dr. Timothy Mottet

Excited about our future with new President, Armando Valdez, and President's Cabinet

Energized by our stellar student-athletes and dedicated coaches and staff

Boosted by our strategic planning progress, which includes a robust Title IX Review and facility upgrades

MISSION

To develop champions through academic excellence, athletic achievement and community engagement with the ultimate goal of building productive citizens.

VISION

To be an athletic powerhouse and the standard for holistic student-athlete development and academic opportunity.

OUR STRATEGIC PLAN

DEVELOPING CHAMPIONS

1. Academic Excellence
2. Competitive Success
3. Program Integrity
4. External Outreach
5. Value to University and Community

ACADEMIC EXCELLENCE

2022-2023 ACADEMIC YEAR

3.22 combined GPA (highest GPA in school history)
18 student-athletes with a 4.0 GPA
192 student-athletes with a 3.5 GPA or higher
668 student-athletes (largest cohort of student-athletes)

2022-23 Performance	Enrollment	Percentage	Grade Point Averages	Fall-to-Fall Re-Enrollment	Graduation Rate
White	236	44%	3.273	79.9%	47%
Hispanic/Latino	115	21%	3.116	83.5%	57%
Black or African American	63	12%	2.652	75.4%	41%
U.S. Non-Resident (International)	47	9%	3.576	91.1%	50%
Two of More Races	47	9%	3.033	64.4%	63%
Race & Ethnicity Unknown	11	2%	3.122	90.9%	0%
American Indian or Alaska Native	8	1%	2.415	75.0%	-
Native Hawaiian or Other Pacific Islander	7	1%	2.640	71.4%	0%
Asian	6	1%	3.451	66.7%	100%
Total	**540**		**3.223**	**79.7%**	**48%**
	Unduplicated				

ATHLETIC ACHIEVEMENT

16th in LEARFIELD Directors' Cup standings (highest in school history)

- 300 NCAA Division II Member Institutions

4th in Rocky Mountain Athletic Conference (RMAC) All-Sports Cup

- 16 RMAC Schools

28 All-American performances

7 National Runner-Ups

EXTERNAL OUTREACH

2022-2023 ACADEMIC YEAR

5,902 community service hours invested by CSU Pueblo student-athletes

Hosted three major sporting events

- 2022 CHSAA State Football Championships (6-man, 8-man, 1A, 2A and 3A)
- 2023 NCAA Division II Outdoor Track and Field Championships
- 2023 CHSCA All-State Games

Over 5,000 youth participated in CSU Pueblo camps and clinics

FALL 2023

This past fall, Pack Athletics had one of its most successful seasons in university history.

3.325 combined GPA

76 student-athletes with a 4.0 GPA

3 Academic All-Americans

	Fall 2018	Fall 2023	Change (+/-)
Baseball	2.811	3.092	.281
Basketball (M)	2.886	3.334	.448
Basketball (W)	2.822	3.051	.229
Cross Country (M)	3.677	3.331	-.346
Cross Country (W)	3.645	3.685	.040
Football	2.928	3.006	.078
Golf (M)	3.129	3.325	.196
Golf (W)	3.446	3.504	.058
Lacrosse (M)	2.662	2.938	.276
Lacrosse (W)	3.107	3.308	.201
Soccer (M)	3.286	3.200	-.086
Soccer (W)	3.305	3.643	.338
Softball	3.522	3.680	.158
Swimming	2.993	3.304	.311
Tennis (W)	3.174	3.167	-.007
Track & Field (M)	3.163	3.364	.201
Track & Field (W)	3.456	3.397	-.059
Volleyball	3.239	3.772	.533
Wrestling	2.779	3.071	.292
TOTAL	3.035	3.325	.29

ATHLETIC ACHIEVEMENT

FALL 2023

10th in LEARFIELD Directors' Cup

- Men's Soccer (2nd)
- Women's Cross Country (11th)
- Men's Cross Country (12th)
- Football 8-3 (3rd in RMAC)
- Volleyball (4th in RMAC)
- Women's Soccer (6th in RMAC)

Men's Soccer National Runner-Ups

7 All-Americans

COMMUNITY ENGAGEMENT & STRATEGIC PARTNERSHIPS

PUEBLO SCHOOL DISTRICT 60

the YMCA

PARKVIEW HEALTH SYSTEM

ALL-STATE GAMES CHSCA COLORADO HIGH SCHOOL COACHES ASSOCIATION

PUEBLO SCHOOL DISTRICT 70 County

CHSAA

COLLABORATION & ENGAGEMENT OPPORTUNITIES

- Sam Batey, Sr. Golf Outing
- CHSAA State Football Championships
- CSU vs. CSU Pueblo Men's Basketball Gathering
- Naming Opportunities
- Title IX Sexual Assault

FINANCIAL ANALYSIS

	FY23 Actual	FY24 Budget
Revenues		
University (E&G)	$4,803,537	$5,599,690
External Sources	$2,627,802	$3,400,000
Student Fees	$1,140,375	$1,107,058
Ticket Sales	$225,881	$250,000
Revenues Total	**$8,797,595**	**$10,356,748**
Expenses		
Salaries and Benefits	$3,252,941	$3,433,250
Scholarships	$3,080,384	$3,128,525
Operations	$3,925,825	$3,750,000
Expenses Total	**$10,259,150**	**$10,311,775**
Surplus/Deficit	**-$1,461,555**	**$44,973**

DEVELOPING CHAMPIONS

1.Budget
- Improved Funding Model
- Transition Men's Lacrosse to Sanctioned Club Sport
- Naming Opportunities

2.Collaborations and Partnerships
- Internal (Advancement, Alumni Association, Institutional Equity, Foundation)
- External (District 60 and 70, YMCA)

3.Facility Projects
- ThunderBowl Suites
- Golf Training Center
- Advanced Technology

4.Support Services
- Academics
- Diversity, Equity and Inclusion
- Mental Health and Wellness
- Sports Medicine

5.Title IX Leaders
- Sexual Assault
- Gender Equity

CSU PUEBLO

PACK ATHLETICS

CSU SYSTEM

COLORADO STATE UNIVERSITY

CSU SYSTEM
COLORADO STATE UNIVERSITY
FORT COLLINS | PUEBLO | GLOBAL

The CSU System Strategic Priorities

Student Success & K-12 Relationships

- Canvas Community Classic
- CHSAA Football Championships
- Football Education Day in partnership with Poudre and Thompson
- Women's Basketball Education Day in Partnership with Poudre and Thompson

Land Grant Priorities

- Ag Day
- Youth In Ag Football Promotion
- Orange Out Games
- High Achieving Diverse Student-Athletes who gain access via Athletics Scholarships

Innovation

- Amplify and celebrate achievement across campus
- Game Day recognition

Campus Collaboration

- Commitment To Campus
- Football Faculty & Staff Appreciation Day
- Game Day Engagement and Activation
- Student-Athlete Health and Wellness

Healthy Campuses

- Inclusive Excellence Celebrations
- Rams Against Hunger
- Tackle Cancer
- Fight Like a Ram Promotions
- Summer Youth Camps
- Football Spring Kids' Clinic

Colorado State Athletics – Vision and Mission

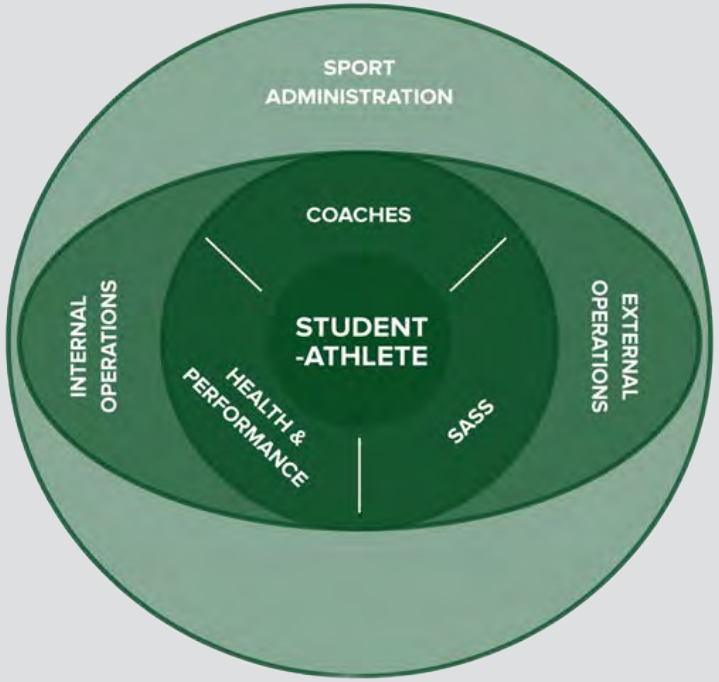
Our Vision

To Enhance the Value of Every CSU Degree by Making the College Football Playoff and NCAA postseason play in all sports

Our Mission

To Educate, Engage, and Excel.

Supporting the Comprehensive Student-Athlete Experience



Academic Performance

2022-23

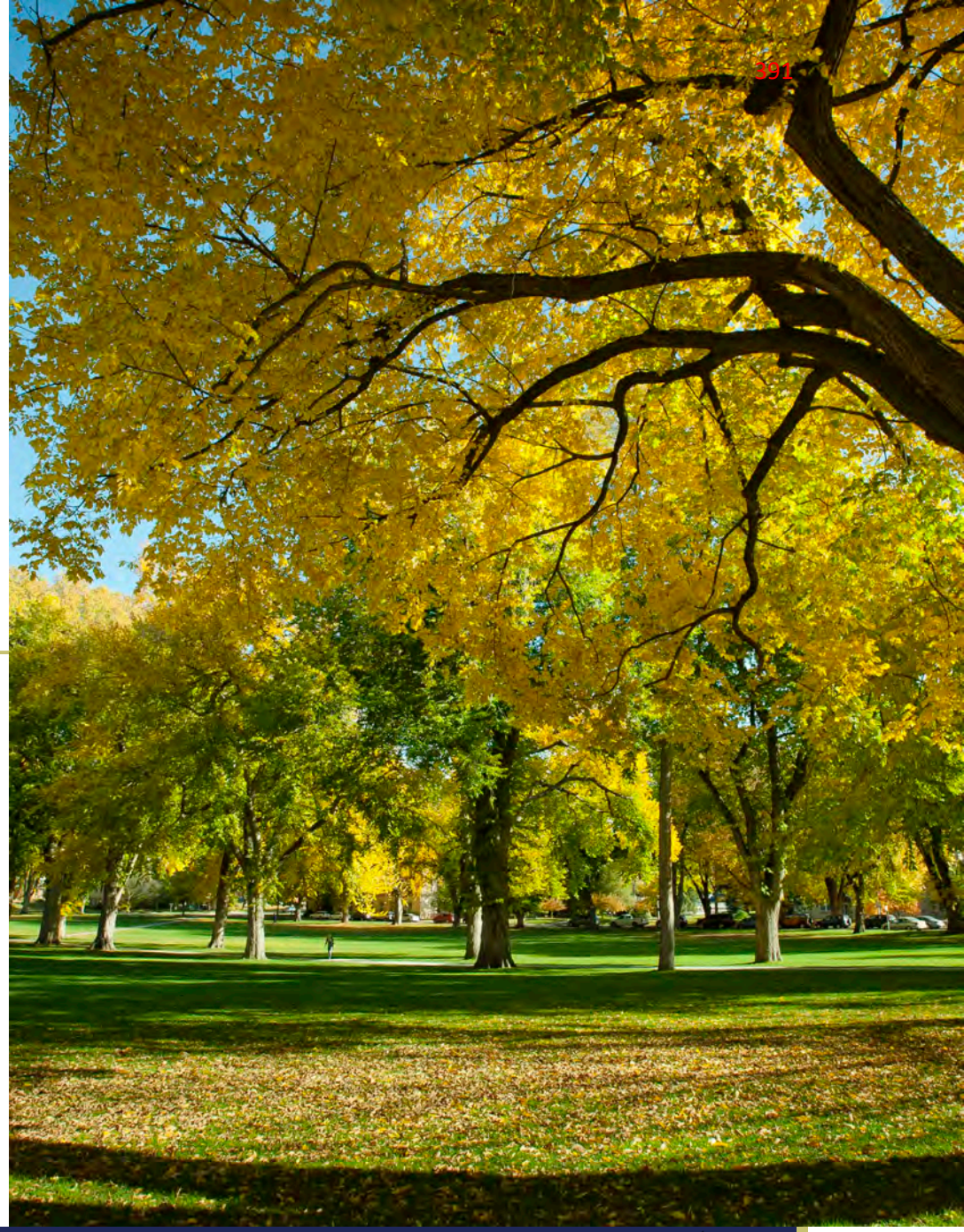
Graduation Rates

2022 NCAA Graduation Success Rate (2015-16 Cohort)

Colorado State student-athletes (72 student-athletes)	88%
Division 1-FBS student-athletes	90%
Mountain West student-athletes (average)	87%

2023 NCAA Graduation Success Rate (2016-17 Cohort)

Colorado State student-athletes (81 student-athletes)	86%
Division 1-FBS student-athletes	91%
Mountain West student-athletes (average)	87%



Graduation Rates – Peer Institutions

2022 NCAA Graduation Success Rate	
Iowa State	95%
Illinois	94%
Kansas State	93%
Tennessee	93%
Michigan State	92%
North Carolina State	90%
Colorado	91%
UC-Davis	91%
Virginia Tech	91%
Washington State	91%
Colorado State (72 student-athletes)	88%
Oklahoma State	88%
Oregon State	88%
Purdue	88%
Texas A&M	86%

2023 NCAA Graduation Success Rate	
Illinois	95%
Iowa State	95%
Tennessee	94%
Kansas State	93%
North Carolina State	92%
Oklahoma State	92%
Virginia Tech	92%
Michigan State	91%
UC-Davis	91%
Colorado	90%
Washington State	90%
Oregon State	88%
Purdue	87%
Texas A&M	87%
Colorado State (81 student-athletes)	86%

Academic Progress Rate (APR)

	Single-Year Rates				Multi-Year Rates			
Sport	**2021-22**	**2020-21**	**2019-20**	**2018-19**	**2021-22**	**2020-21**	**2019-20**	**2018-19**
Men's Basketball	979	953	981	980	974	959	950	951
Men's Cross Country	979	**1000**	**1000**	963	985	990	978	977
Football	961	964	962	946	957	955	952	954
Men's Golf	970	**1000**	969	**1000**	985	993	993	**1000**
Men's Track	991	990	982	947	977	977	975	980
Women's Basketball	**1000**	**1000**	983	**1000**	995	996	996	**1000**
Women's Cross Country	**1000**	**1000**	979	**1000**	994	989	995	**1000**
Women's Golf	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**
Softball	**1000**	**1000**	971	987	990	982	982	982
Soccer	**1000**	989	**1000**	970	989	989	987	987
Swimming and Diving	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**
Tennis	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	**1000**	992
Women's Track	973	983	985	**1000**	986	986	991	996
Volleyball	**1000**	979	**1000**	**1000**	995	995	990	990

Notes:

- APR measures semester-by-semester retention and eligibility rates for current scholarship student-athletes and is a predictor of future graduation rates.
- A perfect APR score is 1000. The NCAA imposes penalties when the multi-year rate falls below 930.
- APR data for 2022-23 will not be released until May 2024.

