

**BOARD OF GOVERNORS MEETING**  
**February 3, 2022**  
**Virtual**

**THURSDAY, FEBRUARY 3, 2022**

**CONVENE BOARD MEETING** 9:00 a.m.

**BOARD MEETING – CALL TO ORDER**

- 1. BOARD CHAIR’S AGENDA** 9:00 a.m. – 9:05 a.m.  
CSU Pueblo Excellence in Teaching Award, Dr. Karen Yescavage
- 2. PUBLIC COMMENT** 9:05 a.m. – 9:10 a.m.
- 3. CHANCELLOR’S REPORT** 9:10 a.m. – 9:40 a.m.
  - Annual Calendar of Reports
  - Retreat Update – Review of Strategic Process
  - CSU Spur
- 4. CSU REPORTS** 9:40 a.m. – 10:10 a.m.
  - Student Report – Presented by Christian Dykson
  - Faculty Report – Presented by Melinda Smith
  - President’s Report – Presented by Joyce McConnell
- 5. CSU COURAGEOUS STRATEGIC TRANSFORMATION** 10:10 a.m. – 11:10 a.m.

**BREAK**

- 6. CSU GLOBAL REPORTS** 11:25 a.m. – 11:45 a.m.
  - Student Report – Presented by Paige Martinez
  - Faculty Report – Presented by Sara Metz
  - President’s Report – Presented by Pam Toney
- 7. CSU-PUEBLO REPORTS** 11:45 a.m. – 12:15 p.m.
  - Student Report – Presented by Mikayla Lerch
  - Faculty Report – Presented by Chris Picicci
  - President’s report – Presented by Tim Mottet
    - Vision 2028 Update

**LUNCH**

- 8. AUDIT AND FINANCE COMMITTEE** 1:00 p.m. – 2:00 p.m.  
Russell DeSalvo, Chair  
*Audit Items*
  - Internal Audit Dashboard
  - Status of FY 21-22 Audit Plan
  - Review of Audit Reports Issued
  - Status of Past Due Audit Recommendations

Colorado State University System  
Board of Governors Meeting Agenda  
February 3, 2022

*Finance Items*

- State Budget Update
- FY 2022 2<sup>nd</sup> Quarter Financial Statements
- Campus Budget Scenarios
- Action on Amendment to 2 year Cash List – CSU
- CSU System Treasury Update
  - Update on Series 2022 Refinancing

**BREAK (10 mins)**

**9. ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

2:10 p.m. – 2:40 p.m.

Dr. Nate Easley, Chair

- New Degree Programs
  - CSU: Master of Addiction Counseling in Psychology and Social Work
  - CSU Pueblo: Certificate, Diversity Studies
  - CSU Pueblo: Certificate, Creative Industries Essentials
  - CSU Pueblo: Retitle Degree Program, Bachelor of Science in Media and Entertainment
  - CSU Pueblo: Bachelor of Fine Arts in Gaming and Immersive Design
- CSU Academic Calendar Fall 2026 – Summer 2028
- Faculty Manual Changes
  - Faculty Manual Section C.2.1.9.2 and C.2.1.9.5, The Standing Committees of Faculty Council
  - Faculty Manual Section D.4, Letters Regarding Performance and/or Behavior
  - Faculty Manual Section E.15, Disciplinary Action for Tenured Faculty
- CSU Sabbatical Summaries 2020-2021
- CSU Pueblo Sabbatical Reports and Requests
- CSU Avenir Museum Statement of Permanence

**10. REAL ESTATE/FACILITIES COMMITTEE**

2:40 p.m. – 3:00 p.m.

Russell DeSalvo, Chair

*Executive Session*

*Open Session*

- Chiropteran Research Facility Program Plan

**11. APPROVAL OF CONSENT AGENDA**

3:00 p.m. – 3:05 p.m.

Colorado State University System

- Minutes of the November 24, 2021 Audit and Finance Committee
- Minutes of the December 2-3, 2021 Board and Committee Meetings

Colorado State University

- New Degree: Master of Addiction Counseling in Psychology and Social Work
- Faculty Manual Section C.2.1.9.2 and C.2.1.9.5, The Standing Committees of Faculty Council
- Faculty Manual Section D.4, Letters Regarding Performance and/or Behavior
- Faculty Manual Section E.15, Disciplinary Action for Tenured Faculty
- Avenir Museum Statement of Permanence

Colorado State University Pueblo

- Certificate, Diversity Studies
- Certificate, Creative Industries Essentials
- Retitle Degree Program, Bachelor of Science in Media and Entertainment
- Bachelor of Fine Arts in Gaming and Immersive Design

**12. EXECUTIVE SESSION**

3:05 p.m. – 3:35 p.m.

Colorado State University System  
Board of Governors Meeting Agenda  
February 3, 2022

**13. EVALUATION COMMITTEE**  
Armando Valdez, Chair

3:35 p.m. – 4:05 p.m.

**ADJOURN BOARD MEETING**

4:05 p.m.

**Next Board of Governors Board Meeting:** May 3-4, 2022, CSU, Fort Collins

**APPENDICES**

- I. Construction Reports
- II. Correspondence
- III. Higher Ed Readings

# Section 1

## *Board Chair's Agenda*

**2022  
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. Karen Yescavage  
Colorado State  
University Pueblo**

*Dr. Karen Yescavage, professor of psychology, is the recipient of CSU Pueblo’s Faculty Excellence Award in Teaching and Student Learning. She has spent her entire career at CSU-Pueblo primarily conducting research on LGBTQ+ issues. In 2015, she was invited to the White House for a policy briefing regarding best practices in serving the LGBTQ+ community. She incorporates experiential (and especially) community service learning into courses like Positive Psychology and Emotional Intelligence, teaching youth at the Boys and Girls club how to engage in compassionate communication with self and others. She has conducted research on the impact of cannabis use on mental health, serving as the coordinator for the interdisciplinary cannabis studies minor for the past three years.*

*Currently, she is applying positive psychology concepts to the arts and humanities with a new Discovery Scholars research lab. Additionally, she has just received approval for an exciting new interdisciplinary minor in Creative Wellness. She serves as Faculty Fellow with the Center for Teaching and Learning, helping to promote equity and inclusion in pedagogical practices.*

*She graduated with her Ph.D. in experimental personality and social psychology from the University of North Carolina - Greensboro in 1992.*

# Section 2

## *Public Comment*

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# Section 3

## *Chancellor's Report*

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

February 3, 2022

CSU System Wide

- STATE magazine celebrated the grand opening of CSU Spur by publishing a special issue in early January with in-depth stories focused on the new campus, its offerings, and the significance of its programming for visitors, partners, and other users. The 100-page edition reached about 60,000 households; its readership includes policy makers and business and community leaders in Colorado, including all state and federal legislators and leaders of many key industry groups and partner organizations. All employees at CSU in Fort Collins and CSU Pueblo also received the magazine. STATE stories complement other CSU System communication by delving into the hows and whys of CSU Spur programming, the deep expertise of faculty and alumni, and the important context of the campus as a partner in development of the National Western Center. A second special issue of STATE, also focused on CSU Spur, is planned for publication in July.
- Chancellor Frank hosted a farewell luncheon for ACE Fellow Bronwyn Fees, who concluded her time with the CSU System in December.
- The CSU System maintains several regularly recurring newsletters including a monthly Chancellor's newsletter and others targeted at specific audiences for Spur, Together We Grow, Water in the West, and other System activities. A recent analysis found that the "open rate" for all System newsletters averages 44.3%, exceeding the peer average of 34.6%. (ConstantContact suggests that an open rate of 30% is "top tier.")
- With the addition of a Social and Digital Content Coordinator position to the CSU System communications team this year, the social media channels for the System and Spur are attracting significantly more followers who are actively engaging with the System's digital content. Social media impact is measured by reach (the number of individuals who see some piece of our content), engagement (how actively readers engage with content by clicking, following links, etc.), and impressions (the number of times our content is shown in someone's feed. The CSU Spur Facebook and Instagram accounts (combined) have seen more than 420,000 impressions since December 1, 2021, alone. The CSU Spur Facebook account now has an engagement rate of 15.21% (median engagement rate across all industries is .08%) and the CSU Spur Instagram account has an engagement rate of 8.64% (median engagement rate across all industries is .98%). This improved activity has provided a great tool for reaching audiences with information about grand opening events and volunteer opportunities and will continue to be an important part of how we spread the word about Spur. Kevin Samuelson is the System social and digital content coordinator, working in partnership with staff associate creative director Jen Smith, and Assistant Vice Chancellor for External Relations Tiana Kennedy.



### Campus Updates

- The CSU System continues to work closely with the campuses to share best practices in areas of communication, finance, IT, partnerships, and other key arenas.
- As part of its commitment to support rural Colorado communities, the National Western Scholarship Trust has agreed to offer two \$5,000 scholarships to students in the nursing program at CSU Pueblo.

### CSU System Government Affairs – Federal

- Chancellor Frank has been actively engaged in a variety of federal outreach efforts within and outside of the Colorado delegation.
- Chancellor Frank and Chief Academic Officer Miranda attended a meeting of the National Association of System Heads (NASH) on “The Big Rethink” in Washington D.C. in December.
- Chancellor Frank attended the December steering committee meeting for the NAAAN (North American Agricultural Advisory Network).

### CSU System Government Affairs – State

- Chancellor Frank testified at the higher education hearings of the Legislature’s Joint Budget Committee January 11.
- Chancellor Frank and Senior Vice Chancellor Sobanet presented to the Capital Development Committee on December 13, 2021.
- Chief Academic Officer Miranda continued his work on the CDHE Task Force on implementing the CORE initiative provisions of HB-1330. He is also serving on the CDHE Credentials As You Go task force, part of a national initiative in which CDHE is taking part.
- Executive Vice Chancellor Henry Sobanet continued his service chairing the state’s Task Force Concerning Tax Policy and Colorado’s Economic Relief and Recovery Task Force.
- Chancellor Frank and Senior Vice Chancellor Sobanet continue to have regular, targeted outreach with Colorado legislators, with the help of state lobbying team Mike Feeley and Rich Schweigert.

### Statewide Partnerships

- CSU System leadership participated in all the major events of the 2022 National Western Stock Show, including attendance at Boots ‘n Business, the Citizen of the West Dinner, the CSU College of Agriculture Reception at CSU Spur, Livestock Leaders Reception, the Junior Livestock Auction social, and the Beef Club Dinner.
- On January 28, CSU System leadership attended the South Metro Chamber Economic Forecast event where Senior Vice Chancellor/CFO Henry Sobanet was one of the panelists.



# CSU SYSTEM

OFFICE OF THE CHANCELLOR

## CSU Spur


- The CSU Spur team, with support from the System staff and campuses, held a resoundingly successful grand opening of the Vida building during the 2022 National Western Stock Show. Formal events included a Jan. 6 neighbor and community sneak peek event; a Jan. 7 ribbon-cutting following the Denver Metro Chamber's Boots 'n Business event; and a Jan. 15 public grand opening celebration as part of CSU Day at the National Western. Thousands of people attended the events, and daily visitors from Jan. 7-23 ranged from 300-1,700. Visitors provided overwhelmingly positive feedback about the venues and experience. The team is now preparing for the Terra opening in the Spring and continuing to work on hiring additional staff to support the project.
- Assistant Vice Chancellor Jocelyn Hittle hosted a number of special guests for tours of Spur in its opening weeks, including U.S. Secretary of Agriculture Tom Vilsack, Colorado legislators, and the Colorado Department of Agriculture.
- CSU System staff have led more than 120 tours of the Spur site to date.
- Chancellor Frank hosted an appreciation event for CSU Spur and System staff as a thank you for their long hours and exceptional work to open the new campus.
- Follow @CSUSpur for the latest updates; [click here for links to all social accounts](#).

# ANNUAL CALENDAR



2021 - 2022

## REMAINING CALENDAR

February 2-4, 2022: CSU Pueblo 

May 3-4, 2022: Colorado State University, Fort Collins 

June 8-10, 2022: Westin Westminster 

2022 - 2023

## MEETING CALENDAR

August 4-5, 2022: Retreat; CSU Mountain Campus 

October 6-7, 2022: Colorado State University, Fort Collins 

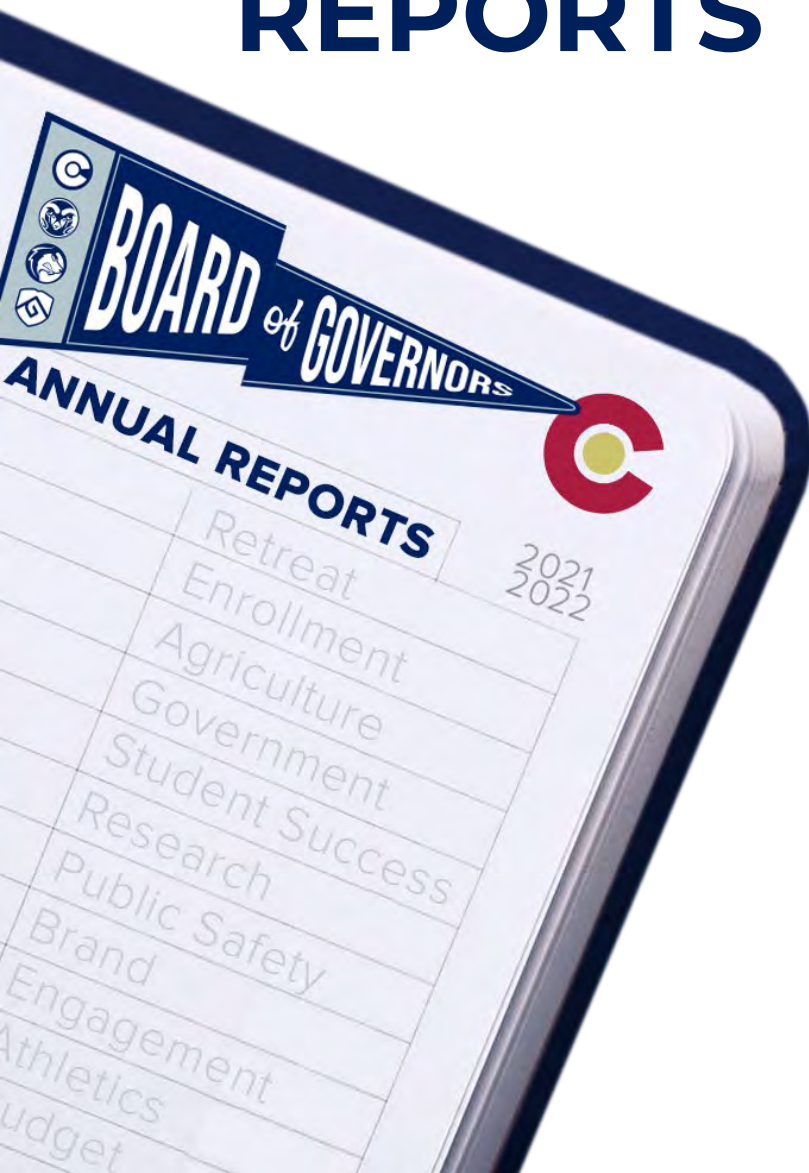
December 1-2, 2022: Colorado State University System, Denver 

February 1-3, 2023: CSU-Pueblo 

May 4-5, 2023: Colorado State University, Fort Collins 

June 7-9, 2023: Meeting/Location TBD – CSUGC is the host campus 

# ANNUAL REPORTS



## AUGUST

- Retreat only  
NO BUSINESS MEETING

## OCTOBER

- Enrollment ★
- Ag + AES
- Governmental relations

## DECEMBER

- Student Success ★
- Research
- Public Safety

## FEBRUARY

- Brand + Reputation ★
- Engagement
- Athletics

## MAY

- CFI and budget prep for June ★
- Philanthropy ★
- Alumni ★
- Status of the Physical Plant ★

## JUNE

- Budget Approval
- Reserve Tracking & Projection
- Evaluations
- Faculty Activity + Curricular Reports  
ARE INCLUDED IN ACADEMIC & STUDENT AFFAIRS

A legend box containing a red 'C' logo and three symbols with their meanings: a yellow star for 'status + planning', a blue star for 'new report', and a red star for 'partially new report'.



### **FY 2021 – 2022 Board of Governors Meeting Calendar**

- February 3, 2022: Virtual  
May 3-4, 2022: Colorado State University, Fort Collins  
(Tuesday-Wednesday due to commencement)  
June 8-10, 2022: Westin Westminster

### **FY 2022 – 2023 Board of Governors Meeting Calendar**

- August 4-5, 2022: CSU Mountain Campus  
*System Strategic Plan based on a new cycle of Board priorities*  
October 6-7, 2022: Colorado State University, Fort Collins  
December 1-2, 2022: CSU Spur, Denver  
February 1-2, 2023: CSU-Pueblo  
May 4-5, 2023: Colorado State University, Fort Collins  
June 7-9, 2023: Location TBD – CSUGC is the “host campus”

### **Annual Calendar of Reports**

#### October (Host: CSU)

- Enrollment – status & planning
- Ag & AES
- Governmental relations

#### December (Host: CSU System)

- Student Success – status & planning
- Research
- Public Safety

#### February (Host: CSU Pueblo)

- Brand & Reputation (new report)
- Engagement
- Athletics

#### May (Host: CSU)

- CFI and budget prep for June (partially new report)
- Philanthropy (new report)
- Alumni (new report)
- Status of the Physical Plant (new report)

#### June (Host: CSU Global Campus)

- Budget Approval
- Reserve Tracking & Projection
- Evaluations
- Faculty Activity and Curricular Reports are included in Academic & Student Affairs

#### August (Off-site)

- Retreat only; no business meeting



**February 2022  
Board of Governors**

# Vida Opening: Community Sneak Peek

- For Community (Globeville and Elyria-Swansea neighborhoods), Partners, CSU Friends and Family
- Local food
- Local music
- Tribal Leadership welcome and land acknowledgement
- Demonstrations
- Meet your "Neigh-bors" TGECC horse meet-and-greet
- Start of interactive art exhibit
- Partner tabling
- Dumb Friends League behind the scenes tours



# Vida Opening: Ribbon Cutting



- Following Denver Metro Chamber's Boots 'n' Business Event
- Dr. Temple Grandin led Processional on horseback

- Land acknowledgement
- ~ 250 attendees
- Speakers representing all programs in Vida

- Self-guided tours
- Coffee from local non-profit



# Vida during the National Western Stock Show



# Grand opening month during NWSS

- Approximately 8700 visitors (excluding event attendance))
- CSU Day had more than 1700 visitors
- 60+ Temple Grandin Equine Center and Equine Sports Medicine & Rehabilitation demonstrations
- 150+ animal surgeries performed at the Dumb Friends League Veterinary Hospital
- More than a dozen educational programs
- 10 special events
- 23 different units and organizations (internal and external) tabled during 60 different timeslots
- ~11 hours of treadmill time for TGEC horses
- Approximately 1500 hours of staff time working at CSU Spur!
- 1000 meows and 500 hisses (unverified)





# Terra Project Update

- Ribbon cutting scheduled for May – info coming soon!
- Programs that will launch in the Spring:
  - Terra Culinary Center (teaching, test, and commercial kitchen)
  - Food Innovation Lab
  - Food Sensory Testing
  - Greenhouse and Greenroof Research
  - Controlled Environment Horticulture Research and Demonstration
  - Soils, Water, Plant Diagnostic Laboratory
  - Family Resiliency Center (CHHS)
  - Extension Satellite Offices
  - K-12 Education Exhibits
  - Cam’s Ag Academy



# Hydro Project Update

- Completion scheduled for November
- Programs/spaces that will launch when open:
  - Theater/Lecture/Conference center
  - Four classrooms, including Mosaic Wall
  - Café space and coffee cart
  - Seven artist studios (“on-show”)
  - Spur main offices
  - Denver Water Compliance Laboratory
  - Water innovation programs, high-bay laboratory
  - Space for Ag Innovation Center
  - Flex STEM Teaching Lab
  - Backyard with CO watersheds and “Great Divide”
  - K-12 and public education exhibits



# CSU Spur General Updates

- Program and staffing updates
  - John Langston, Building Engineer, started February 1
  - Two Spur Education Facilitators will start by March 1
- Community engagement
  - Community Sneak Peek had over 150 attendees
  - Denver Museum of Nature & Science onsite for Sneak Peek, Ribbon Cutting, and Grand Opening
  - Youth Memory Project with History Colorado on display in Vida
  - Leadership Denver onsite in February
- Communications
  - Advertising campaign throughout metro area continues throughout February
  - More than 30 CSU Spur media hits to-date
  - Limited tours available on request
  - CSU Spur social media reached 200,000+ people in January, alone!



# CSU Spur Team—THANK YOU!



**Questions?  
Thank you!**



# Section 4

## *Colorado State University Reports*

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





# Dykson-Gebretsadik Board of Governors Report

February 2022

Associated Students of Colorado State University (ASCSU)

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## Letter to the December Graduating Class of 2021

# ASCSU

## Letter to the December Graduating Class of 2021

### DEAR GRADUATING RAMS,

Congratulations on finishing your journey at Colorado State University! You have endured to this moment and I am so incredibly proud to call you fellow Rams, and I trust that your pathway ahead will bring immense opportunities. Whether it took you 3 years, or 6 ½, your degree and this accomplishment will set you apart. As a changemaker, systems thinker, and problem solver, you will ensure that we create a better world for future generations.

I am deeply inspired by your ability to endure and remain hopeful throughout the pandemic, and I trust that the resilience you have demonstrated will equip you as a cherished asset in whatever field you pursue. By finalizing your degree, you have not only proven your resolve and endurance, but you have affirmed your potential as an agent of change in our Nation and world. May your opportunities for impact be abundant, and may the next chapter bring success, fortune, contentment, and purpose.

You are now entering a network of alumni that is changing the world. Changemakers like Polly Baca, a 1962 graduate of CSU, transformational policymaker, and renowned leader within Colorado. Or Leslie Jones, nationally-renowned comedian, SNL star, and one of TIME magazine's 100 most influential people. Or John Mosley, 25-year veteran and member of the famous Tuskegee Airmen during World War II. Their journeys included Colorado State University, and their impact is globally recognized. In whatever field you pursue, remember that your story and impact will be known by many.

As you pursue the next chapter in your story, I wish you well. May your dream careers become reality, and may you always remember that you are loved and valued. And may you continue to thrive in all that you do. Although your time at CSU has elapsed, may you never forget that we are aeternum arietes, eternally Rams.

Yours in service,

Christian Dykson  
Student Body President  
ascsu\_president@mail.colostate.edu



## **Storytelling Series on Voting - Featuring Dr. Blanche Hughes**



“A good representative ought to be one that’s able to say ‘yes, I have views about things and here’s where they come from, and here are my values, but let me know about yours.’ I vote because you can make a difference in the lives of the people around you now and in the future.”

– **Dr. Blanche Hughes, Vice President for Student Affairs, Colorado State University**

A few months ago, I was fortunate to interview Dr. Blanche Hughes, Vice President for Student Affairs at Colorado State University. Her wisdom, leadership, and character are truly distinct, and we are blessed to have her in our community. An alumnus of CSU herself, Dr. Hughes exemplifies the very best of Colorado State University. This is the inaugural interview of the storytelling series that is centered on the power and importance of the vote. Featuring students and leaders from across our university, we are hopeful that their stories will inspire our student body to mobilize and make their voices heard at all levels of the political system.