Team Grade Point Averages

SPORT	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Men's Basketball	3.16	3.04	3.23	3.31
Football	2.63	2.82	2.78	2.96
Men's Golf	3.38	2.96	3.17	3.20
Men's Cross Country/Track and Field	3.00	2.95	3.20	3.30
All Male Student-Athletes	**2.82**	**2.85**	**2.96**	**3.12**
Women's Basketball	3.12	3.26	3.39	3.22
Women's Golf	3.42	3.59	3.69	3.60
Women's Soccer	3.54	3.58	3.69	3.60
Softball	3.23	3.30	3.46	3.51
Women's Swimming	3.45	3.58	3.58	3.59
Women's Tennis	3.57	3.64	3.47	3.57
Women's Cross Country/Track and Field	3.46	3.44	3.34	3.39
Women's Volleyball	3.54	3.56	3.51	3.53
All Female Student-Athletes	**3.43**	**3.49**	**3.49**	**3.49**
All CSU Student-Athletes	3.12	3.17	3.22	3.31
All CSU Students	3.09	3.03	3.09	3.16

Academic Accomplishments 2022-23

Academic Accomplishments

2022-23 Accomplishments

187 Rams earned Mountain West Academic All-Conference recognition for achieving a grade-point average of **3.0 or better** while competing in at least 50 percent of their teams' varsity contests during the year.

154 Rams earned Mountain West Scholar-Athlete awards for achieving a grade-point average of **3.5 or better** while utilizing a season of competition (competing in at least one contest); 15 earned a 4.0 GPA.

Academic All-Conference	
2022-23	187
2021-22	201
2020-21	274
2019-20	142
2018-19	133

Scholar-Athlete	
2022-23	154
2021-22	164
2020-21	158
2019-20	82
2018-19	72

Notes:
• Athletic participation not required in 2020-21

Academic Accomplishments

2022-23 Accomplishments

» Fall 2022 marked the fifth-highest student-athlete term GPA on record at 3.226

» Spring 2023 marked the **highest** student-athlete term GPA on record at **3.313**

Top 10 Term GPAs on Record

1. Spring 2023 – 3.313
2. Fall 2020 – 3.312
3. Spring 2020 – 3.256
4. Spring 2021 – 3.228
5. Fall 2022 – 3.226
6. Spring 2022 – 3.173
7. Fall 2021 – 3.127
8. Fall 2014 – 3.096
9. Spring 2015 – 3.067
10. Fall 2015 – 3.027

Athletic Performance

2022-23

Athletic Performance – Men

SPORT	MW RECORD	OVERALL RECORD	MW FINISH	COMMENTS/POSTSEASON
Men's Basketball	6-12	15-18	8th	Isaiah Stevens becomes the program's all-time career assists leader and earns Mountain West All-Conference First Team honors; Advanced to semifinals of Mountain West tournament
Men's Cross Country	-	-	2nd	A record six men earned All-Conference honors, and the team concluded their season at the National Championship meet for the first time since 2018.
Football	3-5	3-9	5th	The Rams began the Jay Norvell era in earnest, welcoming over 50 new players into the program in Norvell's first year. Grady Kelly and Clay Millen were named freshmen All-Americans.
Men's Golf	-	-	4th	The team advanced to their second regional appearance in as many years and concluded their schedule at the National Championships for the first time since 2011 under first-year head coach Michael Wilson.
Men's Indoor Track & Field	-	-	2nd	Took second at the conference meet for the second consecutive year; multiple Rams posted personal and season-best performances
Men's Outdoor Track & Field	-	-	2nd	Allam Bushara defends his triple jump crown and set the facility record as the men finish 2nd for the second consecutive year; Jackson Morris earns second team All-American honors in the javelin

Notes:
- 2022 football season was the final season of divisional play.

Athletic Performance – Women

SPORT	MW RECORD	OVERALL RECORD	MW FINISH	COMMENTS/POSTSEASON
Women's Basketball	12-6	20-12	4th	McKenna Hofschild earns AP All-American honors, the first for a Ram since Becky Hammon, and the program posts back-to-back 20-win seasons; Advanced to semifinals of Mountain West tournament
Women's Cross Country	-	-	2nd	For the third consecutive season, the team advances to the NCAA Championships where they finish 25th nationally.
Women's Golf	-	-	3rd	Shattered the program's team scoring record by 26 strokes at the Mountain West championship and three Rams finished inside the top 10; first top-3 finish since 2018.
Women's Soccer	1-4-6	4-7-8	10th	Liv Layton and Mia Massey earn All-Conference honors as the Rams build their identity around second-year head coach Keeley Hagen.
Softball	11-10	27-20	3rd	Four Rams earn All-Mountain West honors as CSU celebrates the opening of the newly redesigned Ram Field.
Swimming & Diving	3-0	8-0-1	7th	Consecutive undefeated seasons for the program which sent Jessica Albana to the NCAA Zones Diving Championships.
Women's Tennis	5-5	16-8	5th	The program sets a single-season wins record and remained undefeated at home under Mai-Ly Tran.
Women's Indoor Track & Field	-	-	**1st**	The fifth title in seven meets for the team; Sarah Carter, Gabi McDonald, and Lexie Keller all advance to nationals where they all earn All-American honors.
Women's Outdoor Track & Field	-	-	**1st**	The title run continues as the women claim the Outdoor Mountain West Championship as well. Gabi McDonald, Klaire Kovatch, and Sarah Carter all advanced to NCAA Nationals where McDonald earned All-American honors.
Women's Volleyball	12-6	19-11	3rd	Tom Hilbert concludes his historic run as the Rams' head coach; Emily Kohan introduced as the program's new leader.

Facility Upgrades

2022-23

Facility Upgrades in 2022-23

BASKETBALL LOCKER ROOMS

Facility Upgrades in 2022-23

RAM FIELD

Financial Report

2022-23

Financial Report – Canvas Stadium (0125)

Revenues	FY17 Hughes	FY18 Canvas	FY19 Canvas	FY20 Canvas	FY21 Canvas	FY22 Canvas	FY23 Canvas
1. Premium Seat Donations	-	3,462,757	3,531,299	3,618,548	322,363	2,428,263	2,879,520
2. Priority Seat Donations	2,541,068	1,139,288	1,139,288	904,637	80,591	607,066	719,880
3. Tickets and Parking	3,632,874	5,151,617	5,440,190	4,200,634	-	3,888,683	4,049,729
4. Advertising/Sponsorship	3,509,256	3,030,365	4,450,596	4,086,212	2,660,327	6,526,861	7,176,159
5. Naming Rights	-	1,060,167	1,060,167	1,060,167	1,060,167	1,060,167	1,060,167
6. Hughes Base Budget Reallocation	-	610,000	610,000	610,000	610,000	610,000	621,711
7. Miscellaneous Revenue	306,417	1,124,092	792,803	556,874	1,923,718	1,131,240	933,997
8. Total Revenue	**$9,989,615**	**$15,578,286**	**$17,024,344**	**$15,037,072**	**$6,657,166**	**$16,252,281**	**$17,441,162**

Expenses	FY17 Hughes	FY18 Canvas	FY19 Canvas	FY20 Canvas	FY21 Canvas	FY22 Canvas	FY23 Canvas
9. Salaries and Benefits	-	167,980	230,528	275,969	280,179	308,932	349,035
10. Supplies	-	73,832	6,312	13,264	25,504	106,326	141,616
11. General Operating Services	-	354,564	300,077	230,842	230,009	225,546	457,023
12. Professional Services	-	127,130	176,786	47,984	7,529	65,905	272,138
13. Repairs & Maintenance	-	250,420	434,518	281,511	467,675	573,184	465,325
14. Utilities	-	609,143	456,902	444,687	435,608	518,951	582,475
15. Game-Day Expenses	854,707	1,557,391	1,358,257	1,330,346	64,425	979,228	1,260,787
16. Total Expenses	*(854,707)*	*(3,140,461)*	*(2,963,379)*	*(2,624,603)*	*(1,510,929)*	*(2,778,073)*	*(3,528,400)*
17. Net Income	**$9,134,908**	**$12,437,825**	**$14,060,965**	**$12,412,469**	**$5,146,237**	**$13,474,208**	**$13,912,763**

Notes:
- Mountain West television contract increased Advertising/Sponsorship in FY22 (line 4)
- 2nd highest **Total Revenue** year for Canvas Stadium (line 8)
- 2nd highest **Net Income** before bonds (line 17)

Financial Report – CSL Feasibility Study Low Case 2012

Revenues	CSL FY23	FY 23 Final	Variance CSL vs. Final
Premium Seat Donations	2,115,000	2,879,520	764,520
Priority Seat Donations	2,174,798	719,880	*(1,454,918)*
Tickets and Parking Net Sales Team	6,570,946	4,049,729	*(2,521,217)*
Advertising/Sponsorship	1,873,575	7,176,159	5,302,584
Naming Rights	463,710	1,060,167	596,457
Hughes Base Budget Reallocation	610,000	621,711	11,711
Miscellaneous Revenue	723,963	933,997	210,034
Total Revenue	**$14,531,992**	**$17,441,162**	**$2,909,170**

Expenses	CSL FY23	FY 23 Final	Variance CSL vs. Final
Salaries and Benefits	231,855	349,035	117,180
Supplies	17,389	141,616	124,227
General Operating Services	40,575	457,023	416,449
Professional Services	86,946	272,138	185,192
Repairs & Maintenance	231,855	465,325	233,470
Utilities	463,710	582,475	118,766
Game-Day Expenses	556,452	1,260,787	704,335
Total Expenses	**$1,628,780**	**$3,528,400**	**$1,899,620**
CSL Net Income	**$12,903,210**	**$13,912,763**	**$1,009,552**

Notes:

- FY23 Total Revenue and Net Income both exceeded the CSL Low Case Model

Financial Report

Projected Bond Debt Service Coverage	FY17 Hughes	FY18 Final	FY19 Final	FY20 Final	FY21 Final	FY22 Final	FY23 Final
Net Income from Line 18	9,134,908	12,437,825	14,060,965	12,412,469	5,146,237	13,474,208	13,912,763
Contribution to Athletics from CSL Model	3,645,974	3,645,974	3,645,974	3,645,974	3,645,974	3,645,974	3,645,974
Bond Payments	-	4,166,405	8,218,615	8,319,873	12,546,083	12,574,192	12,555,375
Surplus *(Shortfall)*	5,488,934	4,625,446	2,196,376	446,622	*(11,045,820)*	*(2,745,958)*	*(2,288,587)*
Additional Allocation to Athletics Operations	5,488,934	1,125,446	1,996,376	446,622	-	-	-
Allocation to Academic Operations	-	500,000	200,000	-	-	-	-
Use of Stadium Reserves/Gifts	-	-	-	-	545,820	2,458,210	2,288,587
Lost Revenue Relief Funding/Covid Relief Donations	-	-	-	-	10,500,000	288,000	-
Net Annual Stadium Reserve	-	3,000,000	-	-	0	252	0
Cumulative Stadium Reserve	-	3,000,000	3,000,000	3,000,000	2,458,462	252	252

Philanthropic Coverage		FY18 Final	FY 19 Final	FY 20 Final	FY 21 Final	FY 22 Final	FY 23 Final
Prior FYE stadium capital cash	-	8,360,737	10,397,413	13,433,391	14,385,511	14,423,015	16,022,614
Current FY stadium capital pledge payments less naming rights	-	-	-	-	-	-	-
Use of stadium gifts to pay bonds	-	-	-	-	-	-	*(2,288,587)*
Net Stadium Cash gift available to service bonds at FYE	8,360,737	10,397,413	13,433,391	14,385,511	14,423,015	16,022,614	13,734,027

Notes:

- 14.2 million available in Capital Gift Fund as of Jan. 1, 2024

Financial Report – FY23 Budget and Actuals (0120)

Expenditures	Budget FY23	Actuals FY23	Variance
Financial Aid	10,496,162	9,493,721	*(1,002,441)*
Salaries and Benefits	18,079,028	17,411,274	*(667,754)*
Debt Service	574,503	574,503	-
Operations	10,925,259	16,250,940	5,325,681
Bowl Game (established mid-year per MW formula after bowl selection)	-	-	-
Camp Expenses including payouts of FY20 profits	600,000	797,225	197,225
Trade Outs	1,300,000	1,267,655	*(32,345)*
Total Expenditures	**41,974,952**	**45,795,318**	**3,820,366**

Revenues	Budget FY23	Actuals FY23	Variance
University Base Support	14,733,841	17,353,457	2,619,616
University 1x Support	7,165,911	6,648,732	*(517,179)*
Student Fees	5,663,781	5,766,196	102,415
Camp Revenues	600,000	579,216	*(20,784)*
Trade Outs	1,300,000	1,267,655	*(32,345)*
Bowl Revenue (MW distribution + Ticket Sales)	-	-	-
Self Generated Revenue	8,865,445	12,834,088	3,968,643
Total Revenue	**38,328,978**	**44,449,344**	**6,120,366**

Stadium Transfer to 0120 per Pro Forma	3,645,974	3,645,974	-
Additional Stadium Transfer	-	-	
Hughes Proceeds for FY22 Football Transition received in FY23	-	*(2,300,000)*	
Net	-	-	-

Notes:

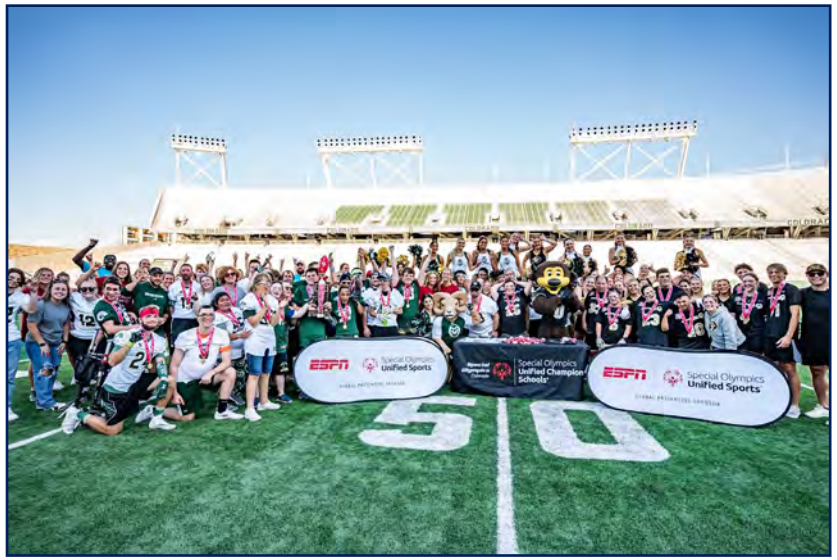
- Took less University one-time support than budgeted for the eighth consecutive year
- Men's Basketball revenue, concessions, Mountain West television contract and contributions drove self-generated revenue increase.