[Click here to see Dr. Hughes’ interview highlights](#)

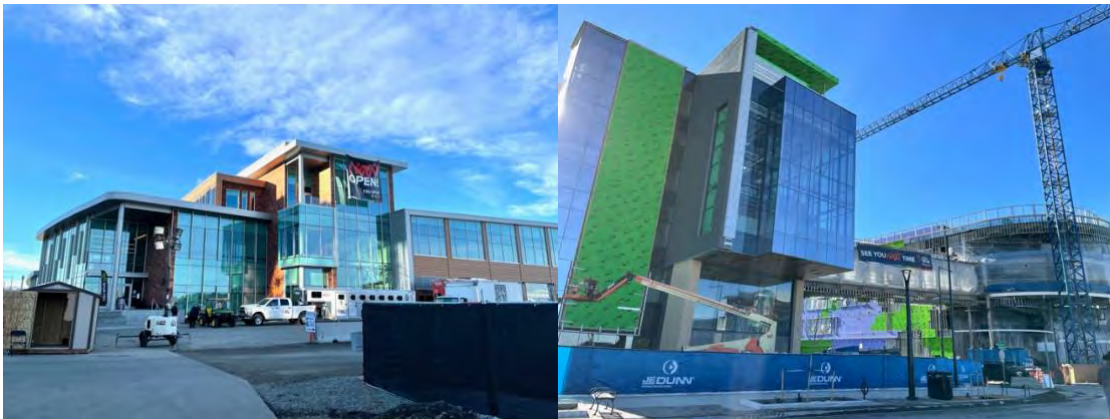
## **Celebrating Legacy: Balbino Oqueli’s 23 Years of Service to CSU**



Balbino Oqueli, an environmental service technician and custodian at Colorado State University, is retiring after 23 years of service. Balbino, originally from Guatemala, is one of the kindest and most compassionate human beings I have ever known and will be dearly missed in the halls of the Lory Student Center. As a custodian, Balbino not only preserves the physical aesthetics of our student center, but also preserves our traditions, community, and places of learning. Balbino is more than just a custodian and environmental services technician. He is a father, husband, friend, cherished member of our community, and his service to our Lory Student Center has eclipsed my entire lifetime. We love you, Balbino, and we hope that your retirement brings rest, contentment, peace, and meaningful company. We will miss you, my friend.

[Click here to see Balbino's Farewell Tribute](#)

## **Experience at CSU Spur and the National Western Stock Show**



I was fortunate to visit the CSU Spur campus on January 15, 2022 - the day of the National Western Stock Show. It was a transformative experience and demonstrates our university and state's commitment to upholding our agricultural roots while advancing critical research and scholarship that will serve the future of Colorado. Every detail of the Vida building was intentional and inspiring – the Dumb Friends League's live vet-med display (inspiring the next generation of veterinarians), the Temple Grandin Equine Center (offering animal and human healing), the virtual reality lab (leveraging technology to empower future veterinarians and surgeons), and finally the classroom and gathering spaces (fostering meaningful community and sanctuaries of learning). The experience was unforgettable, and we are indebted to the visionaries of this project – Chancellor Frank, Temple Grandin, The CSU System, Denver Water, The Dumb Friends League, Together we Grow, and all of the staff, faculty, and community-members that helped shape the vision of SPUR. I am proud to be a part of a university that is investing in the future of our State and leveraging the power of higher education to build learning-centered community.

I strongly encourage our student body to visit the CSU SPUR campus and discover how CSU is improving the well-being and future of all Coloradans – as well as its global impact around the world. CSU Spur is an exemplar project showcasing the impact of research, public-private

partnerships, and the importance of offering free educational experiences to the next generation. I am proud to be a CSU Ram and hopeful for the current and future impact of this incredible project.

## Vision for Dance Marathon: Launching a CSU Chapter



Source of photo: <https://www.iudm.org>

A few months ago, I was fortunate to meet Chelsey Crowne, Partnerships Manager for the Dance Marathon project, a dynamic philanthropy that supports the Children's Miracle Network Hospitals, bringing life-saving treatment to children in Colorado, and throughout the world. Dance Marathon has reached over 300,000 students on 400 college campuses and has raised over \$300 million since the project was founded in 1991. The Dance Marathon program is designed as a 12-month campus-wide fundraising movement – uniting the student body around a shared vision for improving the lives of children in need, while building meaningful community and events at the university level. Indiana University holds the inaugural Dance Marathon program, having raised over [\\$40 million for the cause](#). Florida State University offers similar inspiration, having raised [\\$10 million for the cause](#) since 2000. Some universities have an office and staff dedicated entirely to Dance Marathon, while other universities have decentralized involvement with the support of a central student board that galvanizes the movement each year.

My team envisions a campus community united around this vision of improving lives through philanthropy, and we are hopeful that Dance Marathon can be a founding partner in energizing the student body around this vision. It is grounded in the principle that every time we host an event or launch a marketing campaign, we hope to have the underlying purpose of improving lives and bringing life-saving treatment to children in need. We refer to it as the 2x factor: we are hopeful that every \$1 budgeted for an event, marketing endeavor, or campaign will lead to \$2 invested into philanthropy. We aspire to achieve the *Grow to Give* model that is exemplified by Otter Cares Foundation, and we look forward to the continued partnership with Dance Marathon. The next steps include: 1) identifying a key advisor and slate of students that can build the long-term vision for Dance Marathon at CSU, and 2) activating our stakeholders around this vision.

Learn more about Dance Marathon's impact: <https://youtu.be/g8xMbvAu5W0>.

## Pending Proposals: Accessibility, Inclusion, and Bike Security



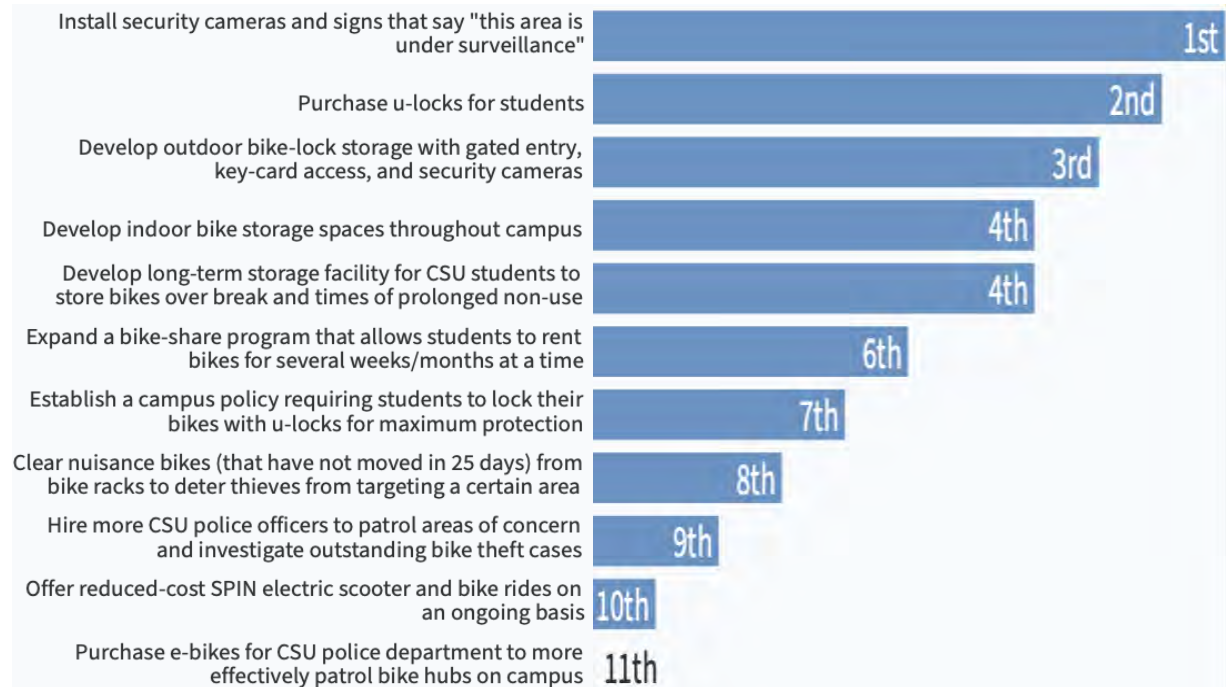
Source of photo: [https://bit.ly/lib\\_arts\\_colostate\\_edu](https://bit.ly/lib_arts_colostate_edu)

We have 3 pending proposals to the University Facility Fee Advisory Board (UFFAB) and the Alternative Transportation Fee Advisory Board (ATFAB). The first proposal, [the Button Project](#), calls for approximately \$200,000 to revamp 224 accessible buttons across campus while installing 6 new automatic door operators and 62 metal poles to enhance ease of access into CSU buildings. The second proposal is requesting approximately \$83,000 to transform a section of Northwest Clark building to install a gender-inclusive restroom, following up on years of advocacy from the Pride Resource Center and its stakeholders. Finally, proposal 3, led by Housing Director Benton Roesler, aims to enhance bike safety by providing u-locks to incoming students, requesting approximately \$54,000 to purchase 6,000 u-locks (from the RockyMounts supplier). We will know the status of these proposals in the coming months. We would welcome any collaborations and insights from our various campus partners, in addition to those we are working with already.

As Director Roesler highlights in the proposal: “According to a study performed by Erika Benti, the Active Transportation Professional with Parking and Transportation Services, ‘Bike theft is the most common crime on the Colorado State University (CSU) campus, with an average of 190 bikes reported stolen each year. Rates of bike theft are highest in the beginning of the school year and disproportionately impact racks near residence halls, where bikes are parked overnight.’ At CSU from 2018 to 2021, over 500 bikes were stolen that were collectively valued at over \$350,000, an average of over \$100,000 worth of bikes stolen per year. Data from 2016-2019 show that 70% of bikes reported stolen were NOT secured with u-lock, but rather with a cable lock only (60%), not locked at all (4%), or unknown (5%) (CSUPD 2022).”

The u-lock proposal emerged from multiple conversations between ASCSU and campus stakeholders, including The Spoke, CSUPD, Parking and Transportation, and students that have been personally impacted by bike theft. Diane O’Neill’s son, a student at CSU, had his bike stolen this past semester. See the [recording from our conversation](#) with Diane and the taskforce that is working to address this issue. We are performing stakeholder engagement to determine which of the following mitigation policies/strategies the university should pursue. CSU community members can continue to contribute to this live survey until January 28:

<https://bit.ly/CombatingBikeTheftAtCSU>



January 20, 2022. Preliminary data on which strategies the university should employ to combat bike theft. Survey received 29 responses from various campus experts, as well as various CSU student leaders. As shown above, purchasing u-locks was ranked #2 (out of 11).

## Day at the Capitol – February 17, 2022



Each year, ASCSU hosts a Day at the Capitol in Denver, Colorado. The central vision for the event is to build relationships and coordinated strategy between student government leaders and state-level decision-makers. Throughout the event, students will meet with legislators, network with fellow student government leaders, build strategies for addressing state-wide issues facing college students, and join committee meetings at the Colorado State Capitol. This year, ASCSU is welcoming students from other universities to join the event. We have received interest from the following institutions: CSU Pueblo, CSU Global, Red Rocks Community College, Colorado School of Mines, Metro State University, and Colorado College. It will be a dynamic, all-day

event with participation from numerous state legislators, CDHE, and the student government organizations from around the state. We are hopeful that this year's Day at the Capitol will help revive the statewide advocacy of the Colorado Student Government Coalition (CSGC), enabling us to make lasting impact in the areas of higher-ed affordability, DEI, food security, housing security, and mental health - among many other priorities. We welcome opportunities for further collaboration. Contact [ascsu\\_president@mail.colostate.edu](mailto:ascsu_president@mail.colostate.edu) with any questions, recommendations, or emerging ideas.

### **New ASCSU Hires: 3 New Team Members**



We are thrilled to welcome to our team Connor Lammel, our new Business and Community Liaison (pending ASCSU Senate approval). Connor will be tasked with building meaningful, sustainable partnerships between ASCSU and the businesses and non-profits in Fort Collins, while also serving as the primary liaison to Fort Collins Chamber of Commerce, Small Business Bureau, Community Foundation of Northern Colorado, Bohemian Foundation, Kiwanis, Rotary, and CSU Foundation, among other nonprofits. Applications for Director of Academics and Deputy Director of Graphic Design and Multimedia will close on January 21, 2022. Our Deputy Director of Multimedia Mikaela Stelmach graduated in 2022, and our Director of Academics Brandon Lowry resigned from his position at the end of the semester. They will both be missed dearly, we are grateful for their service to the student body, and we look forward to welcoming two new team members in January 2022.



## Report for Board of Governors Meeting, February 3, 2022

Respectfully submitted by Prof. Melinda D. Smith, CSU Faculty Representative to the Board of Governors

### Faculty Council Updates

Since the Dec 2-3, 2021 BOG meeting, Faculty Council has met once (Dec 7<sup>th</sup>) and Faculty Council Executive Committee has met four times (Dec 14, Jan 18 and Jan 25).

Key Actions taken at the Faculty Council meeting:

1. Approval of Proposed Revisions to Sections C.2.1.9.2 & C.2.1.9.5 of the Academic Faculty and Administrative Professional Manual – Committee on Faculty Governance – Presented by Steve Reising, Chair
  - a. Creation of a new standing committee – Committee on Information Technology
2. Approval of a New Joint Degree: Master of Addictions Counseling in Psychology and Social Work – University Curriculum Committee – Presented by Brad Goetz, Chair
3. Approval of Late W proposal – Committee on Scholastic Standards – Presented by Karen Barrett, Chair
  - a. Allows for the course withdrawal period to extend to the twelfth week of the semester (previously was the eighth week)
4. Approval of Academic Calendar, Fall 2026 – Summer 2028 – Presented by Andrew Norton, Vice Chair Faculty Council
  - a. Fall Semester 2026 start Aug 24, end Dec 11; Spring Semester 2027 start 19, end May 7<sup>th</sup>
5. Approval of Resubmission of Proposed Revisions to Section D.4 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Presented by Marie Legare, Chair
6. Approval of Resubmission of Proposed Revisions to Section E.15 of the Academic Faculty and Administrative Professional Manual – Committee on Responsibilities and Standing of Academic Faculty – Presented by Marie Legare, Chair

Upcoming Actions to be taken by Faculty Council:

1. Elections of Faculty Council Chair, Faculty Council Vice Chair, and Board of Governors Faculty Representative at March FC meeting
2. Faculty Council Evaluations:
  - a. University Grievance Officer – Richard Eykholt
  - b. President Joyce McConnell
    - i. Faculty Council Executive Committee is asking the Board of Governors to consider providing support for this evaluation. This evaluation is presented to the Board of Governors at the June BOG meeting.

Faculty Research News:

1. CSU research expenditures hit \$447.2 million (reported Nov 30<sup>th</sup>; <https://source.colostate.edu/csu-research-expenditures-hit-447-2-million-shatter-records/>)
2. Dr. Jennifer DeLuca in Department of Biochemistry and Molecular Biology was named as a fellow of the American Society of Cell Biology
3. Dr. Robert Lee received the Distinguished Service Award from the Colorado Veterinary Medical Association

4. Drs. Susan James and V. Chandrasekar, faculty members in the Walter Scott Jr. College of Engineering, have been named fellows of the National Academy of Inventors

**Standing Invitation to BOG – Please Join Us for a Faculty Council Meeting in 2022!**



# CSU students return to Fort Collins for in-person Spring Semester 2022

*Fall Commencement celebrated in-person for first time in two years*



A successful academic career!



We were overjoyed at the return of an in-person Fall Commencement and the start of another in-person Spring Semester.

— President Joyce McConnell



Fall Semester 2021 Commencement

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MLK Day March from Old Town to the Lory Student Center



Saliva testing on the LSC plaza

### **CSU research expenditures hit \$447.2 million**

Colorado State University shattered records for research expenditures in 2021, spending \$447.2 million on interventions that will protect people from disease, help drought- and fire-ravaged communities recover, and respond to the global climate emergency. Total research expenditures grew by 10% in fiscal year 2020-21, more than triple the year-over-year rate of the previous fiscal year. Most of the funds come from the federal government, with significant contributions from state government, nonprofit groups, and industry.

### **Seven CSU pandemic resilience projects to receive as much as \$2M in funding from Anschutz Foundation**

A variety of high-impact projects to prevent and respond swiftly to future pandemics are moving forward at Colorado State University, using much of a \$2 million gift received from [The Anschutz Foundation](#) earlier this year.

The two-year commitment, [announced last summer](#), will help develop solutions for building resilience and agility in stopping infectious disease transmission among animals and people. Projects underway focus on student health, a nasal spray that can stop virus that causes COVID, livestock protection, and countering misinformation.

*Read more about Research, Innovation and Creativity on page 4.*

### **Colorado State University celebrates Fall 2021 graduates with in-person commencement ceremonies**

Colorado State University celebrated the resilience and outstanding accomplishments of its Fall 2021 graduates at in-person commencement ceremonies held Dec. 17-18.

The University honored 2,300-plus students who have navigated the challenges of the last two years to earn their degrees. Rams who completed work on undergraduate and graduate degrees include 1,460 undergraduates with 152 candidates for distinctions (61 summa cum laude, 57 magna cum laude, and 34 cum laude); and 875 graduate students, including 116 Ph.D. students. In addition, four Air Force ROTC cadets and two Army cadets became commissioned officers.

*Read more about Student Success on page 3.*

### **Jay Norvell Tabbed as 24th Head Football Coach**

[Jay Norvell](#) has been named the 24<sup>th</sup> head football coach at Colorado State. As head coach of the Nevada Wolf Pack, he led the team to four bowl games in five seasons (2017-21). In May 2021, Norvell was named the 2020-21 College Coach of the Year by the National Coalition of Minority Football Coaches. He is the first Black head coach in CSU program history and is the first sitting head coach to be hired since Earle Bruce in 1989.

*Read more about Nurturing and Investing in Our Workforce on page 9.*

### **President Joyce McConnell named Salazar Center Board co-chair with Colorado Impact Fund founder Jim Kelley**

In January, Colorado State University President Joyce McConnell stepped into a new role consistent with both her long-standing personal commitment to conservation and with the foundational commitment to a thriving planet articulated in CSU's Courageous Strategic Transformation. She joins Jim Kelley, the founder and managing partner of the Colorado Impact Fund, as co-chair of the advisory committee to the Salazar Center for North American Conservation.

*Read more about Sustainability on page 5.*

### **Systems Engineering Professor Steve Simske elected to National Academy of Inventors**

Steve Simske, professor in the [Department of Systems Engineering](#) and [School of Biomedical Engineering](#), has been named a Fellow of the [National Academy of Inventors](#). The NAI Fellows Program highlights academic inventors who have demonstrated a spirit of innovation in creating or facilitating outstanding inventions that have made a tangible impact on quality of life, economic development, and the welfare of society.

### **Finish What You Started comes to CSU**

Starting this spring, Colorado State will be part of a statewide program aimed at giving students a second chance at finishing their college degrees. Finish What You Started offers both financial and academic support to students who have "stopped out" of higher education. Colorado State has been awarded approximately \$3.65 million in state funds that will be used over the next five years to support the program.

## Courageous Strategic Transformation

*Beginning with this edition, the President's report to the Board of Governors of the Colorado State University System will provide updates on the development and implementation of the university's Courageous Strategic Transformation plan.*

The first such update will come in President McConnell's public presentation at the February 2022 meeting of the Board. At this meeting, President McConnell will share the full Courageous Strategic Transformation plan with the Board. Subsequent updates in her reports and public presentations will focus on people, initiatives, programs, and innovations that are helping CSU achieve the bold, strategic goals set out in the CST.

## Student Success

### CSU, Adams State offer engineering degree in Alamosa

Starting in Fall 2022, students in the San Luis Valley can [enroll in an accredited bachelor's degree program](#) from CSU's Department of Mechanical Engineering, which will be offered in its entirety on the Adams State campus in Alamosa. The partnership offers San Luis Valley students the chance to earn a Walter Scott, Jr. College of Engineering degree at their local institution, opening new doors for them and attracting a larger swath of students to become part of the Ram engineering community. The new program is designed to provide new opportunities to historically underserved students in rural Colorado.

### CSU launches new MURALS academy to help retain first-year students of color

Colorado State University launched a new pilot program in fall 2021 to get first-year students of color more involved in undergraduate research, boosting their engagement and retention rates and closing opportunity gaps. The program is an extension of the CSU System's [student success initiatives](#) and is funded by the CSU Board of Governors.

The MURALS First-Year Scholars Academy piloted this fall was designed to boost the number of first-year students involved in MURALS who historically have accounted for a small percentage of participants, according to Bridgette Johnson, assistant vice president for inclusive excellence.

### CSU launches two new units to foster international recruiting, teach academic and community English

Colorado State University recently launched two new units to foster international student recruiting and enrollment and to help prepare international students for an English-language academic experience on campus. The university's Office of International Programs new Programs for Learning Academic and Community English and the International Enrollment Center take the place of programs once managed by INTO University Partnerships.

## Rural Initiatives

### Engagement and Extension's Aging Mastery Spanish Program breaks down more than just language barriers

The Aging Mastery Program is now offering its first Spanish language course, tailored to meet the needs of older, underserved, members of the Latinx community. It was offered by [CSU's Northeast Regional Engagement Center](#), located in Sterling. The Center connects communities across the state to CSU faculty and research.

CSU Extension began offering the curriculum, created by the National Council on Aging, to seniors last spring. The existing program was highly successful, but there was a segment of the community it was missing. More than 20% of residents in Morgan County and about 17% of Logan County residents speak Spanish as a first language.



*Karen Ramey-Torres (right), director of the Northeast Regional Engagement Center, talks with participant Sara Delgado.*

For some of the 11 graduates in the inaugural AMP class, the certificate of completion was the first they'd ever earned. In November, participants met to hold their first ever in-person graduation ceremony.

## Research, Innovation, and Creativity

### **\$4.5 million CSU civil engineering study uses virtual reality to simulate impact of explosives on structures**

To build better buildings, a Colorado State University engineer will first visualize them falling apart. Hussam Mahmoud, associate professor in the Department of Civil and Environmental Engineering and principal investigator on the project, is working with the U.S. Army Corps of Engineers to assess exactly how explosives and projectiles destroy structures by realistically depicting that in a virtual reality simulation. The \$4.5 million project funded by the Army Corps will show military decision-makers how bombs, bullets, and rockets impact structures, so they can reinforce buildings or build sturdier structures to withstand combat operations and protect people.

### **CSU researchers correctly predicted above-average 2021 Atlantic hurricane season**

The 2021 Atlantic hurricane season was above average – in line with forecasts issued by Colorado State University’s Tropical Meteorology Project. Twenty-one named storms formed in 2021 (the third most on record), with seven becoming hurricanes and four reaching major hurricane strength. The average Atlantic hurricane season has 14 named storms, seven hurricanes, and three major hurricanes.

This past season, seven named storms and two hurricanes made landfall in the continental United States, with Hurricane Ida striking the central Louisiana coast as a Category 4 storm. In addition to devastating winds and storm surge damage near where Ida made landfall, heavy rain from the hurricane’s remnants brought catastrophic flooding to the mid-Atlantic states.