Tickets Report – Canvas Stadium

	2017	2018	2019	2021	2022	2023	6-Year Avg.	5-Year Avg.	4-Year Avg.
Total Tickets *(includes season tickets)*	82,404	71,594	37,409	42,628	50,083	53,899	56,336	51,123	46,005
Season Tickets	15,477	14,441	12,221	10,938	10,253	9,745	12,179	11,520	10,789
Students	52,187	45,281	37,073	51,084	48,996	49,326	47,325	46,352	46,620
Total Average	32,062	29,985	23,338	27,096	26,891	26,509	27,647	26,764	25,959
Student Average	8,698	7,547	6,179	8,514	8,166	8,221	7,888	7,725	7,770

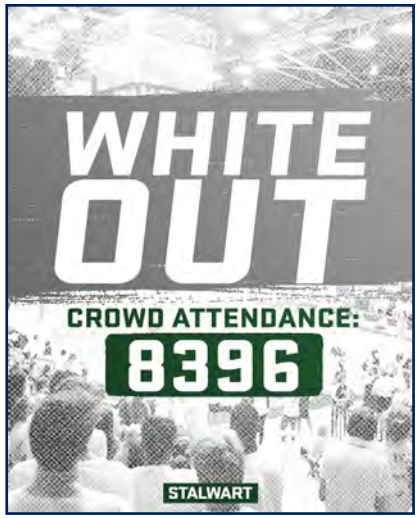
Notes:
- 2020 season excluded due to no fans for the lone game against Wyoming.

Engagement and Outreach 2022-23



Special Olympics

Over 200 Non-Athletic Events Annually



Annual Volleyball White Out

Recognition at the Border

High Achieving Staff

Celebrating Coach Tom Hilbert

Donor Stewardship

Ram Legends

Moby Madness

Faculty and Staff

State Pride

Alumni Engagement

$5,000,000 Gift from the Bohemian Foundation

On the 50th anniversary of Title IX, as part of Colorado State Athletics' "Impact 50" campaign, a significant moment of impact arrived in the form of the largest singular gift devoted solely to women's athletics in Mountain West history.

Continuing their history of significant philanthropic giving to Colorado State University, Colorado State Athletics received a $5 million gift from the Bohemian Foundation to be used to benefit women's athletics at CSU.

The funds were used in two key areas:

» Increasing the budget of the facility upgrade project for the women's soccer and softball programs which began construction on Aug. 18, 2022

» Jump starting the budget plan for the second phase of the Moby Locker Room project which created expanded locker room spaces for volleyball, softball, and soccer while creating a locker room for teams who train away from Moby Arena (golf, tennis, and track and field) to use for weightlifting sessions

Stalwart Journey

2022-23

Stalwart Journey

RAM Life

Career Development, Personal Enhancement, Community Service

Name, Image, and Likeness Support

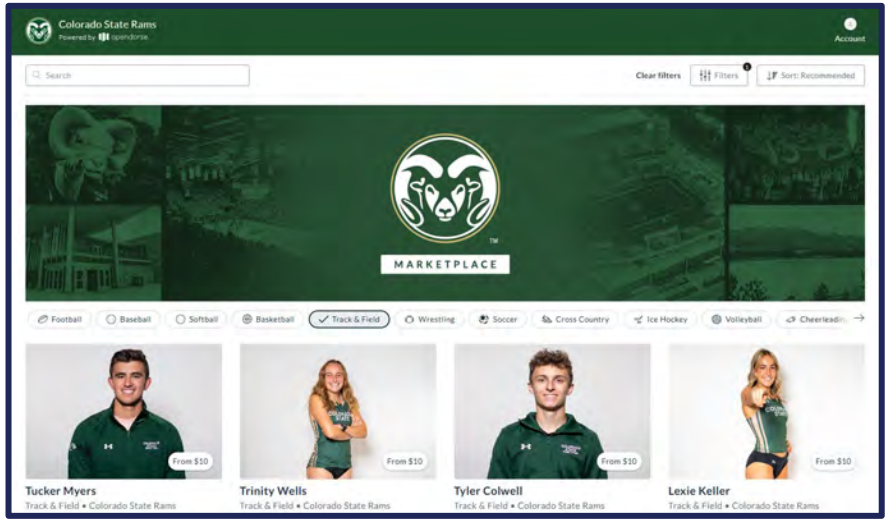
Collective Support, Student-Athlete Marketplace, Co-Branded Apparel

THE GREEN & GOLD GUARD

OPENDORSE MARKETPLACE

CSU RAMS OFFICIAL TEAM STORE
NIL CUSTOM APPAREL

Stalwart Journey



I know I'm valued here, I know I'm appreciated here, and I know I'm also loved here, so I'm just super appreciative of that."

- Isaiah Stevens, Men's Basketball

Colorado State is STALWART

Click HERE

Section 11

Consent Agenda

Colorado State University System

- Minutes of the November 20, 2023 Academic and Student Affairs Committee
- Minutes of the November 27, 2023 Audit and Finance Committee
- Minutes of the November 29, 2023 Evaluation Committee
- Minutes of the November 30-December 1, 2023 Board and Committee Meetings
- Minutes of the December 15, 2023 Special Board Meeting

Colorado State University

- Graduate Certificate in Food-Energy-Water Systems
- Graduate Certificate in One Health
- Rename The Leadership, Entrepreneurship, Arts Advocacy and the Public (LEAP) Institute for the Arts
- Fall 2026 to Summer 2028
- Fall 2028 to Summer 2030
- Faculty/AP Manual Section J; Rights and Responsibilities Related to Inventions and Creative Works
- Faculty/AP Manual Section K; Resolution of Disputes

Colorado State University Pueblo

- Reorganization of College of Health, Education and Nursing (CHEN) to the independent School of Nursing (SON) and the College of Health and Education (CHE)
- Rename BS in Middle School Mathematics Education to BS in Middle School Mathematics: 6-8 Teacher Preparation

Colorado State University Global Campus

- Graduate Certificate in Digital Health Technology
- Master of Science Degree in Healthcare Analytics (M.S.)
- Bachelor of Science in Operations Management and Supply Chain Management
- Bachelor of Science in Legal Studies
- Undergraduate certificate in Azure AI Automation
- Undergraduate certificate in Financial Analytics
- Undergraduate certificate in Long-Term Care Administration
- Undergraduate certificate in Operations and Supply Chain Management
- Undergraduate certificate in Patient Safety and Healthcare Quality
- Undergraduate certificate in Public Health Leadership
- Undergraduate certificate in Python and Data Analytics
- Undergraduate certificate in Python Application Development

Section 12

Executive Session

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Section 13

Evaluation Committee

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APPENDICES

- Appendix I: Construction Reports
- Appendix II: Correspondence
- Appendix III: Higher Ed Readings

APPENDIX I

Correspondence

CSUS Board of Governors Correspondence Received			
Date Received	Email/Letter	From	Subject
December 1, 2023- February 1, 2024	Email	39 Individuals	"I am concerned about CSU's ties with the fossil fuel industry,"
January 18, 2024	Email	Debbie Woodhouse	Alumni Policy
January 22, 2024	Email	Mrs. Jennifer Place	Transition of CSU Pueblo Men's Lacrosse Program
January 23, 2024	Email	Mr. Gus Place	Termination of the lacrosse program at CSU Pueblo
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.			

From: olivia.cecil@everyactioncustom.com on behalf of Olivia Cecil
To: CSUS Board
Subject: I am concerned about CSU"s ties with the fossil fuel industry
Date: Wednesday, January 31, 2024 9:42:15 PM

** Caution: EXTERNAL Sender **

Dear CSU Board Of Governors,

In solidarity with the Campus Climate Network Campaign, "Back off Big Oil", I am writing to express my support for the complete divestment of CSU Foundation's holdings in the fossil fuel industry.

I am happy to attend CSU as a graduate student and the research performed at CSU is incredibly beneficial and important, but CSU as an institution is not practicing what they preach. So much innovative environmental and climate research is going on, but CSU is still investing in fossil fuels?? CSU cannot claim to support a sustainable future and remain invested in fossil fuels at this point. It's backwards and short-sighted.

As a member of the CSU community, I urge the university to use its power as the socio-political, economic, and academic center of Fort Collins and the greater Northern Colorado area to divest from fossil fuels and advocate for a sustainable and just future.

I urge the Foundation to divest because fossil fuel companies have concealed, trivialized, and neglected the science of climate change for decades. Eight years after the Paris Agreement, and five years after the IPCC report on 1.5ºC, no major fossil fuel companies have business plans compatible with net zero by 2050. Continuing to financially support these companies with approximately $15 million invested in the industry is not only irresponsible to the future of the planet, but also reprehensible to support as a land-grant university who prides itself on having an eco-friendly image.

This is your sustainability statement: At Colorado State University, we explicitly recognize that to sustain human life and wellbeing for the future we must accept the interconnectedness of planetary and human health, of living and nonliving systems. And we affirm that sustainable solutions must be interdisciplinary, ecologically sound, socially just, and economically viable.

This statement would carry a lot more weight if you would pledge to divest. You claim to be a leader in sustainability and claim to recognize the interconnectedness of planetary and human health, but yet are investing in an industry that is damaging our landscapes, polluting our air and harming our communities.

As a 501c3 not-for-profit, the CSU Foundation's fiduciary duty includes staying true to the values of the university, not just a blind pursuit of profit. The reckless and harmful practices of the fossil fuel industry are not in line with the values of Colorado State University.

Please use your power and influence to immediately guide the foundation in implementing full divestment from fossil fuels.

Sincerely,
Olivia Cecil
Fort Collins, CO 80524
olivia.cecil@colostate.edu

From: Bernier,Brandon
To: deborah.woodhouse@gmail.com
Cc: Geary,Melanie
Subject: CSU-System Email Correspondence: Alumni policy
Date: Tuesday, January 30, 2024 6:47:30 AM

Good morning Deborah –

Thank you for the email and raising this concern. While we don't currently offer this service for our CSU-Pueblo alumni, our campus leaders are having discussions about its potential.

We are also in the process of aligning more of our System-wide IT services and policies. Our teams are working hard to ensure CSU-Pueblo has similar service offering as CSU-Ft. Collins which offers alumni various options for email and library access.

Thank you,
-Brandon Bernier

Brandon Bernier
VP Information Technology & Chief Information Officer
Colorado State University

From: Debbie Woodhouse <deborah.woodhouse@gmail.com>
Sent: Thursday, January 18, 2024 4:15 PM
To: CSUS Board <csus_board@Mail.Colostate.edu>
Subject: Alumni policy

**** Caution: EXTERNAL Sender ****

I hope this finds you well. I am a proud supporter of the CSU system and a graduate. I am writing to discuss the policy of university email addresses for graduates. In a recent conversation with the CSU-Pueblo Alumni office, I found out that unlike other Colorado universities like CU Boulder and UCCS, graduates from the CSU system do not retain their email addresses after graduation. This CSU policy does not foster continuing education or opportunity for graduates. In fact, when compared to the practice at UCCS and CU Boulder, this CSU policy marginalizes the graduate and student population, making CSU alumni less worthy than CU alumni. By continuing to support graduates through hosting an email address, CSU would foster the loyalty of its graduates, which in turn would make them more likely to contribute to alumni fundraising. At UCCS, a student email automatically becomes an alumni email address upon graduation. Not only does this allow the university fundraisers to stay in closer contact with alumni, but it also sends the message that the university cares about what happens to its graduates and wants to actively maintain a relationship. In turn, alumni from UCCS are more likely to donate to alumni fundraisers and return to UCCS for graduate

school.

While it is not currently the policy, I am suggesting a change that will benefit both the CSU system and alumni. For instance, if the option were offered, I would pay a reasonable fee for online university library access so that I could continue my research. To do this, I would need a university email address. The granting of this access would benefit the university in many ways, including generating a new source of income for the university at little cost, and the notoriety of being the university system that supports continued academic research by its graduates. If it is not possible to modernize and offer the continued student support that UCCS or CU Boulder offers its alumni at no cost, another option is to offer the service at a reasonable fee.

Again, I am a proud supporter of the CSU system, and my goal is to see members of the CSU alumni thrive. I hope you have a lovely day.

Kindest regards,

Deborah Woodhouse

Dear Mrs. Place,

Thank you for sharing your concerns regarding the termination of the CSU Pueblo Men's Lacrosse program. Your message will be shared with the Board of Governors of the CSU System. As I'm sure you understand, a decision like this is never easy. President Emeritus Mottet discussed this decision with CSU System Chancellor Frank, who approved moving forward and informed the Board. We all recognize the impacts, and the campus is now focused on supporting the student athletes who may be affected.

Again, thank you for reaching out.

From: Jennifer Place <jenplace13@yahoo.com>
Sent: Monday, January 22, 2024 3:47 PM
To: CSUS Board <csus_board@Mail.Colostate.edu>
Cc: jbartolo@gannett.com; CAbdelmalek@gannett.com; CSUP PresidentsOffice <csup_presidentsoffice@csupueblo.edu>
Subject: "Transition" of CSU-Pueblo Men's Lacrosse Program

** Caution: EXTERNAL Sender **

Hello CSU Board of Governors,

As you are likely aware, Paul Plinski, the AD at CSU Pueblo, made the announcement last week to coaches and players (and in a press release to inform impacted families and the community) last week of the University's plans to eliminate the Men's Lacrosse program. Was this change approved by the Board of Governors?

I am curious as to many elements of this decision, not the least of which is the fact there is not an acting president at CSU-P until February 1st.

Making this "transition" is detrimental to players, the Pueblo community and certainly CSU-Pueblo. Players, families, and community members are rallying against this decision and we hope it will change the decision made by Dr. Plinski, who also eliminated 3 men's sports during his tenure at UN-Kearney. The abrupt nature of this choice made without the input of coaching staff is simply unacceptable, and something Dr. Plinski stated he "deeply regretted" when he handled the cuts at UN-Kearney in 2018 in the exact same way.

This decision greatly impacts the team's current roster as the only two players out of the team's 38 are graduating, leaving 36 players left to choose quitting their sport or uprooting their lives to transfer. This change affects not only the athletic lives of these players, but the educational lives as well. The move to a club level team also means that players that once depended on athletic scholarships would have to pay to play on the club level. This would essentially cancel out the scholarship if they choose to continue their education at CSU Pueblo.