### **Disrupting flow of wood from rivers to oceans impacts marine environments**

Colorado State University Distinguished Professor Ellen Wohl teamed up with Emily Iskin, a doctoral student in the Department of Geosciences in the Warner College of Natural Resources, to measure wood flowing to reservoirs and coastal regions and estimate the magnitude of global wood movement. They looked at data from the United States, Canada, France, Russia, Serbia, and large regional datasets from Switzerland and Japan.

They determined that 4.7 million cubic meters – or 166 million cubic feet – of large wood could enter the oceans each year – a maximum estimate because of wood removal from rivers and reservoirs and a minimum estimate of historical wood movement due to deforestation and river engineering.

Reducing these movements of wood negatively affects coastal and marine environments, said Wohl. The related study, “Damming the wood falls,” was published Dec. 10 in *Science Advances*.

## Serving Colorado as an Engaged Land Grant

### **CSU students construct wildlife-friendly road crossings on Colorado lands**

When a car comes up against wildlife on a road, the car is going to win, and wildlife is going to lose. That’s according to Rick Knight, professor in the Human Dimensions of Natural Resources Department in the Warner College of Natural Resources at Colorado State University.

Last year, with funding from the Colorado Parks and Wildlife, Knight and students in his environmental conservation course, along with Front Range Community College students and faculty, built four wildlife-friendly crossings on conserved ranches in Livermore, Colorado.

They utilized one of two innovative crossing designs at each site: One included vertical wooden posts 17 inches apart, a width that prevents cattle, horses and mules from moving through while allowing wildlife like deer and elk to easily pass. The other included vertical uprights supporting a log placed horizontally 40 inches above the ground that wildlife can easily cross over or under while livestock cannot. The students then installed game cameras to capture wildlife using the new routes.

### **CSU Extension provides support to Boulder County**

In the wake of the Marshall Fire in Boulder County, emergency management and extension teams assisted with relocation of horses and livestock, worked with counties to activate county fairgrounds for relocation, vet services, and food. Last summer, two CSU Extension Interns created an *After the Disaster* guidebook to assist Mesa County in its recovery efforts. Boulder Extension team shared this with the Boulder County Commission and residents immediately after the Marshall Fire and had numerous requests for additional copies.

## Sustainability

### CSU soil scientists to co-lead \$19 million project on soil health, farmer well-being

An international coalition co-led by Colorado State University has announced a \$19 million research project aimed at understanding how grazing management decisions impact soil health on pasture and rangeland (called grazing lands) and – in turn – how soil health can positively impact a producer’s land and well-being.

Francesca Cotrufo, professor in the Department of Soil and Crop Sciences at CSU, will co-lead the project with researchers from Noble Research Institute and Michigan State University and multiple international partners. Others participating from CSU are Keith Paustian, professor in soil and crop sciences; Dale Manning, associate professor in the Department of Agricultural and Resource Economics; and Megan Machmuller, research scientist in soil and crop sciences. All are members of the Soil Carbon Solutions Center.

### Boston-based agriculture technology company acquires CSU climate change solution

Soil Metrics recently was acquired by the Boston-based agricultural technology company Indigo Agriculture to accelerate progress toward harnessing nature to help farmers sustainably feed the planet. The investment directly supports Indigo’s industry-leading carbon farming program – Carbon by Indigo – the first high-quality, scalable, registry-approved agricultural carbon credit program for farmers.

CSU Distinguished Professor in the Department of Soil and Crop Sciences Keith Paustian, a pioneer in the field, helped develop biogeochemical models that simulate the flow of nitrogen and carbon through agricultural soils to provide guidance in regenerative agricultural practices. In 2019, Paustian and his colleagues founded Soil Metrics. The company quickly became an industry leader in the technology of comprehensive soil carbon and greenhouse gas assessment in agriculture. It began, in part, from the University’s collaboration with the USDA to create the CarbOn Management Evaluation Tool (or COMET).

CSU will continue modeling research to address a broader range of sustainability opportunities, including maximizing the role of agricultural land as a carbon sink and decreasing nitrous oxide and methane outputs in farming.

### CSU researchers launch \$1.9 million project for water treatment and reuse using biochar

Colorado State University researchers have been given the green light on a research project focused on how spent water from agricultural fields or wastewater facilities is treated and reused, and how valuable commodities could be extracted from that water. The goal is to create new, sustainable uses for non-traditional water sources and to disrupt traditional reliance on fresh water for crops and other needs.

The CSU team has received a \$1.9 million grant from the U.S. Department of Energy’s National Alliance for Water Innovation, a \$110 million, multi-institutional network of scientists focused on treatment and reuse technologies for outside-the-box water sources like municipal wastewater, seawater and agricultural drainage. Thomas Borch, professor in the Department of Soil and Crop Sciences with joint appointments in chemistry and civil engineering, is leading the CSU research team and also serves on the leadership team of the national alliance.

### CSU ecologists launch study on grassland droughts, deluges, carbon cycles

A nearly \$1 million grant from the U.S. Department of Energy is funding a CSU study combining field experiments and computer modeling to assess how co-occurring droughts and deluges will impact carbon cycling across the vast grasslands of the continental United States. The team is led by Melinda Smith, professor in the Department of Biology and the Graduate Degree Program in Ecology.

Smith’s laboratory will be the 280,000-square-kilometer (174,000-square-mile) semi-arid shortgrass steppe located at the western edge of the U.S. Great Plains, starting about 30 miles east of Fort Collins. The team will work within the Central Plains Experimental Range, a 15,500-acre area managed by the U.S. Department of Agriculture’s Agricultural Research Service.

## Health

### New study highlights key health opportunities, causes of death for Coloradans

Scientists at Colorado State University used one of the most comprehensive global health datasets to analyze causes of deaths and disabilities in Colorado from 1990 to

2019. The study included risk factors for poor health and deaths, according to David Rojas-Rueda, senior author of the study and assistant professor of epidemiology in the Department of Environmental and Radiological Health Sciences.

Cardiovascular disease and neoplasms, or cancers, accounted for half the deaths in Colorado during that time. In relative numbers, Colorado has seen an improvement in health indicators during the 29 years observed in the study, with changing mortality and disability rates accounting for an aging population. Researchers also estimated that the number of deaths in the state nearly doubled, from 21,171 deaths in 1990 to 40,724 in 2019.

In addition:

- Premature deaths due to HIV/AIDS decreased by 82%, and transportation injuries dropped by 40%
- Top risk factors for premature deaths were use of tobacco, drug use, high body-mass index, alcohol use, and high blood sugar
- Substance use increased by 140%, while diabetes and kidney disease climbed by 30%
- Top causes for disability and deaths combined were low back pain, opioid use disorders, ischemic heart disease, musculoskeletal disorders, and chronic obstructive pulmonary disease

The [research was published](#) Dec. 28 in the *International Journal of Environmental Research and Public Health*. Researchers used data from the [Global Burden of Disease Study](#) produced by the Institute for Health Metrics and Evaluation at the University of Washington.

## Inclusive Excellence

### CSU wins ALL IN Campus Democracy Challenge award

Colorado State University won a Gold Seal from the ALL IN Campus Democracy Challenge for its work in increasing the nonpartisan student voting shown in the 2020 presidential election.

A Gold Seal indicates that 70% to 80% of the student body voted during the election. CSU's voting rate of 76.4% represents a 7% increase in student voting participating from the 2016 to 2020 national elections grew around 7% between each, according to the report.

### MLK Day celebration features Carlotta Lanier of Little Rock 9, new march route

With keynote speaker Carlotta Lanier of the "Little Rock Nine" and a new march route, the annual Dr. Martin Luther King, Jr. celebration on Jan. 17 aimed for more community and student involvement this year.

Colorado State University partnered with the City of Fort Collins, Poudre School District, and Front Range Community College to sponsor the in-person community-building event. The [Jan. 17 celebration](#) began at Washington Park with opening remarks by Claudia Menéndez, chief diversity, equity and inclusion officer for the City of Fort Collins, and designated march leaders from all sponsoring entities. The new march route took participants past homes where some of the community's first African Americans lived, and then ended at CSU's Lory Student Center ballrooms with a special program.

## Colorado State University at Spur

*Beginning with this edition, the President's report to the Board of Governors will provide updates on CSU Fort Collins faculty, staff, and student engagement with the CSU System's new Spur campus in Denver.*

### Temple Grandin Equine Center comes to Spur

The Temple Grandin Equine Center at Spur matches its companion building on the Fort Collins campus that opened in the summer of 2021. The Center focuses on cutting edge research and engagement in equine assisted services and will soon offer more than 200 sessions with clients weekly.

### Newly opened Vida building showcases CSU's CVMBS

Starting this May, fourth-year students from CSU's Doctor of Veterinary Medicine Program will provide patient care at the Vida building at CSU Spur as part of their clinical rotations at the Dumb Friends League Veterinary Hospital. While increasing access to veterinary care for low-income households and providing students essential training, the College's clinical care program at Spur will also allow visitors to watch it all in action through a glass-enclosed surgical suite, fitted with microphones for staff to interact with observers while performing physical examinations, dental procedures, and even surgery.



# Transformative Giving

## Major Gift Report

	November 2021		FY22 (July-November)		FY21 (July-November)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$4,684,658	5,498	\$37,105,930	12,688	\$34,266,266	9,943
Irrevocable Planned Gifts	–	–	–	–	–	–
Revocable Gifts and Conditional Pledges	\$2,280,002	11	\$22,145,503	36	\$17,800,001	22
Payments to Commitments Prior to Period	(\$274,303)	292	(\$5,802,676)	357	(\$5,069,521)	389
<b>Total Philanthropic Support</b>	<b>\$6,690,357</b>	<b>5,390</b>	<b>\$53,448,757</b>	<b>12,608</b>	<b>\$46,996,746</b>	<b>9,886</b>
Other Private Support	\$718,261	6	\$8,512,245	349	\$11,856,322	1,032
<b>Net Private Support</b>	<b>\$7,408,618</b>	<b>5,396</b>	<b>\$61,961,02</b>	<b>12,846</b>	<b>\$58,853,068</b>	<b>10,710</b>

### Major gifts not previously reported

\$2,300,000 revocable commitment to support the *Dawn M. Metzger Scholarship Endowment*, College of Veterinary Medicine and Biomedical Sciences

\$2,132,413 in gifts designated as \$1,131,500 to support the *Helen D. Van Dyke Chair in Orthopedic Medicine and Mobility Endowment*, \$500,000 to support the *Argus Endowment*, \$265,000 to support the *Cardiology and Cardiac Surgery*, and \$235,913 to support the *Helen D. Van Dyke Chair in Orthopedic Medicine and Mobility Endowment*, College of Veterinary Medicine and Biomedical Sciences

\$2,125,000 in revocable commitments designated as \$1,125,000 to support the *Roundball Discretionary*, and \$1,000,000 to support the *Football Discretionary*, Athletics

\$1,000,000 gift designated as \$875,000 to support the *Petrological and Materials Laboratory*, and \$125,000 to support the *McCallum Mineralogy and Petrology Graduate Scholarship Endowment*, Warner College of Natural Resources

\$1,000,000 revocable commitment to support the *Murray Hough Honors Professor*, College of Natural Sciences

\$1,000,000 pledge designated as \$750,000 to support the *Tinberg Business for a Better World University Professorship*, and \$250,000 to support the *Tinberg Teaching Innovation Awards*, College of Business

\$1,000,000 gift to support the *Indigo Ag Soil Carbon and Greenhouse Gas Research*, College of Agricultural Sciences

\$850,000 gift designated as \$350,000 to support the *Equine Assisted Activities and Therapies Programming*, \$250,000 to support the *Equine Outreach and Industry Relations*, and \$250,000 to support the *Temple Grandin Equine Center*, College of Agricultural Sciences

\$750,000 planned gift to support the *CVMBS Greatest Need*, College of Veterinary Medicine and Biomedical Sciences

\$500,000 gift designated as \$350,000 to support the *New Start Expansion and Replication*, College of Health and Human Sciences, \$100,000 to support the *Anschutz Student-Veteran Community*, Student Affairs, and \$50,000 to support the *Veteran Benefits Internship and Certificate Program*, Enrollment and Access

\$400,000 gift designated as \$295,000 to support the *Cardiology and Cardiac Surgery*, \$74,000 to support the *Chief Lockton Compassionate Cardiology*, \$10,334 to support the *Center for Companion Animal Studies*, \$10,333 to support the *Anesthesia Advancement*, and \$10,333 to support the *Small Animal Emergency and Critical Care*, College of Veterinary Medicine and Biomedical Sciences

\$400,000 planned gift to support the *Dr. John C. and Marietta Peters Fellowship Endowment*, Warner College of Natural Resources

\$300,000 gift to support the *McKee Family Scholarship Endowment*, Enrollment and Access

\$270,000 revocable commitment designated as \$189,000 to support the *Penny's Endowment for Patient Assistance*, and \$81,000 to support the *Penny's Endowment for*

*Oncology*, College of Veterinary Medicine and Biomedical Sciences

\$250,000 pledge to support the *Isaman Technology and Innovation Fund 1*, College of Business

\$250,000 pledge to support the *One Cure*, College of Veterinary Medicine and Biomedical Sciences

\$250,000 pledge to support the *Valdez First Generation College Scholarship*, College of Business

\$230,000 revocable commitment to support the *Carla S. Kane Wildlife Endowment*, College of Veterinary Medicine and Biomedical Sciences

\$201,589 planned gift to support the *University Fund*, other areas

\$200,119 gift to support the *Gail Holmes Sports Medicine Residency*, College of Veterinary Medicine and Biomedical Sciences

\$200,000 pledge designated as \$120,000 to support the *Brisnehan Family Scholarship*, and \$80,000 to support the *Brisnehan Family Scholarship Endowment*, College of Business

\$200,000 gift to support the *Spur Campus*, other areas

\$165,000 gift to support the *Chemours-CSU Research Collaboration*, Walter Scott, Jr. College of Engineering

\$150,000 gift to support the *AgNext Sustainable Solutions for Animal Agriculture*, College of Agricultural Sciences

\$150,000 gift to support the *Molecular Weed Science*, College of Agricultural Sciences

\$126,514 planned gift to support the *Don L. Bock Lifesaver Service Recognition Scholarship Endowment*, Warner College of Natural Resources

\$120,000 revocable commitment designated as \$60,000 to support the *Pete Seel Journalism Scholarship Endowment*, College of Liberal Arts, and \$60,000 to support the *Pete Seel Education Abroad Scholarship Endowment*, other areas

\$100,000 gift to support the *Atmospheric Science Hurricane Research Program*, Walter Scott, Jr. College of Engineering

\$100,000 gift to support the *Electrical and Computer Engineering Research*, Walter Scott, Jr. College of Engineering

\$100,000 gift to support the *Temple Grandin Project*, College of Agricultural Sciences

\$100,000 gift to support the *Liniger Honor, Service and Commitment Scholarship*, Student Affairs

\$100,000 gift to support the *Specialist in Training Gratitude Fund*, College of Veterinary Medicine and Biomedical Sciences

\$100,000 pledge to support the *One Cure*, College of Veterinary Medicine and Biomedical Sciences

## Nurturing and Investing in Our Workforce

### Goodrich takes the lead on equine orthopaedics

Dr. Laurie Goodrich an orthopaedic surgeon and the director of the Orthopaedic Research Center at Colorado State University, has been appointed to the Barbara Cox Anthony University Chair in Orthopaedic Research. She succeeds Dr. Wayne McIlwraith, the inaugural chairholder, who founded the Orthopaedic Research Center and is credited for the growth and preeminence of CSU's equine orthopaedics program. The Barbara Cox Anthony University Chair in Orthopaedic Research enhances the chairholder's education, research, and service programs.

### Mark Hallett retires after 26 years as director of International Student and Scholar Services

Mark Hallett retired at the end of the 2021 after 26 years as Colorado State University's Senior Director of International Student and Scholar Services. As the head of ISSS, Hallett assisted with visas, I-20 forms for proof of enrollment, and countless other complex and essential processes that were also avenues for reaching students on a more personal level.

### CJ Mucklow retires after more than three decades of service to Colorado State University Extension

CJ Mucklow retired in December 2021, after 35 years with CSU Extension, most recently as Northwestern Regional Director and Interim Director of Field Operations for CSU Extension. Mucklow's status as a trusted leader and advocate for Colorado communities grew through his work as a 4-H Agent, Agriculture Agent, and County and Regional Director. His book *A Guide to Rural Living and Small Scale Agriculture* is in its third printing and has been a template for similar publications by Extension programs in states across the West.



# CSU SYSTEM

COLORADO STATE UNIVERSITY

FORT COLLINS | PUEBLO | GLOBAL




# COLORADO STATE UNIVERSITY

## PRESIDENT'S REPORT

Board of Governors | Colorado State University System

February 2022



**CSU Fort Collins is teaching,  
learning and working in-  
person in 2022**



**COLORADO STATE  
UNIVERSITY**

# CSU ended 2021 with our first in-person Commencement in two years...

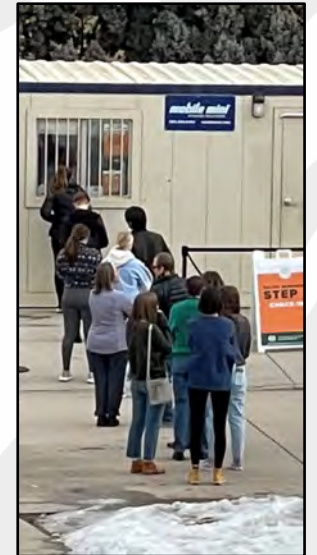
In-person, on-campus!



Fall Commencement 2021



Martin Luther King, Jr. Day March and Celebration



20,000+ saliva tests!

## ...and started 2022 strong with a powerful community event!



# Extraordinary Rams, Amazing Achievements



COLORADO STATE  
UNIVERSITY



## A Successful Fall Semester!

- **CSU's Research Enterprise hits \$447.2M**
- **Pandemic resilience projects at CSU funded by Anschutz Foundation**
- **Jay Norvell becomes a CSU Ram**
- **President McConnell now co-chairs the Salazar Center for North American Conservation Advisory Committee**





**Proposed CVMBS degree at  
CSU Spur under review**



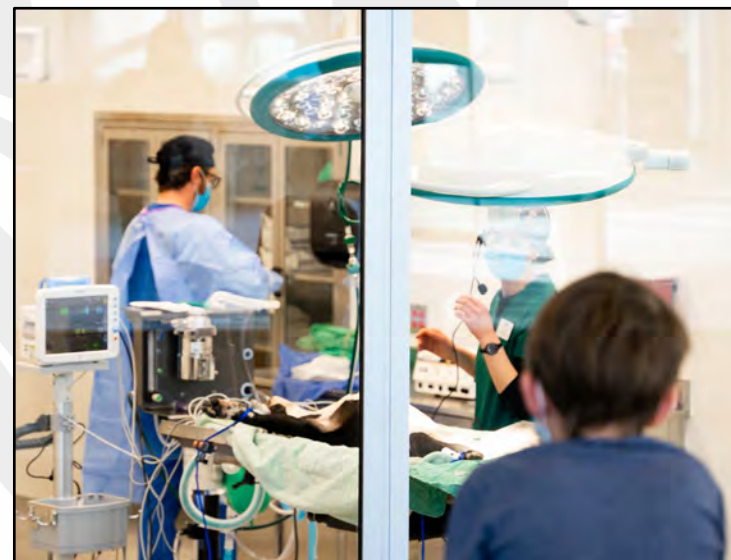
**COLORADO STATE  
UNIVERSITY**



## The College of Veterinary Medicine is developing a Professional Sciences Master's program in Veterinary Clinical Care to be offered CSU Spur.

*The program is undergoing CSU's standard academic program review process.*

The program would partner with the Dumb Friends Animal Hospital of Denver, hosted at the Vida Building.



Board of Governors of the Colorado State University System

Meeting Date: February 3, 2022

Report Item

MATTERS FOR ACTION:

CSU: Delegable Personnel Actions

No action required. Report only.

EXPLANATION:

Presented by Joyce McConnell, President

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

**LEAVE OF ABSENCE**

NAME	DEPARTMENT	FROM	TO
Sisk, Raymond	CEMML	10/01/21	10/31/21
Abbott-Johnson, Kaitlin	Vet Teaching Hospital	10/01/21	Unknown
Anderson, Tami	Health Network Counseling	12/27/21	12/31/21
Athey, Keegan	Western Colo Research Center	12/01/21	02/28/22
Balunek, Emma	Colorado Nat Heritage Program	10/01/21	10/31/21
Bentele, Benjamin	Western Colo Research Center	12/01/21	02/28/22
Bontadellis, Johnna	Health Network Medical	11/01/21	11/29/21
Bontadellis, Johnna	Health Network Medical	12/06/21	12/28/21
Brady, Rachel	Clinical Sciences	12/03/21	Unknown
Buell, Elizabeth	Health Network Medical	11/02/21	11/30/21
Buell, Elizabeth	Health Network Medical	12/07/21	12/28/21
Cantarini, Daniel	Health Network Medical	12/15/21	12/31/21
Carpenter, Rebecca	Health Network Counseling	12/27/21	12/31/21
Dickason, Karen	Health Network Counseling	12/01/21	12/05/21
Dickason, Karen	Health Network Counseling	12/27/21	12/31/21
Dime, Bernard	Vet Teaching Hospital	11/22/21	Unknown
Dime, Bernard	Vet Teaching Hospital	12/01/21	Unknown
Edwards, Melissa	Clinical Sciences	09/01/21	08/30/22
Elffner, Terri	Health Network Medical	11/22/21	11/24/21
Elffner, Terri	Health Network Medical	12/27/21	12/29/21
Gates, Christina	Fort Collins Diagnostics Lab	11/04/21	11/30/21
Gerlitzki, Elizabeth	Health Network Medical	11/22/21	11/26/21

# Board of Governors of the Colorado State University System

Meeting Date: February 2-4, 2022

## Report Item

Gerlitzki, Elizabeth	Health Network Medical	12/27/21	12/29/21
Gonzalez-Medina, Sonia	Clinical Sciences	11/22/21	Unknown
Grimm, David	CEMML	11/03/21	11/20/21
Groh, Cellanie	Health Network Medical	11/22/21	11/24/21
Groh, Cellanie	Health Network Medical	12/27/21	12/29/21
Hernandez-Ortiz, Dalia	CEMML	11/04/21	11/18/21
Hernandez-Ortiz, Dalia	CEMML	12/10/21	12/30/22
Hospach, Leela	CEMML	12/19/21	01/13/22
Hurd Terpstra, Cynthia	Health Network Counseling	12/27/21	12/31/21
Indermaur, Katherine	Communication Studies	12/17/21	12/17/21
Loeb, Lori	Health Network Counseling	11/22/21	11/24/21
Martinez, Frank	Ram Card Office	10/29/21	10/29/21
Martinez, Frank	Ram Card Office	11/16/21	Unknown
Mentele, Mallory	Chemistry	01/01/22	05/15/22
Monroe, Janet	Residential Dining	10/01/21	Unknown
Nyce, Krista	Health Network Counseling	11/15/21	11/26/21
Nyce, Krista	Health Network Counseling	12/01/21	12/31/21
Quicke, Kendra	Microbiology, immunology & pathology	11/01/21	11/10/21
Riggs, Natalie	Continuing Ed	10/06/21	10/15/21
Ross, Jesse	CEMML	10/19/21	11/01/21
Schleif, Melissa	Health Network Medical	11/15/21	11/30/21
Sewell, Michael	Health Network Counseling	12/27/21	12/31/21
Soler Gallego, Silvia	Lang, Lit & Cultures	12/01/21	Unknown
Templet, Laura	Health Network Counseling	10/18/21	10/22/21
Thompson, David	Atmospheric Science	12/16/21	04/30/22
Urcadez, Zoe	Health Network Counseling	12/27/21	12/31/21
Vesty, Jill	Health Network Medical	11/22/21	11/24/21
Vesty, Jill	Health Network Medical	12/27/21	12/29/21
Whitesell, Julie	Health Network Medical	11/22/21	11/24/21
Whitesell, Julie	Health Network Medical	12/27/21	12/29/21
Williams, Susan	Health Network Counseling	12/27/21	12/31/21

# Section 5

## *Courageous Strategic Transformation (CST)*



# COURAGEOUS STRATEGIC TRANSFORMATION

THE COLORADO STATE UNIVERSITY 2022-2026 STRATEGIC PLAN





**CSU**

**BOARD OF  
GOVERNORS**

**FEBRUARY, 2022**



# BACKGROUND

# COURAGEOUS STRATEGIC TRANSFORMATION

1. People & Culture
2. Financial & Operational Excellence
3. Innovation
4. Impact

# IMPLEMENTATION



## HOW WE GOT HERE

**3,500**  
MEETING  
PARTICIPANTS

APPROX.  
**6,000**  
COMMENTS

**1,500**  
SURVEY  
RESPONSES

**100** INSPIRATION  
PROPOSALS

**17** OPEN  
FORA

## MISSION

CSU is a public, land-grant university that measures excellence through inclusive student access, success, and lifelong learning, and by leveraging academics, research, creativity, and engagement to drive solutions to current and future local and global challenges to human and planetary health and well-being.