The timing of this decision comes just a week before the team's first scrimmage of the season and after all players have enrolled in classes, paid athletic and tuition dues, and fundraised

around $20,000 for new equipment that will get used for only a single season. If the Athletic Department had been more transparent in making this decision, players could have entered the transfer portal earlier or generally been given more opportunities to decide their futures. Instead, players and coaches were blindsided and left without any good options.

The withdrawal from Rocky Mountain Athletic Conference has implications for more than just CSU Pueblo. The withdrawal keeps the RMAC Men's Lacrosse teams at 5, but the conference needs a total of 6 teams to gain an automatic bid to the NCAA playoffs. This goal was in reach as the conference was going to add another team this coming year. All schools in the RMAC have now lost the opportunity to earn a bid into the NCAA tournament due to the decision to cut the CSU Pueblo Men's Lacrosse team from the conference.

Over the years it's been in existence as a DII team, the CSU Pueblo Men's Lacrosse program has shaped players into community leaders that also help to shape future players through their work leading youth lacrosse clinics and more. The program has also attracted hundreds of new students to Pueblo, generating revenue for the school as well as the community, where students pay rent, shop, and work. With the average cost of in and out of state tuition, the team brings in an estimated $600,000 to $800,000 a year, as around 65% of this team comes from out of state. On behalf of CSU Pueblo Men's Lacrosse players, past players, and fans, we ask the Board of Governors to overturn this decision so that the CSU Pueblo Men's Lacrosse Program continues to have the opportunity to grow, and play in the NCAA tournament next year. We wish for another chance to keep and continue to strengthen the legacy of CSU Pueblo Men's Lacrosse and all it stands for.

Best,

Jennifer Place, student-athlete parent, payer of tuition, and Thunderwolf Fan
303-656-7347

Dear Mr. Place,

Thank you for sharing your concerns regarding the termination of the CSU Pueblo Men's Lacrosse program. Your message will be shared with the Board of Governors of the CSU System. As I'm sure you understand, a decision like this is never easy. President Emeritus Mottet discussed this decision with CSU System Chancellor Frank, who approved moving forward and informed the Board. We all recognize the impacts, and the campus is now focused on supporting the student athletes who may be affected.

Again, thank you for reaching out.

From: Gus Place <gusplace@yahoo.com>
Sent: Tuesday, January 23, 2024 12:26 PM
To: presidents.office@cspueblo.edu
Cc: Grant,Stacy <Stacy.Grant@ColoState.EDU>; CSUS Board <csus_board@Mail.Colostate.edu>
Subject: termination of the lacrosse program as CSU-Pueblo

** Caution: EXTERNAL Sender **

Good afternoon,

As a concerned parent of a CSUP lacrosse player, I'm reaching out with respect to the recent decision to "transition" the men's lacrosse program to a club team. I understand that these decisions are never taken lightly, but I'd like to point out the hypocrisy of Dr. Paul Plinske, the school's Athletic Director and the person who I assume is the primary decision maker in this matter.

I know that prior to coming to CSUP, Dr. Plinske served as the Athletic Director at the University of Nebraska Kearney. I also know that during his tenure there, he terminated 3 men's sports teams: Baseball, Tennis and Golf. Shortly after accepting his position with CSUP, he participated in an interview with a website titled The Business of Small College Athletics and was asked about the situation at Nebraska Kearney. (Link here: Collected Wisdom - Paul Plinske

Collected Wisdom - Paul Plinske

The Business of Small College Athletics and annual workshop for leaders in small college athetic programs.

Here is the question and his response (my emphasis in red):

Most recently, you faced revenue shortages at Nebraska Kearney that led to budget cuts and the elimination of 3 sports programs. What went into this decision?

First of all, this was the most painful experience of my professional career. Standing in front of 56 male student-athletes and telling them that their sport would be discontinued is something I will never forget. In hindsight, I am most disappointed that we didn't have a chance to engage our coaches, staff, alumni and donors in a conversation about "saving" these programs. At the time, it was evident that budget cuts were necessary, especially with downward enrollment cycles and State support being pulled, but Athletics holds a special place within the hearts of alumni and donors. Providing them with an opportunity to give is something that cannot be taken for granted. In the end, decisions to cut sport programs are made with many variables in mind. Title IX implications, operational, personnel, facilities, travel, and increased travel and missed class time in sports that lack opportunity for home competitions due to spring climate and weather are variables that played a role in the decision-making process. I would encourage administrators to be committed to transparency and communication during tough budget circumstances. People will understand and supporters will make surprising moves to step up when it is least expected.

After reading that, I can't tell you how disappointed I am in the process that was apparently used to make the decision regarding CSUP's men's lacrosse program. Dr. Plinske essentially states that his biggest regret wasn't being transparent with the most important parties in the programs he was looking to cut and then not giving them an opportunity to save those programs. So, Dr. Plinske either forgot how that felt or wasn't being sincere in that interview because he just did the same exact thing to our lacrosse team. Based upon my understanding of the facts, the decision to terminate the program was made without any input or discussion with the coaching staff. I believe that Coach Sean Blair was advised of Dr. Plinske's decision at the same time as the young men on the team. Considering the importance of the decision and the widespread impact, I find the lack of transparency appalling.

In addition, if the information had been shared earlier in the school year, players could have made decisions with respect to their futures at the University at a much earlier time. If my son decides to leave at the end of the year, we'll be looking at schools and programs during the middle of our upcoming season. If you're unfamiliar with recruiting for the sport, most schools will have filled up their next recruiting classes with 2024 high school graduates and will have moved on to 2025 graduates. My son is a Construction Management major, and his options will be further limited because most schools don't offer that degree.

Based on the release that was issued by the athletic department, there were a couple of primary factors driving the decision that was made. The first was that the school was concerned about providing its student-athletes, "the most competitive experience possible." At a glance, last year's record doesn't look

great, but did Dr. Plinske and the other decision makers look at this year's schedule and assess the likelihood of improvement in the team's record? We know they didn't talk with Coach Blair about it. With the increased number of home games and the matchups against some newer D2 programs, I'm almost certain that the team will greatly improve their record. If you had talked to him, Coach Blair probably would've told you the same thing. The team has a very young roster and a winning season this year could be a real catalyst in building the program moving forward. The program has been competitive in the past and can be again in the near future.

The release also mentions the limited number of lacrosse programs in the school's geographic footprint. That's pretext and what the Dr. Plinske is really saying is that he thinks that the RMAC's addition of California schools in lacrosse will make travel too expensive to maintain the sport. It's distressing that the news about cutting the program comes immediately after the program's fundraising drive. Again, this is where transparency would have been really helpful. If Dr. Plinske had discussed concerns about the costs with Coach Blair prior to the drive, it would have totally changed the context of the fundraising effort and the reasons why the program was asking for money. Maybe the fundraising effort could have been expanded to the business community in Pueblo to help offset some of the financial concerns. The Pueblo community has been unbelievable in supporting the teams and the expansion of the athletic facilities at the school. They are among the best in the nation at the Division 2 level. I would like to think that if given the chance, there would be support for the continuation of the lacrosse program as well. As shown in Dr. Plinske's quote above, I would think that he feels the same way.

The decision to discontinue the program also seems shortsighted when examining the growth of the sport. Lacrosse is currently the fastest growing sport in the NCAA. The termination of our program doesn't make sense as it’s more likely than not that the RMAC and the western part of the country will continue to add men's lacrosse teams, including ones within our "geographic footprint." This decision will seem ridiculous in a few years' time when additional conference expansion becomes reality.

In summary, I firmly believe that a lot of the concerns about the program could have been alleviated in an open and transparent process. Maybe the same decision would have been reached; however, an opportunity to address the issues was owed to the coaches, players, their families and the community at large. I have no doubt that when called upon, those parties would have answered the bell and done what was needed to save this program. It's still not too late to do that.

Thank you for your time.

Best regards,

Gus Place

APPENDIX II

Construction

Project	Bonds/Funding		Occupancy	Status as of Jan 2024
Chiropteran Research Facility Total Budget: $11.85M	$6.75M-NIH Grant $5.1M -OVPR funds		Dec 2024	This project will construct an 11,000 gsf stand-alone bat vivarium adjacent to the Center for Vector-borne Infectious Diseases (CVID) building located on the Foothills Campus. Foundations and underground utilities underway.
Veterinary Health and Education Complex Total Budget: $230M	$230M-bond funds		Sept 2026	This project will deconstruct the existing Food Animal and Equine barn in order to build a 200,000 gsf addition to the James L. Voss Veterinary Teaching Hospital (VTH). Construction documents at 60%. Contractor working inside the existing VTH to prepare for barn demolition. Temporary livestock facility under construction.
Clark Building Revitalization-4 phases Total Budget: $136.5M	$32M-phase 1 & 2 State funds $39M-phase 1 and 2 CSU cash funds authorization Pending Ph 3--$23.8M state funding, $8M cash funds		August 2026	The project will renovate the Clark Building A wing, deconstruct the B wing bridge, and construct a new 120,000 gsf addition between A and C wings. 100% construction documents due in Feb 2024. Site fence is in place and A-wing renovation to begin in Feb 2024. Project was revised to four phases at the request of the Capital Development Committee. Phase 1 and 2 funding has been appropriated.

Project	Bonds/Funding		Occupancy	Status as of Jan 2024
CSFS Nursery Renovation Total Budget: $9.3M	$9M- State Legislature $300,000-Federal Grant		Dec 2025	The project will renovate the existing Forest Service Nursery to optimize operational efficiency, upgrade equipment, and modernize facilities. Architect has been selected and conceptual design is underway.
Allison Hall Renovations and Additions Total Budget: $82.1M	$82.1M-Housing and Dining Services bond funds		Aug 2027	The project will renovate the existing Allison Hall and add living space to accommodate enrollment growth. BOG approved plan of finance in October 2023. Design-Build procurement is underway.

Construction Projects: Status Report

Colorado State University Pueblo | Board of Governors, February 2024

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: replacing existing valves and adding new valves for building isolation (closed as of Dec. 2023)
- Phase II includes new water main tap with distribution
- Phase III ongoing expansion of I and II

Technology Building - Construction Management, Engineering, Education, and Automotive Industrial Management | Nunn/HCM selected as Design-Build team

- Nunn Construction took over building in May 2023
- As of Jan. 2024, project is $500,000 under budget and at 78% complete

Master Plan, FY 22/ FY23 – Presented to BOG, June 2023. Work has been finalized and will go online Jan. 2024.

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
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: Spring 2024)

Refurbish elevators, upgrade ADA compliance in four buildings – 3 of 4 (HSB, LS, and Admin) complete; | CHEM delayed until summer 2024 (to avoid interruption of academic operations)

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

Replace Campus Water Lines, Phase II and Phase III

Phase II includes new water main tap with distribution (approved FY23 Long Bill; work began spring 2023; ongoing)

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

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

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; ongoing)

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
CSU - PUEBLO | CSU - GLOBAL

3 Roofs, Replaced

To replace roofs on 3 critical buildings: Art/Music, Heat Plant, Physical Plant (approved, FY23 Long Bill; work began spring 2023; ongoing)

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
CSU - PUEBLO | CSU - GLOBAL

New Projects: Upcoming Priorities

Phase II, Technology Building Renovation (apx. $14.5M) **PRIORITY FY 25**

Administration Building Renovation, $21-31M FUTURE ASK

Physical Plant Renovation, $20-32M FUTURE ASK

Controlled Maintenance: Priorities

Campuswide Electrical upgrades, $3-$4M

Campus Elevator Replacements, $7-$10M

Campuswide C-Bord Upgrades, $3-$4M

Replacement/Upgrade of Building Fire Alarm Equipment, Phase 3, $1.6M

Thank you

Questions? Email: donna.souder@csupueblo.edu

APPENDIX III

Higher Ed Readings

Why is paying for college so complicated?

Jan. 18, 2024; The New York Times

The decentralized nature of American higher education means that applying for financial aid, or even figuring out how much attending a college that has already accepted you will cost, is a wild west of acronyms, forms, and processes. Because universities are funded differently in every state, they have all developed their own loan and grant programs, with various forms aimed at determining the ability of families to pay. Because some states fund their universities better than others, the federal government also has an elaborate slate of assistance options for both students and parents. Repayment of loans also comes with a plethora of often confusing options. The perception of financial aid as a complicated mess leads many students, especially low-income students who could conceivably benefit the most from financial aid programs, from even applying in the first place.

Why Americans have lost faith in the value of college

Jan. 19, 2024; Wall Street Journal

Since the early 2010s, confidence in higher education has fallen. Fewer undergraduates are enrolling, and more and more students and parents are questioning the benefits of a four-year degree. This has happened for a variety of reasons, including the inability of large institutions to quickly adjust to new technology and demand for new majors, the emphasis placed on research and publishing over teaching by tenure-track faculty, and a performance review system that incentivizes professors to make few demands in exchange for higher ratings. All of this has led to quality control issues, a declining perception of the value of a degree in the eyes of employers, and a decline in the consistency of the wage premium — which has long been what made the rising cost of a college investment seem worthwhile to the public.

Flagships are enrolling more and more freshmen from out of state

Jan. 24, 2024; The Chronicle of Higher Education

At 45 flagships, enrollment of in-state freshmen declined between 2002 and 2022. The decline was most precipitous at the University of Alabama, which saw its share of in-state residents in the freshman class slide from 77% to 35%. The Universities of Arkansas, Mississippi, Oregon, and Wisconsin at Madison were among others who saw large declines; only four colleges ran counter to the trend, including the University of North Carolina at Chapel Hill and the University of Nevada at Reno. While out-of-state tuition can generate more tuition dollars for a university, a lopsided proportion of in-state to out-of-state students can also lead to a loss of state support for the institution.

Pennsylvania governor proposes to overhaul the state university system

Jan. 26, 2024; The New York Times

Governor Josh Shapiro, a Democrat and former state attorney general, recently proposed an overhaul of Pennsylvania's college and university system that would consolidate 10 of Pennsylvania's state universities (not including Penn State, Pittsburgh, Temple) and all of its 15 community colleges under one governance system. The goal would be to reduce tuition for low- to middle-income students, boost state funding for higher education overall, and determine individual school funding based in part on performance metrics, including graduation rates and the number of first-generation students who receive credentials.

Tony Frank: On "The Why"

Check out the latest chancellor's letter from Dr. Frank, on "the why" of CSU Spur with a corresponding video.

CSU Todos Santos: Winter update (Study business in Mexico!)

Check out the latest news from CSU Todos Santos, including previews of the summer business program and the fall semester Pan-American program; information on spring Spanish immersion; and a spotlight on Ana Maria Peters Verdugo, the head chef at CSU Todos Santos.

Together We Grow: January update (Welcome, Dr. Bill Hendrix!)

Check out the latest news from Together We Grow, including a welcome to Dr. Bill Hendrix, the new interim executive director; a new way to support Together We Grow; and a note about the postponement of the annual Connect Conference.