VISION

**GREEN**

**+**

**GOLD**

**A SUSTAINABLE  
THRIVING PLANET**

**A FLOURISHING  
HUMANITY**

**VALUES**

# **PRINCIPLES OF COMMUNITY**

**INCLUSION, INTEGRITY, RESPECT, SERVICE, SOCIAL JUSTICE**

**BELONGING | CURIOSITY | THRIVING**

**ENGAGEMENT | EXCELLENCE**

# COMMITMENT

CLIMATE CHANGE, ECOSYSTEMS,  
& SUSTAINABILITY

SAFE & SECURE  
FOOD PRODUCTION

ANIMAL, PLANT,  
AND HUMAN  
HEALTH

INCLUSIVE  
EXCELLENCE

INDIVIDUAL  
AND COMMUNITY  
STRENGTH

EQUITY, SOCIAL JUSTICE, AND HUMAN RIGHTS



**PEOPLE**



**OPERATIONS**



**INNOVATION**



**IMPACT**



PEOPLE & CULTURE

# CULTIVATING A THRIVING AND INCLUSIVE COMMUNITY



## PEOPLE & CULTURE

We will attract, support, and nurture all members (students, faculty, and staff) of the CSU community by cultivating a culture of excellence and inclusivity, and using our collective skills to achieve shared goals.



# PEOPLE & CULTURE

## PRIORITIES

### Ensure Student Access and Success

We will provide access to educational excellence and opportunities that arise from it. We will offer all of Colorado's students access to a high-quality university education, regardless of their financial situation, and provide all learners with the tools to thrive in the 21<sup>st</sup>-century workforce.

### World-Class Talent

We will attract, invest in, and incentivize our workforce to serve CSU students, Colorado, and the globe.

### Everyone Belongs

We will cultivate an inclusive climate conducive to the recruitment, retention, and success of our students and employees.

### Intelligent Growth

We will establish strategic, realistic, and measurable enrollment goals and demographic targets to promote regional, national, and international matriculation.

### Training Champions

We will foster a championship culture that promotes superior performance in the full spectrum of academics, athletics, extracurricular activities, and professional fields.

**FINANCIAL & OPERATIONAL EXCELLENCE**

# **ENSURING A SUSTAINABLE FOUNDATION FOR GROWTH AND INSPIRATION**



## FINANCIAL & OPERATIONAL EXCELLENCE

We will align CSU's operational and financial practices with our strategic goals of strengthening our community and our world through a focus on a thriving planet and flourishing humanity.

# FINANCIAL & OPERATIONAL EXCELLENCE

## PRIORITIES

### Investing for Impact

We will ensure our financial future and funding for CSU's success by aligning our budget with Courageous Strategic Transformation priorities.

### Accessible and Affordable

We will establish a financial aid strategy that supports financial accessibility for Colorado students and meets the fiscal needs of our institution.

### Elevate the Brand

We will make CSU a top destination to learn, work, research, discover, and thrive by strengthening our brand awareness and by strategically positioning, promoting, and amplifying CSU's expertise.

### Optimizing Our Space

We will optimize the use of existing spaces and develop the necessary infrastructure to provide an inclusive and sustainable physical framework in which to learn, work, research, and discover.

A scientist wearing a yellow biohazard suit and a clear face shield is working in a laboratory. The scientist is focused on a piece of equipment, possibly a microscope or a specialized instrument. The background is slightly blurred, showing laboratory equipment and a bright light source on the left. The overall color palette is dominated by the yellow of the suit and the blue/white of the lab environment.

INNOVATION

# DRIVING INNOVATION IN LEARNING, DISCOVERY, AND ENGAGEMENT



## INNOVATION

CSU will be a global leader in cultivating a sustainable social, economic, and environmental future through innovative practices in learning, research, discovery, and knowledge transfer.

# INNOVATION

## PRIORITIES

### Forefront of Sustainability

We will establish CSU as a leading, preeminent university in impactful sustainability-related research and scholarship.

### One Health

We will be globally recognized for a transdisciplinary, integrative approach to environmental, plant, animal, and human health, with an emphasis on disease, agricultural, and water issues.

### Social and Cultural Insight

CSU will foreground the crucial importance of a rich understanding of the histories, cultures, societies, and languages that inform our complex and diverse world, fostering the arts, humanities, and social sciences, and their interdisciplinary contributions to today's most pressing problems.

# INNOVATION

## PRIORITIES

### Catalyze and Grow

We will expand CSU's global leadership in our current pillars of strength and emerging areas in science, research, scholarship, and artistry. In addition, we will invest in collaborative, transdisciplinary research university-wide, nationwide, and globally.

### Critical Thinking for Life

We will prepare future generations of leaders, change makers, and global citizens through a rigorous and distinctive program of general education that fosters self-knowledge, and innovation, across all programs of study.

### Education that Evolves

We will craft and implement a dynamic academic master plan that will establish CSU as a leader in higher education, providing critical knowledge, skills, and competencies, and we will build the infrastructure to rapidly adjust curricular and educational and delivery approaches to allow our learners to thrive in the 21<sup>st</sup>-century workforce.





IMPACT

# SERVING OUR COMMUNITY LOCALLY AND GLOBALLY

CSU



## IMPACT

CSU will serve as a national model for land-grant university systems, enhancing our infrastructure to nimbly translate innovation into impact.

# IMPACT

## PRIORITIES

### Be the Connector

We will build the infrastructure to transform research and discovery into impact by supporting researchers, students, and other innovators and entrepreneurs through leveraging our position, partnerships, alumni, and capital.

### Be Where We're Needed

We will deliver learning experiences in a variety of innovative and engaging formats to equip all learners to live their best lives and do their best work.

### Transformative Giving

We will position CSU and CSU Foundation as forces for positive change through courageous, transformative, and transdisciplinary philanthropy.

### Leverage Our Place

We will maximize our physical assets and experiential learning locations statewide including our campuses at Spur, Mountain, Western, Arkansas Valley, Sturm, Foothills, and Powerhouse; our statewide offices and centers for the Agricultural Experiment Station, Extension, and the Colorado State Forest Service; and our international campus at Todos Santos to advance our green and gold aims of a sustainable thriving planet and flourishing humanity.

### Bringing Communities Together

We will increase our impact in rural communities, and we will build and strengthen connections with urban and rural partners.

### Leaders in Sustainability

We will prepare CSU graduates to make tangible, positive contributions to addressing the world's environmental challenges.

# IMPLEMENTATION

- Budget empowers strategy
- Culture drives excellence
- Mission shapes decisions

**BE COURAGEOUS**

**“LIFE SHRINKS OR EXPANDS  
IN PROPORTION TO  
ONE’S COURAGE”**

— ANAIS NIN



Warner College  
of Natural Resources



COLORADO STATE UNIVERSITY

# COURAGEOUS STRATEGIC TRANSFORMATION

THE COLORADO STATE UNIVERSITY 2022-2026 STRATEGIC PLAN



CSU

# LETTER FROM THE PRESIDENT

Our world is increasingly connected and rapidly changing, presenting daunting challenges and incredible opportunities to those willing to lead. I am grateful and proud that the people of Colorado State University—our students, faculty, staff, alumni, donors, and partners—have never been faint of heart. Instead, we have the courage and conviction our world needs and we're forging a bold, trailblazing path—one that requires an equally bold action plan.

Colorado State's Courageous Strategic Transformation is that plan.

This holistic, high-level strategy lays the groundwork on which to build the future of our institution, our students, our community, and our planet. It will serve as our North Star—a steadfast, illuminating, transparent, and inclusive vision to help us effectively navigate the uncertainty ahead, build on our strengths as Colorado State University System's flagship, pursue greatness, and prepare our students to lead.

We created this strategic plan with the goals of nurturing our talent, enriching our community, and reinforcing CSU's standing as a leader in learning, understanding, discovery, and change. This blueprint will prepare us to courageously and comprehensively address the daunting challenges, both predicted and unforeseen, facing our nation and our world.

The plan builds upon CSU's 150-year commitment to use learning, research, and engagement to improve the human condition. With it to guide us, we do not hesitate to take our commitment boldly forward: 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.

Our Courageous Strategic Transformation builds on our proven prowess in planetary and human health and embraces the critical relevance of all disciplines to learning, understanding, discovery, and change. In the plan we call upon everyone at CSU to work across disciplines, as well as with businesses and partners, to help solve the world's greatest challenges. We also set aspirational and tangible goals for making cutting-edge research and learning available to all and for strengthening ties to Colorado's rural communities. In short, this plan is a framework for building a stronger future.

In that bold new future, Colorado State will lead the world on solutions to global climate change, health, agriculture, and economic, environmental, and social sustainability, while remaining a devoted and adept caretaker of our state.

I came to Colorado State because of my deep commitment to the unique land-grant mission of access, service, and solutions. I am incredibly proud that with our Courageous Strategic Transformation, we are doubling down on both that fundamental mission and the work we do every day to fulfill it. This plan represents the collective perspectives and efforts of thousands of stakeholders from across our diverse community. I'm deeply grateful for the hard work and dedication of everyone who contributed to this plan and I'm excited for where it will take us.

Our extraordinary community has already achieved so much; now our sights are set on solving the world's most pressing problems, with courage, conviction, and our eyes on our North Star. By working together to achieve CSU's Courageous Strategic Transformation, we will realize a stronger, bolder, and more just and sustainable future for our world.



# HOW WE GOT HERE

## FALL 2020 – SPRING 2021: DRAFT FRAMEWORK

Over a 12-month period, the Executive Leadership Team and Council of Deans conducted brainstorming workshops and facilitated conversations to develop a framework. These leaders considered a myriad of strengths, voices, priorities, and constituencies. During this research, we sent out individual surveys and conducted group meetings with more than 2,000 participants. We also led listening sessions with Faculty Council members, the Administrative Professional Council (APC), the Classified Personnel Council (CPC), deans, students, staff, alumni, donors, community members, and external partners. The framework was presented to the Board of Governors in June 2021.