North American Agricultural Advisory Network year in review and looking ahead to 2024

Check out the latest news from the NAAAN, including a letter from Salvador Fernandez Rivera, NAAAN senior staff member; a recap of the GFRAS annual meeting; and updates from partners.

CSU Spur: January update (CSU Day at the Stock Show is Saturday!)

Check out the latest news from CSU Spur, including a preview of CSU Day at the Stock Show; an introduction to Wiz Kid; and notes on Stock Show activities and events.

Why is paying for college so complicated?

The New York Times

Saving and paying for college is an endurance test, a forced march on an often 50-year parade, where strange numerical codes and senseless jumbles of letters mark a route that Waze can't map.

Begin at age zero or earlier with a 529 college savings plan for your child, born or not yet so. As kids hit the teen years, consult colleges' net price calculators (N.P.C.) to see how much financial aid they might get.

Then, fill out the FAFSA, which stands for "Free Application for Federal Student Aid," and determine your student aid index (S.A.I.). The primary FAFSA output used to be known as the E.F.C., or "Expected Family Contribution," but a recent legislative effort aimed at "simplification" replaced one acronym with another.

Admitted to a great school? Good, but the grant money it offers based on that S.A.I. or other data or the figures that another form, the CSS Profile, belches out is probably not enough to make college affordable. So you could apply for a federal PLUS loan for parents, which might take you 25 years to repay.

As the acronyms pile up, parents may feel the urge to back up and ask a perfectly reasonable question: Why does it have to be like this?

The complexity comes from countless numbers of well-meaning people — inside government and out — who have made incremental improvements over decades to increase access to higher education. Because a college degree can add plenty to a person's lifetime earnings and wealth if they finish their degree and haven't taken on too much debt, it's good public policy to try to make it more affordable for more people.

But as income inequality increases and college costs rise, each new collection of freshmen requires ever more help. More counselors, programs, regulations and relief lead almost inevitably to conflicting advice, new rules, strange loopholes and bad actors.

“We don’t have anything even remotely resembling a coherent system of higher education in this country,” said Brian Rosenberg, the president emeritus of Macalester College and a visiting professor at the Harvard Graduate School of Education.

To wit: Unlike many countries around the world, the United States lacks large, easily accessible national public universities. Instead, states developed their own flagship schools and regional offshoots, and the extent to which they subsidize their residents waxes and wanes as political considerations shift and the economy hiccups.

So even though Americans have lots of choices — including community colleges that will let most anyone enroll — they are not necessarily affordable. One major reason (though not the only one): “When more people wanted to go, it got more expensive because states weren’t willing to put in enough money for everyone to do so,” said Sandy Baum, a higher education economist and nonresident senior fellow at the Urban Institute.

Private colleges came first in the United States in the 17th century, and they had to invent and refine financial aid as they grew. Some bestowed their largess on a small number of low-income students who could not afford to pay anything, while many others used tuition dollars from wealthy students to cross-subsidize those with lower incomes.

That helped, but not enough. An elaborate menu of federal assistance evolved, including loans for both parents and students; money for campus jobs; and outright grants for low-income and other students.

States developed their own loan and grant programs. Each one also created 529 savings plans (often two plans per state) and tax incentives of various sorts to get people to use them.

As tuitions rose, people had trouble making their loan payments. The federal response was all over the map — discharging debt in bankruptcy got harder, while canceling debt through working in public service or if your income stayed low got easier.

Easier on paper, at least. The Education Department hired outside loan servicers to collect debt payments and counsel the confused young adults

who were calling by the millions. The servicers gave out a lot of bad advice, like telling people that they had to keep making loan payments during the early pandemic years in order to stay eligible for the Public Service Loan Forgiveness Program.

Outright grants from the federal government — the money that families don't have to repay — were never particularly generous. That left most schools struggling to gauge applicants' ability to pay the additional amounts — and guess at their willingness to do so.

To measure the capacity to pay, many of the more expensive schools required that second form, the CSS Profile, which asked for information about things like the equity in a family's home if they owned one.

Complicated? Sure. Aggravating? Perhaps. But the schools are at least striving for fairness, when, say, figuring out whether that home equity was an asset that a family should tap for college.

"Two families with the same income, one of whom rents and the other owns, are not equally well off," Ms. Baum said. Schools would then ask for some portion of that home equity each year — or none at all if they could afford to meet a family's financial need without asking them to tap into it.

As the list prices rose, a smaller number of families with the means to pay that full price (or the capacity to borrow) were willing to do so. Now, all but 35 or so of the schools that reject the highest percentage of applicants — and thus are mostly shielded from the laws of supply and demand — must offer financial incentives to at least some of the affluent admitted students to get them to come.

Schools refer to this as merit aid — presidential scholarships, academic scholarships and the like. You might get none at all, or you might get in excess of $100,000 over four years, but you often don't know what it will be until after you've paid an application fee and waited months for an offer of admission — and a price quote.

"I don't think colleges are incentivized to make merit aid simpler," said Mr. Rosenberg, who has worked at three colleges that offer lots of it. "The reason they don't want to is simply because it sounds icky. 'We'll give

money to students who don't need it' because if they choose to come, it will be beneficial to their bottom line."

But he hardly blames them, given that without it a school might not land enough students. People like expensive things, so a private university might keep its list price at $70,000 and then discount it by 50 percent on average. If it can get a student to say yes with a $15,000 merit aid offer, that $55,000 is $20,000 better than its $35,000 average.

Nobody needs to know that, though. "What sounds a lot better is: 'We're giving merit scholarships to great students,'" said Mr. Rosenberg, the author of "Whatever It Is, I'm Against It: Resistance to Change in Higher Education."

It's not just the private colleges that create these problems either. Word of the morass — multistep applications, lots of debt — gets around, and many students who could benefit most from college never bother applying. "Low-income students can basically go to community college for free already," said Beth Akers, senior fellow at the American Enterprise Institute. "So complexity becomes the barrier."

Without some kind of federal regulation or new laws, opaque pricing and sharp-elbowed discounting will continue. And yet some existing state legislation foments the bidding for students. The University of Alabama, for example, has proved adept at using merit aid to entice students from out of state at net prices that still work well for the school. Eventually, the Illinois legislature got tired of that and created a new program to keep the smartest teens from taking their talents to Tuscaloosa.

When schools get together to try to bring more order to the pricing proceedings, however, other branches of the federal government may step in to stop it. At one infamous 2013 meeting, a group of private college presidents mused over a voluntary laying down of arms on merit aid so there wouldn't be so much underbidding. The Department of Justice got wind of it and sent letters to attendees asking them to preserve all documents for an antitrust investigation. Nobody went to jail or anything of the sort for this, but such discussions no longer take place in big rooms with lots of people in them.

Reasonable proposals don't get a hearing in Congress, or they stall for years in various committees. There is no universal net price calculator, for instance. A proposed law that would let people enter their data once and get results for every school has languished.

Applicants who do get into college often receive so-called award letters — term sheets, really, explaining the prices. Over the years, they've included over 100 different terms for unsubsidized federal student loans, with no legislation or regulation that would standardize the communication. "To be comprehensible instead of incomprehensible would be a good thing," said Catharine Bond Hill, the former president of Vassar College and managing director at Ithaka S+R, a consulting firm.

Any and every attempt to simplify things — and stop scaring people away — is welcome. But to Mr. Rosenberg, the efforts may also be insufficient. After all, complexity is the result of tens of millions of people trying to pay for hundreds of different kinds of degrees from thousands of schools — for- and nonprofit, religious and secular, state and private. Choice is all-American, and there is no call to shrink the menu much.

College could be cheaper though, and that might solve a lot of problems. "If the cost of producing an education keeps going up, you're chasing a rabbit you're never going to catch," Mr. Rosenberg said. "Making it less expensive is the only way it's going to become more accessible."

Ron Lieber is the Your Money columnist for The New York Times and the author, most recently, of "The Price You Pay for College."

Why Americans have lost faith in the value of college

Wall Street Journal

The political turmoil that rocked universities over the past three months and sparked the resignations of two Ivy League presidents has landed like an unwelcome thud on institutions already struggling to maintain the trust of the American public. For three generations, the national aspiration to "college for all" shaped America's economy and culture, as most high-school graduates took it for granted that they would earn a degree. That consensus is now collapsing in the face of massive student debt, underemployed degree-holders and political intolerance on campus.

In the past decade, the percentage of Americans who expressed a lot of confidence in higher education fell from 57% to 36%, according to Gallup. A decline in undergraduate enrollment since 2011 has translated into 3 million fewer students on campus. Nearly half of parents say they would prefer not to send their children to a four-year college after high school, even if there were no obstacles, financial or otherwise. Two-thirds of high-school students think they will be just fine without a college degree.

The pandemic drove home a sobering realization for a lot of middle-class American families: "College for all" is broken for most.

Arthur Levine, president emeritus of Columbia Teachers College and author of "The Great Upheaval: Higher Education's Past, Present and Uncertain Future," compares this moment in post-secondary education to the seismic change that followed the Industrial Revolution. That 19th-century wave of disruption washed over schools designed to meet the needs of a sectarian, agricultural society and transformed higher education into a sprawling system of community colleges, land-grant universities and graduate schools.

The dilemma faced by today's high-school students is that while a similarly massive economic disruption has arrived, new educational alternatives have not. "Whatever comes next," Levine says of Generation Z, "It's not going to come soon enough for them."

So how did one of the crown jewels of American society squander so much confidence so quickly?

If the pandemic marked the moment the “college for all” model finally cracked, 1965 marked its birth. As the baby boomers came of age, the federal government made loans available to any college-bound 18-year-old with a high-school diploma, in order to maintain the most educated workforce in the world. High schools scrapped vocational education programs in favor of college preparatory classes.

Cash and prestige saturated college campuses while alternatives like vocational and technical schools withered. Between 1965 and 2011, university enrollment increased nearly fourfold to 21 million as the earning differential between high school and college graduates expanded. But embedded in the infrastructure of universities were hairline fractures and misaligned incentives that have led the system to buckle.

University governance was designed for an analog era. Decisions are sifted through a slow, deliberative process until faculty, administrators and trustees reach consensus. The genius of the system is that it avoids the strictures of top-down control and protects academic freedom against political interference. The weakness is that it’s a recipe for stagnation.

The digital revolution demanded a nimble realignment of the academy so that students could learn a quickly emerging set of skills to meet changing labor-market demands. Instead of adapting, campus interest groups protected their turf. Decisions reached by consensus usually meant the adoption of modest reforms that were the least objectionable to the greatest number of people, said Brian Rosenberg, former president of Macalester College and author of “‘Whatever It Is, I’m Against It’: Resistance to Change in Higher Education.”

As students abandoned the humanities and flooded fields like computer science, big data and engineering, schools failed to respond. The result was undersubscribed history and English departments and waiting lists for classes that led to well-paying jobs. New programs in emerging fields did not start because schools could not free up the resources.

Many university presidents who pushed for new programs, the faster adoption of technology or the removal of undersubscribed majors faced no-confidence votes from their faculty. “Presidents come in and run smack into the culture and the structures of an institution, and they realize that if I want to keep my job, I’m not going to push for transformational change,” said Rosenberg.

In 2021, when Chuck Ambrose became chancellor at Henderson State University in Arkadelphia, Ark., the school was in financial peril. The music department had more faculty than graduating students, and none of the 60 academic programs was generating enough revenue to cover its costs, Ambrose said. When he announced that the school was going broke, the faculty rejected his data.

Ambrose declared a fiscal “exigency”—the academic equivalent of bankruptcy—and recommended that the school’s board eliminate a third of its teaching positions and nearly half of its degree programs. The faculty asked for his termination, and Ambrose left the next year.

“Systems don’t want to change,” Ambrose said. “Problems accumulate and so does culture.”

The misalignment between universities and the labor market is compounded by the failure of many schools to teach students to think critically. Many students arrive poorly prepared for college-level work, and the universities themselves are ill-equipped to provide intensive classroom instruction.

Professors compete for tenure on the basis of the quality of their research and publishing track record. Teaching is mostly an afterthought. Professors who earn tenure negotiate lighter teaching loads. To fill the gap, schools hire less expensive adjuncts with little job security. Non-tenure track professors now make up three-quarters of college faculty, up from a quarter in 1975.

These precariously employed adjuncts depend on strong student performance reviews for job security, a system that incentivizes them to make few demands in exchange for high ratings. Students spend about half as much time studying and attending class as their counterparts did in 1961, but they are three times more likely to earn an A—now the most common grade in colleges across the country.

A quarter of college graduates do not have basic skills in numeracy and one in five does not have basic skills in literacy, says Irwin Kirsch, who oversees large-scale assessments for ETS, the company that administers the SAT.

Quality control for college degrees falls to accreditors, but they approve programs at hundreds of schools that fail to produce financial value for graduates, and have kept many schools in business with a single-digit graduation rate. About one in 40 U.S. workers draws a paycheck from a college or university, and in recent decades the powerful higher-education lobby in Washington has quashed dozens of proposals to measure the sector’s successes and failures.

Meanwhile, through a combination of state budget cuts, administrative bloat and runaway spending on campus amenities, the real cost of a four-year college degree climbed 180% between 1980 and 2020. The high cost

increased pressure on universities to treat students as consumers purchasing a credential, instead of scholars receiving an education.

One result of this transactional attitude has been a sharp increase in cheating. College is one of the few products whose consumers try to get as little out of it as possible, because its market value is tied to the credential, not to the education that it is meant to represent, says Bryan Caplan, an economist at George Mason University and author of “The Case Against Education.”

Cheating is a rational choice on the part of students when credentials are decoupled from learning, Caplan says. He believes that 80% of the value of graduating college today is the signal it sends to employers, and that few students outside of the hard sciences learn much of real value.

The combination of more college graduates and weaker learning outcomes has diluted the signal provided by a degree from less prestigious colleges. That has led to a host of knock-on effects, including credential inflation, in which employers ask for college degrees for jobs that don’t need one and previously did not require one.

For middle-class Americans, college made sense as long as a degree generated a large enough wage premium to make the rising cost of the investment worthwhile. As that premium became less consistent, the risks of going to college grew and confidence in college as an institution declined.

Of 100 random freshmen enrolling in college today, 40 will not graduate. Of the remaining 60 that earn a degree in six years, 20 will end up chronically underemployed. In other words, for every five students who enroll in a four-year college, only two will graduate and find a job based on their degree.

A college education is among the largest investments most Americans will make. The total cost of attending a public college is about $36,000 a year, and the average length of time to a degree is nearly five years. Tack on debt service for student loans and the opportunity cost of not working while in school, and the real cost of college can easily pass $300,000—more than the median net worth of most families.

That math doesn't work for a growing number of families. The percentage of students who enrolled in college after graduating high school fell from 70% in 2016 to 62% in 2022.

Adalyn Arnstrom, a high-school senior in Dandridge, Tenn., is considering taking a job in construction, with the eventual goal of becoming an electrician, or heading to community college to study ultrasound technology. Despite a 3.0 grade-point average, she's not very interested in a four-year degree. "I think I can do just fine without it," she said.

Ben Likens, a high-school senior in Indiana, plans to attend Indiana University next year, mainly because he didn't see any better options and wanted to avoid the stigma of not going to college. His father, Eric, said that he marched off to college in 1988 because that's what everyone did. He earned a degree from Ball State University in biology while he worked summers paving roads. After he graduated he continued with road construction because the money was better than anything he could earn with his degree.

Now when Eric hires new employees he considers a college degree a marker of persistence and discipline, but not knowledge or skill. He is unsure if the college path is the wisest choice for his son: "I worry for him that it will be worth it," he said.

The challenge faced by students willing to buck the gravitational pull of college is to find an alternative. In an economy becoming ever more specialized, most jobs and careers demand skills beyond high school. The question becomes how to get them.

A poll published in 2022 asked parents if they would rather their child attended a four-year college or a three-year apprenticeship that would train them for a job and pay them while they learned. Nearly half of parents whose child had graduated from college chose the apprenticeship.

But unlike the European model of higher education, where students enter a vocational track and apprentice with an employer with the assistance of government support, the U.S. invests almost exclusively in students heading to college. Government financial support for universities outstrips apprenticeships by about 1,000 to one, writes Ryan Craig, author of the

book “Apprentice Nation” and managing director of a firm that invests in new educational models.

The pressure to place less emphasis on four-year degrees is growing, however. In what has been called the “degree reset,” the federal government and several states eliminated the degree requirements for many government jobs. Companies like IBM and the giant professional services firm Deloitte have too. Last year, a survey of 800 companies by Intelligent.com found that 45% intended to eliminate bachelor degree requirements for some positions in 2024. The Ad Council recently ran a campaign encouraging employers to get rid of the “paper ceiling.”

In place of a degree, some employers are adopting skills-based hiring, looking at what students know as opposed to what credential they hold. The problem is that the signal sent by a college degree still matters more, in most cases, than the demonstration of skills. The result is something of a stand-off between old and new ideas of job readiness. A LinkedIn study published last August found that between 2019 and 2022 there was a 36% increase in job postings that omitted degree requirements—but the actual number of jobs filled with candidates who did not have a degree was much smaller.

New initiatives may start to change that balance. New York Mayor Eric Adams has called for 30,000 new apprenticeships in the city by 2030. California Gov. Gavin Newsom wants to create 500,000 in the state by 2029.

Deloitte is one of dozens of big companies championing the idea that skills matter more than degrees. “This is a decade-long journey,” said Kwasi Mitchell, Deloitte’s chief purpose and DEI officer. “It’s going to be a little bit of time before we really open the floodgates with respect to skills-first hiring.”

Douglas Belkin covers higher education and national news out of the Chicago bureau of The Wall Street Journal.

Flagships are enrolling more and more freshmen from out of state

The Chronicle of Higher Education

Nearly every public flagship enrolled a smaller share of freshmen from within their states in 2022 than they did two decades earlier, according to a *Chronicle* analysis of new data from the U.S. Department of Education.

The trend played out at 45 flagships between 2002 and 2022, with the decline at the University of Alabama at Tuscaloosa leading the group. In 2002, about 77 percent of Alabama's freshman class was made up of in-state residents; in 2022, that share shrank to 35 percent — a 42-point difference. The University of Arkansas at Fayetteville saw a similar slide. In 2002, eight in 10 members of the freshman class were from Arkansas. By 2022, the share was 39 percent.

Percentage-point declines of 15 or more surfaced at flagships that included the Universities of Mississippi, Oregon, and Wisconsin at Madison. Those three institutions were among the dozen that had freshman classes where fewer than half of the students in 2022 were in-state residents. To put it another way, it's still far more common for flagships to enroll the majority of their freshman classes from within their states — about 75 percent of states still do so. It's just that the share of students attending flagships in their home state is declining.

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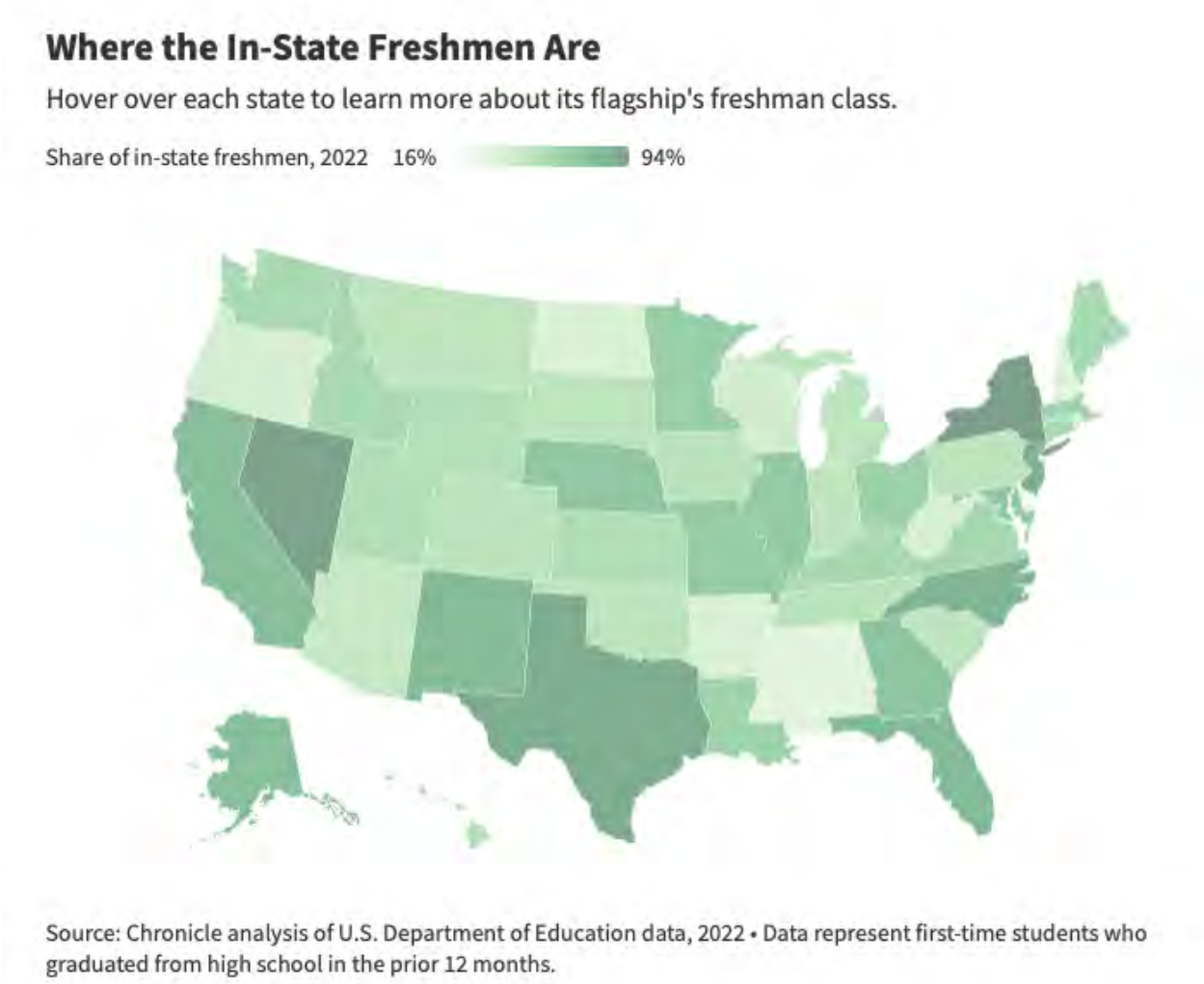


The federal data on student residency for freshmen underscores a trend that has sparked much discussion about who ought to be served by a state's most prominent public university. In some states, particularly small ones like Vermont and Delaware, in-state students have long been the minority on campus. Flagships that expand their share of out-of-state students can generate more tuition dollars — because of higher out-of-state tuition costs, and because such students typically pay full freight. But the flip side is that institutions often lose state support in the long run.

Among the 50 flagships *The Chronicle* analyzed, the University at Buffalo enrolled the highest share of in-state freshmen in 2022, at 94 percent. Among the six other institutions where at least 80 percent of freshmen come from within the state: the University of Texas at Austin (88 percent), Rutgers University at New Brunswick (86 percent), and the University of Florida (80 percent).

Four colleges ran counter to the trend. The share of in-state freshmen at the University of North Carolina at Chapel Hill, for example, increased by 1.3 percentage points in 2022, to 84 percent (at least 82 percent of freshmen must be North Carolinians, according to UNC system rules). At the University of Nevada at Reno, the share of Nevadans in the freshman class rose from 86 percent in 2002 to 93 percent in 2022, up seven percentage points.

For more on how in-state enrollment of freshmen has changed across the country over time, read the article.

Pennsylvania governor proposes to overhaul the state university system

The New York Times

Gov. Josh Shapiro of Pennsylvania, who has complained that his state's higher education "isn't working," proposed on Friday a sweeping overhaul of the state's sprawling college and university system that would reduce tuition for many students and determine funding for individual schools based in part on their performance.

The plan would consolidate 10 of Pennsylvania's state universities and all 15 of its community colleges under one governance umbrella, boost state funding for public higher education, and allow students with low to middle incomes to pay only $1,000 a semester in tuition.

Most of the plan would not affect Pennsylvania's best-known public universities, including Penn State, Pittsburgh and Temple.

"After 30 years of disinvestment, too many of our colleges and universities are running on empty, and not enough students have affordable pathways into good jobs," Mr. Shapiro said in a statement.

Plans for the overhaul have been under development for nearly a year by a working group formed by the governor, who complained publicly shortly after taking office in 2023 about problems in the state's higher education system.

Competition among state-funded universities, he said last year, was creating a negative effect, with "colleges competing with one another for a limited dollar, duplicating degree programs, driving up costs and actually reducing access."

Mr. Shapiro, a Democrat and former state attorney general, did not disclose the dollar amount of his funding proposal, whether new taxes would be levied or whether there would be reductions in university departments. Some of those details are expected to be revealed on Feb. 6, when the governor is set to deliver a budget message.

A spokesman for the governor said the exact governance structure of the new system — and whether it would have one board and one chancellor — had yet to be worked out with the state legislature.

While cost-saving is a priority, with a possibility that administrative functions of the universities would be consolidated, there were no plans to close campuses, the spokesman said.

Under the plan, funding for each university would be based partly on a system that rewards schools that achieve performance metrics, including their graduation rates and the number of first-generation college students who receive credentials.

Pennsylvania currently ranks 48th among states in the affordability of its public higher education system, and 49th in spending for public higher education, according to Mr. Shapiro's office.

An analysis in 2021 by an independent research group, the Center on Budget and Policy Priorities, found that Pennsylvania was one of only four states where students had to pay 20 percent or more of household income on higher education.

Nationally, there has been growing concern about college affordability, as budget cuts by states since the 2008 financial crisis have shifted more of the cost to students. Several governors, both Democrats and Republicans, have proposed additional funding for higher education.

The plan by Mr. Shapiro affects 10 smaller public universities around the state that comprise what is known as the Pennsylvania State System of Higher Education. Enrollment at the 10 schools has dropped sharply in the last 10 years, to 83,000 students in 2023 from 115,000 in 2012. Community-college enrollment in the state has seen a similar decline.

Colleges are bracing for additional enrollment drops in the next few years as students born following the 2008 financial crisis — a period of lower birthrates — come of age.

Community focus | Statewide engagement | Global impact

The CSU System includes three campuses: CSU in Fort Collins, CSU Pueblo, and CSU Global.

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

On opening weekend alone, more than 107,000 people ventured to the National Western Center for the National Western Stock Show. It was also our opportunity at the CSU System to celebrate the first full year of operation for our CSU Spur campus, where we're showcasing learning and discovery around food, water, and health all year long in our Terra, Vida, and Hydro buildings.

The thousands of people who experience CSU Spur for the first time during the Stock Show certainly come away with a sense of awe and appreciation for what this complex brings to our community. But they may not fully understand the "why" of Spur…why the State of Colorado saw the urgency of investing in this one-of-a-kind public campus, and why CSU sees it as core to the future of educational access and equity in Colorado.

Spur was designed to scratch a lot of itches: we wanted to build ag literacy in urban populations, have a strong CSU presence in the Denver metropolitan region, and honor our long-term livestock and equestrian partnership with our colleagues at the National Western Stock Show. But underpinning all of that was a foundation designed to reach a set of young people whose gifts and talents will be deeply needed by our society as we address any number of great global challenges. In fact, I hate the very idea that we might leave a single person behind who has the talent to succeed in college and the desire and motivation to do so. And yet students whose parents didn't go to college ("first-generation

students") are at a demonstrable disadvantage in attending college, and once there, succeeding. Changing that dynamic is the big "why" that underpins Spur. Our team recently put together a short video to help explain this "why" – and I'm pleased to share it here as a reminder of how Spur can have an impact far beyond this special time every January. Thanks for watching.

- tony

Tony Frank, Chancellor
CSU System

P.S. Our staff did a wonderful job on the video. But sadly, I lost the vote to go with a professional actor to play the role of Chancellor…

LATEST AT THE CSU SYSTEM

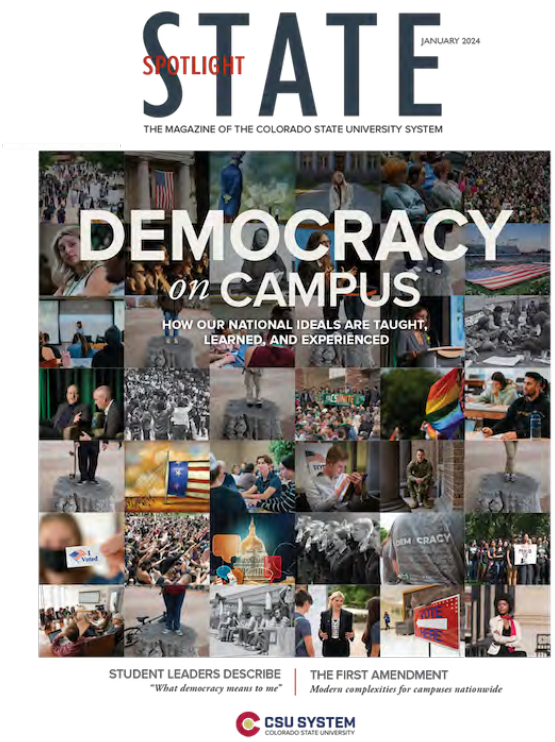
- CSU Spur is launching a new educational video series for K-12 students, Wiz Kid! Follow along with Wiz Kid as she explores plants, cooking, the scientific method, at-home chemistry, and more, with fascinating experiments and hands-on activities. Season one launches in April; check out the trailer and the CSU Spur YouTube channel!
- The U.S. Department of Education recently announced $93 million in grant awards to 20 colleges and universities to support research and development at Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and Minority-Serving Institutions, and to improve completion rates for underserved students. The CSU System will receive $7,844,905 to transform the System's data strategy, develop a system-wide advising network, and expand and adapt U-Behavior which leverages retrieval practice activities.
- CSU System Chancellor Tony Frank recently sat down with History Colorado for a Q&A, discussing a statewide view of CSU's land-grant mission, and planning for the next century of Colorado history.
- The next Spanish immersion program at CSU Todos Santos will run online Tuesdays and Thursdays from Feb. 13-29 and in-person from March 6-18; a second program will be offered beginning March 19. Register today to learn about Mexican culture, celebrate local holidays and customs, visit the region's parks and UNESCO World Heritage Site, and practice Spanish with local community members!

CAMPUS SPOTLIGHTS

CSU has announced five new speakers for its Thematic Year of Democracy: Republican Colorado Rep. Ken Buck (top left), political strategist and New York Times bestselling author Donna Brazile (top right), Johns Hopkins University President Ron Daniels (bottom left), actor and activist Jane Fonda (bottom center) and professor and author Robert Putnam (bottom right).

- As part of the CSU Year of Democracy – a university-wide initiative that invites members of the campus community to participate in conversations, panels, and events all focused on democracy – **CSU in Fort Collins** recently announced five nationally known speakers who will visit campus during the spring semester, including Ken Buck, a Republican congressman; Jane Fonda, an award-winning actor and seven-time Golden Globe winner; and Donna Brazile, a political strategist, New York Times bestselling author, chair of the J. William Fulbright Foreign Scholarship Board
- **CSU Pueblo** Assistant Professor of Chemistry Dr. Samuel Gockel was awarded the Jean Dreyfus Lectureship Award, an $18,500 grant from the Camille and Henry Dreyfus Foundation which provides funding to host a prominent researcher on campus for a guest lecture series. Professor Gary Molander from the University of Pennsylvania will present his research on solar energy at the CSU Pueblo campus, a particularly significant presentation considering the crucial role that solar energy plays in the greater Pueblo community.
- **CSU Global** introduced two graduate programs designed to meet the needs of the professional landscape. The Master of Business Administration in Product Management will equip aspiring leaders with the strategic prowess and specialized skills required to navigate product design, marketing, and the integration of artificial intelligence, branding, supply chain, and finance. The Graduate Certificate in Digital Health Technology will explore the intersection between healthcare and technology, providing practitioners with the expertise to leverage digital solutions for enhanced patient care and operational efficiency.

- The new Free Application for Federal Student Aid (FAFSA) is officially open for business as usual, hopefully marking the end of a confusing, error-ridden, and much-delayed launch process. *(Inside Higher Ed)*
- Colleges and universities would have to report annually the number of civil rights complaints they receive and how they addressed them under a recently introduced Senate bill. The bill is largely a response to the recent rise in reported antisemitic incidents on college campuses. *(Inside Higher Ed)*
- The number of first-year applicants for the 2024-25 academic year is up 8% compared year over year to last year's applicants, according to new Common App data. The number of applicants considered to be underrepresented minorities also jumped by 15% year over year. *(Higher Ed Dive)*



Read the latest issue of *STATE*

STATE is the official CSU System magazine. The Spotlight 2024 issue includes:

- Democracy on campus
- Modern complexities of free speech
- Social media and the First Amendment
- An immigrant student's view of democracy
- CSU's Center for Public Deliberation

And more! Dive into the latest issue or sign up to receive a print copy. Thank you to the advertisers who help make *STATE* magazine possible!

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Located in Baja California Sur, Mexico, CSU Todos Santos serves as the University's international hub, providing research and educational opportunities in alignment with existing University curricula, and advancing CSU's mission of teaching, research, service, and outreach through collaboration with universities and organizations in Mexico and the U.S.

The deadline to apply for Business in Todos Santos is Feb. 15 and the priority deadline for the Fall 2024 semester is March 15. Apply today!

PRACTICE SUSTAINABLE BUSINESS IN ACTION

Business in Todos Santos is an intensive summer program offering students an opportunity to learn about entrepreneurship, economic opportunities, and principles of management in the United States and Baja California Sur. Students will see and experience sustainability in action through weekly engagement with regional businesses and universities, and participate in co-curricular activities and excursions that may include learning from traditional family ranching livelihoods and environmental practices, business

communication in Mexico, hiking the Pacific sea cliffs, snorkeling in the Sea of Cortez, and exploring the nearby capital city of La Paz.

The program runs May 19-June 15 with pre- and post-coursework online; apply by Feb. 15.

SPEND FALL 2024 IN TODOS SANTOS

The Fall 2024 semester at CSU Todos Santos will be a Global Challenge Semester: A Pan-American Exploration of Identity, Expression, and Our Sustainable Future. This multi-country semester is designed to give students the tools and experience to craft meaningful stories about the impact they want to make in the world while exploring cultures and diverse landscapes from the Colorado mountains to Costa Rica and from Panama to Baja California Sur, Mexico.

Fall semester runs August 18-Dec. 6, 2024. RSVP to attend a “dine and learn” information session from 4-6 p.m. on Jan. 30 at Canvas Stadium, and apply by March 15 for priority consideration.

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EXPERIENCE SPANISH IMMERSION

Spanish immersion classes are offered in a hybrid format, with 12 days in Todos Santos, Mexico.

Spanish immersion at CSU Todos Santos introduces students not only to Spanish language, but to customs and cultural aspects like history, traditions, art, and lifestyles in the region of Baja California Sur, Mexico. Immersion programs are offered in a hybrid format, with three weeks online as initial preparation and one week in person in Todos Santos.

The next immersion program will run online Tuesdays and Thursdays from Feb. 13-29 and in-person from March 6-18; a second program will be offered beginning March 19. Register today to learn about Mexican culture, celebrate local holidays and customs, visit the region's parks and UNESCO World Heritage Site, and practice Spanish with local community members!

This program is offered in collaboration with the CSU Department of Languages, Literatures and Cultures, designed and taught by Affiliate Faculty Member Olaf Morales.

STAFF SPOTLIGHT: ANA MARIA PETERS VERDUGO

Name and job title: Ana Maria Peters Verdugo, Head Chef

How long have you worked with CSU Todos Santos? Over 10 years, since before the official opening when I cooked for the first groups.

What are you working on currently in your role? I am a traditional Mexican *cocinera* and I love cooking for the students.

What is a recent professional accomplishment you're proud of? I work at both CSU Todos Santos and CSU Mountain Campus. I am proud to make so many CSU friends in Todos Santos and in Colorado. I love learning new things when I cook.

What is something you wish more people knew about CSU Todos Santos or Todos Santos in general? Principally, I am a cocinera. I like telling people to come try Mexican food, learn about the town and Mexican culture, and see the beautiful places in Baja. The locally grown food is fresh, especially basil and fish.

What is one random fun fact about you? I am very proud to be half Mexican and half from the United States. My heart is half and half, and I love wherever I am and the customs of both countries. My full heart is CSU!

CSU needs your support to expand international educational experiences for students, enhance the CSU Todos Santos Center facilities, and develop innovative research.

MAKE A GIFT

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.

Facebook Twitter LinkedIn Instagram

In this issue:

- Welcome, Bill Hendrix
- Member-hosted event
- Connect Conference postponed
- Support TWG
- Virtual member sharing
- Ag and food in the news
- Call for stories

WELCOME, DR. BILL HENDRIX!

Effective January 2024, TWG Board Member Dr. Bill Hendrix assumed the role of interim executive director of TWG. A search for a full-time executive director to carry on TWG's purpose will be conducted in the coming weeks. Do you know someone who would be great for this leadership role? Please let them know about the opportunity, and encourage them to apply once it is posted on the CSU Spur careers page and the CSU System careers page!

TWG is positioned to achieve great impact with a new leader at the helm who will be able to launch the new strategic plan and

implement initiatives to make progress towards building a capable and diverse workforce for agriculture and food. Dr. Bill Hendrix can be reached at bill.hendrix@colostate.edu or twg_info@colostate.edu.

MEMBER-HOSTED EVENT

You are invited to join a virtual webinar hosted by STEMconnector and Million Women Mentors from 12-1 p.m. MST on Wednesday, Jan. 17. In celebration of National Mentoring Month, MWM is excited to bring attendees an insightful discussion with Dr. Lisa Hinkelman, CEO of Ruling our Experiences, and MWM National Chair Sheila Boyington, co-founder of Learning Blade/Ready for Industry.

Mentoring plays a crucial role in personal and professional development, offering a range of benefits for both mentors and mentees. During the discussion, attendees can expect to discover valuable insights from ROX, an organization dedicated to creating a pipeline of confident female leaders, tips for finding and being a great mentor, and gain an understanding of the importance of mentorship in professional development. Additionally, Mekka Smith from the U.S. Department of Education will share an update on efforts from the department. “You Belong in STEM” and the Partnership for Student Success initiatives have clear calls to action for stakeholders.

Don’t miss this exclusive opportunity to learn and be inspired; register today!

POSTPONED: 2024 CONNECT CONFERENCE

The 2024 Connect Conference and Annual Meeting has been postponed, allowing time for a search for the new leader of TWG. Look for updates in future communications regarding the new dates for the conference. We look forward to seeing you there!

NEW YEAR, NEW GIVING OPTIONS

TWG is thrilled to announce a new and accessible online donation option for individuals, corporations, and institutions to support TWG's purpose of building a diverse and capable workforce for the agriculture and food sector. Whether you're an individual passionate about making a difference, a corporation committed to corporate social responsibility, or an institution seeking to invest in the future of agriculture and food, your support will directly fund initiatives that promote diversity and build awareness of agriculture and food as a place of great opportunity for all. Company matching programs can further maximize the impact of your generosity.

Join us in cultivating a more diverse and skilled workforce by making a charitable donation today. Click the "donate" button in the header of the TWG website or access the giving website directly. Donations to TWG are tax-deductible; if you have further questions, please reach out to twg_info@colostate.edu.

VIRTUAL SHARING FOR MEMBERS

The Workforce Next and Best Practices Working Group will meet from 9-10:15 a.m. MST

on Feb. 27. This meeting will focus on the 2024 election, its potential impact on DEI efforts, and legislation trends related to DEI.

The Inclusive Excellence in Higher Education Working Group is currently on hold while TWG completes the strategic planning process and launch. More information to come about next steps with this group and its alignment with overall organizational strategy and collaboration.

If you are a TWG member and wish to be added, removed, or to appoint someone from your organization to these groups, please email twg_info@colostate.edu.

AG & FOOD IN THE NEWS

- NASA is helping Hawai'i farmers grow more food with AI
- The race to save ketchup: Building a tomato for a hotter world
- Transforming digital agriculture with spatial computing using Apple Vision Pro
- Scoular partners with regrow on regenerative ag program
- Cargill accelerating deforestation pledge to soy, corn, wheat, and cotton in South America
- Can we really fuel planes with fat and sugar?
- Expanded farmer access to Corteva's Enlist® herbicides anticipated for 2024 growing season
- ADM adding 400,000 tons of crush capacity per year across three Brazilian facilities

WE NEED YOUR STORIES!

Help us tell your stories to expand the frame for how young people understand careers in the food and agriculture sector! We are looking for recorded video content answering the following questions.

- How are you impacting the world?
- What are the most interesting parts of your job or your day?
- What are your goals and how are you achieving them?
- What are you doing to drive innovation in food & agriculture?
- Why do you believe that you belong in food and agriculture?

Want to be involved but prefer not to record? Simply complete and submit this content opportunity form to participate!

Connect with us and share your story by contacting Russell Schiller at russell.schiller@colostate.edu and follow us on social at the links below!

Instagram | Twitter | LinkedIn | Facebook | TikTok | Threads

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You are receiving this publication because you are affiliated with Together We Grow or have expressed interest

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.

LOOKING AHEAD TO 2024

As we step into a new year, I am excited to share a glimpse of the exciting initiatives shaping the NAAAN in 2024. Two recent events have broadened our insight into opportunities to strengthen the collaborative work on agricultural advisory services among Canada, Mexico, and the U.S. The 14th Global Forum for Rural Advisory Services Annual Meeting, hosted by NAAAN with superb hospitality from Colorado State University, was held Oct. 17-19, 2023, in Denver. In this forum, nearly 200 participants from 40 countries shared ideas and strategies to prepare the next generation of leaders in agriculture, this being one of the three NAAAN thematic areas of collaboration. A visit to CSU Spur, a center of excellence of CSU in Denver, highlighted the strategic role of STEM in agriculture and the value of connecting science and education with the farming community and society in general.

More recently, the 28th Conference of the Parties of the United Nations Framework Convention on Climate Change (COP28) was held in Dubai from Nov.30-Dec. 12, 2023. The agricultural leadership of Canada, Mexico, and the U.S. played important roles and shared the region's vision and experience on how, through science-based solutions, we can adapt to and mitigate the impact of climate change on agriculture, a thematic area of collaboration for NAAAN. At COP28, precision agriculture was identified as an effective approach to provide farmers, through the agricultural and extension systems, with current and forecast information on weather, pests, output prices, and input markets, among other

variables, to make the food system more sustainable, productive, and efficient. In this context, making knowledge and tools on precision agriculture and digital systems available to farmers through the agricultural advisory and extension systems becomes an important area of collaboration for NAAAN.

The NAAAN and country partners are establishing and strengthening the NAAAN Country Hubs in Canada, Mexico, and the U.S. These hubs are dedicated to addressing key issues, facilitating discussions, and driving impactful activities in agricultural innovation and advisory services. To drive the Country Hubs the NAAAN Secretariat will launch NAAAN CONNECT in Spring 2024. The NAAAN CONNECT platform, a central component of NAAAN's 2023-2025 work plan, aims to establish a vibrant online community for extension and rural advisory services experts across our three member countries. With a primary goal of fostering virtual discussions, collaborations, and activities, NAAAN CONNECT will transcend geographical boundaries and become a primary resource for practitioners. See below for more information about NAAAN CONNECT.

During 2024, through the NAAAN CONNECT platform, we plan to share Mexico's own experience and draw from our NAAAN partners' experience working with youth to prepare the next generation of leaders and farming communities, options to adapt to and mitigate the impact of climate change in agriculture, and biodefense and mitigation of natural disasters. As a key element of the Mexico Hub's 2024 work plan, we also look forward to drawing from the expertise and long history of the extension and rural advisory in the three countries to prepare a proposal for a renewed Mexico agricultural advisory and extension service for the future. We highly value the synergies that will result from cross-border cooperation and the unique strengths and expertise on these strategic issues in each of the three NAAAN countries, as well as the opportunity to share these experiences with other GFRAS regional networks, in particular with Red Latinoamericana de Servicios de Extensíon Rural, the GFRAS network across Latin America.

Sincerely,
Salvador Fernández Rivera
General Coordinator for Rural Development
Secretariat of Agriculture and Rural Development

Salvador Fernández Rivera is the general coordinator for Rural Development for the Secretariat of Agriculture and Rural Development in Mexico. He serves as a senior staff member from the Mexico team for the NAAAN.

2023 AT A GLANCE

Over the past year, the NAAAN has made significant strides in advancing agricultural advisory service collaboration across North America. Your dedication and enthusiasm have been instrumental in achieving these milestones. Let's carry the momentum of these achievements into the coming year.

Approved the 2023-25 work plan

Take a moment to review NAAAN's 2023-25 work plan, approved at the first in-person NAAAN Steering Committee meeting in May 2023. This comprehensive plan outlines key priorities and strategic initiatives for the coming years. Following the GFRAS Annual Meeting, the Secretariat team is working with partners to launch NAAAN Country Hubs and implement a storytelling and marketing campaign.

Hosted a successful GFRAS Annual Meeting

In October, the NAAAN hosted the 14th GFRAS Annual Meeting in Denver, Colorado, USA. We welcomed 187 participants from more than 40 countries, creating a diverse and vibrant network.

The meeting featured over 26 sessions focusing on the theme Building the Next Generation of Leaders in Agriculture, providing a rich platform for knowledge exchange and collaboration. Six farm visits along the Colorado Front Range and a visit to CSU Spur also added a practical boots-on-the-ground dimension to our discussions.

To host this meeting, the NAAAN Secretariat raised and competed for roughly $325K in funding support, reinforcing a strong commitment to advancing rural advisory services globally. Learn more about our generous sponsors.

Welcomed new Steering Committee members and senior staff

This year we welcomed 11 new individuals to our Steering Committee and senior staff, contributing to our continued growth and success.

Jennifer Wright, executive director at the Canadian Agricultural Human Resource Council, is our newest steering committee member representing Canada! Jennifer brings a wealth of experience from her family's farm in southwestern Ontario and over two decades of expertise in human resource research and development. With a Master of Business Administration from Royal Roads University, she has led initiatives in various industries, focusing on inclusion and diversity, recruitment, work-integrated learning, and more.

Launched new communication platforms

In 2023, the NAAAN distributed three newsletters and saw more than 24% growth in subscribers – from 815 to 1,012. Current subscribers are invited to share the newsletter sign-up, to help extend our community's reach.

This year, the NAAAN also produced a comprehensive NAAAN overview video for the GFRAS Annual Meeting, highlighting the history, mission, and significance of the NAAAN.

In 2024, we look forward to the launch of our new online engagement and communication platform, NAAAN CONNECT. Stay tuned for more updates!

COMING SOON: NAAAN CONNECT

The NAAAN is excited to launch an interactive engagement platform in Spring 2024. This platform, called NAAAN CONNECT, is a central component of NAAAN's 2023-25 work plan and aims to establish a vibrant online community for extension and rural advisory services experts across North America, with Country Hubs for Canada, Mexico, and the United States. With a primary goal of fostering discussions, collaborations, and sharing activities, NAAAN CONNECT will become a primary hub for practitioners in the field. Stay tuned in the coming months for more information to join!

REVIEW OF THE 2023 GFRAS ANNUAL MEETING

Dive into additional resources and stories about the 14th GFRAS Annual meeting in Denver, Colorado, USA.

- **VIEW:** GFRAS Annual Meeting presentations and recordings
- **READ:** Colorado hosts global meeting on building the next generation of leaders in agriculture *(CSU SOURCE)*
- **READ:** How to make the next generation of leaders for sustainable agriculture future *(AGRILINKS)*
- **READ:** CSU System Chancellor and NAAAN Steering Committee Chair Tony Frank's letter on the future of food

UPCOMING IN 2024

The Global Teach Ag Network's online community of educators is hosting a keynote speaker as part of their catalyzing week at 7 p.m. EST on Feb. 8. Dr. Curt Youngs from Iowa State University will join to discuss global animal science and its intersections with sustainable development and global food security. Join the keynote and other events during GTAN's catalyzing week and engage with additional events throughout the year!

FROM OUR PARTNERS

Agriculture and Agri-Food Canada (AAFC)

- Learn about Agriculture and Agri-Food Canada's programs and services for industry, markets, trade, science and innovation, and other industry information.

Ministry of Agriculture and Rural Development (SADER)

- The Secretary of Agriculture and Rural Development, Víctor Villalobos Arámbula, highlighted Mexico's leadership in sustainable water and soil use for agriculture during COP28 in Dubai. He emphasized the historical neglect of soil management in Mexico, working to be reversed by the current government and earning recognition from organizations like the FAO. Villalobos also addressed the challenges faced by Latin American agriculture in accessing international funds for climate change adaptation and proposed solutions during the session on scaling climate finance.
- SADER has developed Irrimodel, a digital platform designed to optimize water use in irrigated crops , addressing challenges such as water competition, droughts, and climate variability. The platform, developed by the National Institute of Forestry, Agricultural and Livestock Research, allows real-time monitoring of irrigated crops and can save up to 40% of water. Farmers in Sinaloa have achieved significant water savings without reducing crop yields after implementing Irrimodel, and the platform is now being adopted in other regions like southern Sonora for wheat crops to enhance irrigation management.
- SADER is actively promoting the establishment of family and school gardens , emphasizing their potential to produce higher yields of quality agri-food products compared to conventional properties. These urban gardens, whether in backyards or school premises, are seen as sustainable spaces offering produce free from insecticides or herbicides at more affordable prices for local communities. The initiative aims to enhance nutrition, support the local economy, and provide accessible vegetables, with specialists from the National Institute of Forestry, Agricultural and Livestock Research offering training and technology support for garden installations.

United States Department of Agriculture (USDA) at COP28

- Canada, Mexico, and the United States were among the 159 country signatories of the historic Emirates Declaration, which is the most forward-leaning high-level statement on climate and agriculture at any climate conference or event of similar scale. United States Secretary of Agriculture Tom Vilsack participated in the Implementing the Emirates Declaration on Sustainable Agriculture, Resilient Food Systems, and Climate Action Ministerial, detailing USDA's domestic and

international efforts to achieve the ambitious goals outlined in the declaration.

- During an event at the U.S. Center, Secretary Vilsack participated in a panel discussion that featured critical perspectives from the agriculture industry, farm associations, non-governmental organizations, and producers in describing how they are working together to achieve climate-smart agricultural production at scale. The panel highlighted the Partnerships for Climate-Smart Commodities, IRA funding, and public and private collaboration necessary to meet U.S. and global agricultural climate commitments.
- The COMET-Planner Global assessment tool builds upon a decade of experience in the United States, delivering a first-order climate-smart conservation practice evaluation platform to the world. Featured in USDA's International Climate Hub , the tool recently received some updates to improve the user interface and experience and was featured prominently during events at COP28, including a demonstration during the NASA Hyperwall Talk: Propelling Global Agricultural Climate Solutions.
- Secretary Vilsack participated in AIM for Climate-hosted events where, with the support of over 600 government and non-government partners, AIM for Climate announced an increased investment of more than $17 billion – up from $8 billion at COP27, representing a more than doubling of investments. The increased investment comprises over $12 billion from government partners and over $5 billion investment from AIM for Climate Innovation Sprints.
- USDA Under Secretary and Chief Scientist Chavonda Jacobs-Young emphasized AIM for Climate's work to accelerate science and innovation at ten partner-led events. Innovation Sprint partners also highlighted their innovations at the AIM for Climate Innovation Sprint Showcase.

International Maize and Wheat Improvement Center (CIMMYT)

- Agricultural research platforms have been initiated in the east and west regions of Guatemala to address local farmers' challenges due to climate variability. These platforms, part of the AgriLAC Resiliente Initiative, involve collaboration with international research centers and local stakeholders. The research focuses on improving subsistence farming practices, considering environmental and socio-economic factors, and providing sustainable and resilient solutions.
- The AgriLAC Resiliente Initiative in Honduras is conducting soil diagnostics to determine optimal practices and technologies for local farmers. With emphasis on the importance of electrical conductivity as a critical parameter for assessing soil and crop health, the initiative aims to promote sustainable and resilient agriculture. In the region of El Paraíso, the Association Regional Servicios Agropecuarios de Oriente is implementing parcel diagnostics, including precise electrical conductivity measurements, essential for defining effective and sustainable agricultural strategies.
- In Honduras's eastern region, promoting crop diversification for improved soil health and family well-being is a key focus. The innovative practice of cultivating maize alongside pumpkin and cassava in Villanueva El Águila provides significant benefits, such as soil coverage and weed control, offering potential extra income for farmers. Ronix Maradiaga, part of the technical team at ARSAGRO, successfully implemented this approach, resulting in increased maize production and additional harvests of pumpkin and cassava. The success highlights crop diversification's potential to generate income, contribute organic matter, and prevent erosion, supported by the AgriLAC Resiliente Initiative, aiming to transform agri-food systems in the region.

Global Forum for Rural Advisory Services (GFRAS)

- GFRAS recently announced a strategic partnership with the Enabling Farmers for Agricultural Transformation project. The EFAT project is a five-year activity (2022-27) implemented by Winrock International and funded globally by USAID. Its goal is to

strengthen agricultural extension and advisory services and systems as a pathway to boosting agricultural productivity among smallholder farmers and helping them diversify their livelihoods and strengthen their resilience in the face of adverse climate conditions.

Canadian Federation of Agriculture (CFA)

- The Canadian Federation of Agriculture, alongside other members of the World Farmers Organization, collectively released a statement expressing disappointment with the COP28 outcomes, citing inadequate acknowledgment of farmers' crucial role in climate action and a lack of clear guidance in integrating agriculture into the global climate agenda.

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food. water. health.

THE MONTHLY NEWSLETTER FROM CSU SPUR

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.-2 p.m. the 2nd Saturday of every month, and read on to learn more about what's happening at CSU Spur.

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

VISIT CSU SPUR DURING THE STOCK SHOW

Visitors can observe animal surgeries at the Dumb Friends League Veterinary Hospital in the CSU Spur Vida building.

The National Western Stock Show is in full swing, and CSU Spur is open 10 a.m.-5 p.m. 486 every day (including weekends) during the Stock Show with tons of hands-on programs and things to see! Check out animal surgeries and experience virtual reality, participate in kitchen demonstrations and wander through the rooftop greenhouses, observe research in water labs and play in the stream table, explore educational exhibits and art installations, and much more!

Plan your visit, check out a calendar of timed events, and make sure to join us this Saturday (Jan. 13) for CSU Day at the Stock Show and 2nd Saturday at CSU Spur, exploring the theme Science of Stock Show! (Details below.)

JOIN US ON JAN. 13!

CAM the Ram will be available for photos 9:30-11:30 a.m. outside the Hydro building and 1:30-3:30 p.m. outside the Vida building during CSU Day.

This Saturday (Jan. 13) is a big day: it's CSU Day at the Stock Show and 2nd Saturday at CSU Spur! Join us for events across the National Western Center campus, including:

- CSU Day at the Rodeo. Discounted tickets are available with the promo code **NWSSCSU** and include the rodeo at 11 a.m. and grounds admission for the day, which includes nearly 300 trade show vendors, Mutton Bustin', CSU officials as stagecoach/wagon riders, National Western nursery, kids' activities, a petting farm, and more.

- CSU Alumni Association Member Breakfast from 8-10 a.m. in the CSU Spur Hydro Theater, featuring photos with CAM the Ram; registration required. CAM the Ram will also be on hand for photos from 9:30-11:30 a.m. outside of CSU Spur Vida. 487
- 2nd Saturday programming on the theme Science of Stock Show, including Little Shop of Physics experiments, equine sports medicine demonstrations, taste testing, and other Stock Show-themed activities for all ages!

We'll see you Saturday! (**Please note:** Starting in February, 2nd Saturdays run from 10 a.m.-2 p.m.; check out all 2024 themes.)

MEET WIZ KID!

Wiz Kid is here to take you on an exciting journey, sparking curiosity and unveiling the wonders of science! Follow along with Wiz Kid as she explores plants, cooking, the scientific method, at-home chemistry, and more, with fascinating experiments and hands-on activities!

Season one launches in April; check out the trailer and our YouTube channel!

ARE YOU FOLLOWING US ON SOCIAL?

✅ Veterinarians at work
✅ Mini horses
✅ All things beans!

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? Experienced virtual reality in Vida? Explored the mock water lab in Hydro? Tag us on social **@CSUSpur**! And don't forget to review us on Yelp! and/or Google.

QUICK HITS

- **URBAN SOILS:** Join us for a day of hands-on learning about sustainable soil practices, soil ecosystems, how to interpret soil tests, and practical approaches to improve your soil's health. All levels of experience are welcome; register today.
- **EXCEPTIONAL RODEO:** The Temple Grandin Equine Center Exceptional Rodeo, a mock and adaptive rodeo experience for children with special needs, will be 10 a.m.-2 p.m. on Jan. 18 at CSU Spur Vida. PRCA athletes and rodeo royalty partner with youth (ages 4-12) to assist them through the rodeo obstacles. Dr. Temple Grandin will engage with youth and sign books.
- **HORSE CLINICS:** CSU Spur is offering two horse-related clinics at CSU Spur Vida during the National Western Stock Show, Improving Your Equine Partnership Through Science-based Training Methods from 11 a.m.-2 p.m. on Jan. 14 and Unlocking the Secrets of Horse Body Language from 10 a.m.-1 p.m. on Jan. 21.
- **SPRING BREAK CAMP:** Join the Colorado 4-H Youth Development program March 25-29 for Perfectly Imperfect, a day camp for youth grades 7-10! Youth will learn about color, texture, and design while creating perfectly imperfect art. Registration opens Jan. 16, more information coming soon!
- **LIFELONG LEARNING:** The Osher Lifelong Learning Institute – a "mini college" for learners over 50 – is launching 12 courses at CSU Spur for the Spring 2024 semester. Registration is open now, and classes begin Jan. 29.
- **JOBS WITH SPUR:** CSU Spur is hiring for positions in education, and Western Daughters, the cafe in Hydro, is looking for team members with experience (or a willingness to learn) bartending, coffee and food prep, catering, and customer service. View all job postings.
- **GUIDED TOURS:** CSU Spur volunteers are hosting a guided tour of all three CSU Spur buildings from 10-11:30 a.m. on Feb. 16 and March 8. Register to join, but remember: tours are NOT required to visit CSU Spur.
- **SUMMER PROGRAMS:** Join CSU Spur's interest list to learn about Summer 2024 offerings for youth ages 5-20. Registration opens soon.