## SUMMER – FALL 2021: LEADERSHIP DRAFTING GROUPS

Believing that the best ideas come from diverse groups, we endeavored to create a campus vision in which our entire community can see themselves now and in the future. To achieve this goal, we curated drafting groups that represented a wide range of voices, as well as our commitment to shared governance. These groups included campus leaders, faculty, students, administrative professionals, state classified staff, and key stakeholders. Each group collected and synthesized broader input through public discussions and town halls. The groups drafted achievable and measurable goals that support our Green and Gold mission in identified target areas. All goals and themes in this plan were generated from the drafting groups' work and were refined by input from our campus community.

## FALL 2021-WINTER 2022: DRAFTING PHASE

- Approximately 6,000 comments
- 1,500 survey responses
- 3,500 meeting participants
- 100 Inspiration Proposals
- 17 open fora
- 10 drafting workshops
- Approximately 350 working meetings with faculty, administrators, Faculty Council members, APC, CPC, deans, heads and chairs, students, staff, alumni, donors, community members, and external partners.





# HISTORY & ACKNOWLEDGMENT OF RESPONSIBILITY



It is crucial to point out the history of the university and provide context and acknowledgment of our place in history. Colorado State University is a public, land-grant university designated by the state of Colorado to receive the benefits of the federal Morrill Land-Grant Act of 1862, which established the initial land-grant colleges to “teach such branches of learning as are related to agriculture and the mechanic arts” without excluding “other scientific and classical studies.” There are four agencies of the state assigned to CSU: the Colorado Agricultural Experiment Station, Colorado State University Extension, the Colorado State Forest Service, and the Colorado Water Institute. Throughout its history CSU has committed to broad access to education and support for agriculture in recognition of its importance in ensuring human flourishing.

Land-grant colleges were established by the sale or occupation of federal land, most of it acquired after the systematic dispossession of Native Americans from their homelands. Colorado State University was established through the dispossession of the traditional homelands of the Cheyenne, Ute, and Arapaho

Nations. As Colorado’s flagship land-grant university, Colorado State University recognizes its responsibility to be representative of the people of Colorado, particularly those historically marginalized throughout the nation and the world, as well as the sovereign Tribal Nations and their people on whose lands this university is built, and from which the university continues to benefit. The University acknowledges that as with our nation, there is significant work to be done to make real progress toward true diversity, equity, inclusion, and justice. Colorado State University is obligated to advance bold solutions to discrimination and to champion diversity and inclusion.

We will give meaningful attention to these issues and those historically marginalized, and incorporate solutions throughout our transformation. To fulfill this responsibility, Colorado State University will do the following: be an exemplar for public research universities in ensuring access to education for all; provide inclusive and welcoming educational experiences for academic and post-graduation success; perform high-quality, high-impact basic and applied research, creative artistry, and scholarship; and engage in authentic outreach and engagement and extension at the local, state, tribal, national, and international levels.

# MISSION, VISION VALUES & COMMITMENT

## MISSION

CSU is a public, land-grant university that measures excellence through inclusive student access, success, and lifelong learning, and by leveraging academics, research, creativity, and engagement to drive solutions to current and future local and global challenges to human and planetary health and well-being.

## VISION

Our university colors are green and gold, selected to honor our agricultural history; green represents alfalfa and gold represents wheat. Today, we continue to cultivate the green – a sustainable, thriving planet – and the gold – a flourishing humanity – in all we do.

## VALUES

To accomplish our Mission our community must work collectively with shared values. We value both the head and the heart and believe the best is accomplished when human connection and understanding bridge difference. The values listed below complement CSU's longstanding **Principles of Community** (Inclusion – Integrity – Respect – Service - Social Justice).

### BELONGING

Our community welcomes and supports diverse people and perspectives.

### CURIOSITY

Our community embraces curiosity, offering an open academic environment that fosters the creative advancement of knowledge through discovery, preservation, and application.

### EXCELLENCE

Our community and the individuals within it seek excellence in all we do. We recognize that both community and individual growth and meaningful accomplishment require courage, innovation, and focus.

### THRIVING

CSU will thrive into the future as it empowers members of its community to live fulfilling and successful lives.

### ENGAGEMENT

Engagement drives service, extension, and experiential learning. It's collaborative and community focused. CSU engages with individuals and communities throughout Colorado and around the world by focusing our lifelong learning, research, skills, and time on making the world a better place for all.



# MISSION, VISION VALUES & COMMITMENT

## COMMITMENT

CSU believes we will solve challenges to environmental, plant, animal and human health and well-being through discovery, creativity, and innovation, and by leveraging interdisciplinary teams that understand that human health and well-being are dependent upon a sustainable, thriving planet and a flourishing humanity. To put this belief into action, CSU commits its academics, research (foundational, theoretical, and translational), creativity, and engagement to the following activation areas:

- Climate change, environmental health, and sustainable ecosystems, including water resources and clean and sustainable energy.
- Animal, plant, and human health and biodiversity.
- Safe, secure, and environmentally and economically sustainable food production to safeguard local and global food security.
- Individual and community strength and prosperity.
- Inclusive excellence focused on student access and success within an extended learning community characterized by curiosity and belonging.
- Equity, social justice, and human rights.
- Civic engagement.
- Dialogue that ethically engages difference.
- Lifelong learning.



COURAGEOUS STRATEGIC  
TRANSFORMATION

“ LIFE SHRINKS  
OR EXPANDS  
IN PROPORTION  
TO ONE’S  
COURAGE ”

- ANAIS NIN -

CSU

# COURAGEOUS STRATEGIC TRANSFORMATION

Below we outline the strategic imperatives that we identified as a university community. We challenge ourselves to build operational excellence, foster the well-being and success of people, embrace purposeful innovation at our core, and amplify our positive impact on all those we serve. For us to accomplish these lofty ambitions, we need to simultaneously pair our strategic priorities with operational processes that enable success and a culture that champions it. Together we can achieve this **Courageous Strategic Transformation** we've collectively crafted.





PEOPLE & CULTURE

# CULTIVATING A THRIVING AND INCLUSIVE COMMUNITY

CSU

# PEOPLE & CULTURE

We will attract, support, and nurture all members (students, faculty, and staff) of the CSU community by cultivating a culture of excellence and inclusivity, and using our collective skills to achieve our shared goals of a sustainable thriving planet and flourishing humanity.

## **PRIORITIES:**

### **ENSURE STUDENT ACCESS AND SUCCESS:**

We will provide access to educational excellence and opportunities that arise from it. We will offer all of Colorado's students access to a high-quality university education, regardless of their financial situation, and provide all learners with the tools to thrive in the 21st-century workforce.

### **WORLD-CLASS TALENT:**

We will attract, invest in, and motivate our workforce to serve CSU students, Colorado, and the globe.

### **EVERYONE BELONGS:**

We will cultivate an inclusive climate conducive to the recruitment, retention, and success of our students and employees.

### **INTELLIGENT GROWTH:**

We will establish strategic, realistic, and measurable enrollment goals and demographic targets to promote regional, national, and international matriculation. In addition, we will formally align enrollment planning with our student success initiatives, physical space, human capital, and fiscal resources.

### **TRAINING CHAMPIONS:**

We will foster a championship culture that promotes superior performance in the full spectrum of academics, athletics, extracurricular activities, and professional fields.

**OPERATIONAL &  
FINANCIAL EXCELLENCE**

# **ENSURING A SUSTAINABLE FOUNDATION FOR GROWTH AND INSPIRATION**



# OPERATIONAL & FINANCIAL EXCELLENCE

We will align CSU's operational and financial practices with our strategic goals of strengthening our community and our world through a focus on a thriving planet and flourishing humanity.

## **PRIORITIES:**

### **INVESTING FOR IMPACT:**

We will ensure our financial future and funding for CSU's success by aligning our budget with Courageous Strategic Transformation priorities.

### **ACCESSIBLE AND AFFORDABLE:**

We will establish a financial aid strategy that supports financial accessibility for Colorado students and meets the fiscal needs of our institution.

### **ELEVATE THE BRAND:**

We will make CSU a top destination to learn, work, research, discover, and thrive by strengthening our brand awareness and by strategically positioning, promoting, and amplifying CSU's expertise.

### **OPTIMIZING OUR SPACE:**

We will optimize the use of existing spaces and develop the necessary infrastructure to provide an inclusive and sustainable physical framework in which to learn, work, research, and discover.

INNOVATION

# DRIVING INNOVATION IN LEARNING, RESEARCH DISCOVERY, AND ENGAGEMENT

CSU

# INNOVATION

CSU will be a global leader in cultivating a sustainable social, economic, and environmental future through innovative practices in learning, research, discovery, and knowledge transfer.

## **PRIORITIES:**

### **FOREFRONT OF SUSTAINABILITY:**

We will establish CSU as a leading, preeminent university in impactful sustainability-related research and scholarship.

### **ONE HEALTH:**

We will be globally recognized for a transdisciplinary, integrative approach to environmental, plant, animal, and human health, with an emphasis on disease, agricultural, and water challenges.

### **CATALYZE AND GROW:**

We will prepare future generations of leaders, change makers, and global citizens through a rigorous and distinctive program of general education that fosters self-knowledge, innovation, and social and cultural insight across all programs of study.

### **CRITICAL THINKING FOR LIFE:**

We will prepare future generations of leaders, change makers, and global citizens through a rigorous and distinctive program of general education that fosters self-knowledge and innovation across all programs of study.

### **EDUCATION THAT EVOLVES:**

We will craft and implement a dynamic academic master plan that will establish CSU as a leader in higher education providing critical knowledge, skills, and competencies, and we will build the infrastructure to rapidly adjust curricular and educational and delivery approaches to allow our learners to thrive in the 21st-century workforce.

### **SOCIAL AND CULTURAL INSIGHT**

CSU will foreground the crucial importance of a rich understanding of the histories, cultures, societies, and languages that inform our complex and diverse world, fostering the arts, humanities, and social sciences, and their interdisciplinary contributions to today's most pressing problems.

IMPACT

# SERVING OUR COMMUNITY LOCALLY AND GLOBALLY

CSU

# IMPACT

CSU will serve as a national model for land-grant university systems, enhancing our infrastructure to nimbly translate innovation into impact.

## **PRIORITIES:**

### **BE THE CONNECTOR:**

We will build the infrastructure to transform research and discovery into impact by supporting researchers, students, and other innovators and entrepreneurs through leveraging our position, partnerships, alumni, and capital.

### **BE WHERE WE'RE NEEDED:**

We will deliver learning experiences in a variety of innovative and engaging formats to equip all learners to live their best lives and do their best work.

### **LEVERAGE OUR PLACE:**

We will maximize our physical assets and experiential learning locations statewide including our campuses at Spur, Mountain, Western, Arkansas Valley, Sturim, Foothills and Powerhouse; our statewide offices and centers for the Agricultural Experiment Station, Extension, and the Colorado at State Forest Service; and our international campus at Todos Santos to advance our green and gold aims of a sustainable thriving planet and flourishing humanity.

### **BRINGING COMMUNITIES TOGETHER:**

We will increase our impact in rural communities, and we will build and strengthen connections with urban and rural partners.

### **TRANSFORMATIVE GIVING:**

Position CSU and CSU Foundation as forces for positive change through courageous, transformative, and transdisciplinary philanthropy.

### **LEADERS IN SUSTAINABILITY:**

We will prepare CSU graduates to make tangible, positive contributions to addressing the world's environmental challenges.



COLORADO STATE UNIVERSITY

**BE COURAGEOUS**

JANUARY 26, 2022



COLORADO STATE UNIVERSITY

# CST OPERATIONAL FRAMEWORK 1.0

STRATEGIES AND METRICS FOR 2022-2026 STRATEGIC PLAN



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# OPERATIONAL FRAMEWORK 1.0

## GOAL 1 – PEOPLE AND CULTURE

We will attract, support, and nurture all members (students, faculty, and staff) of the CSU community by cultivating a culture of excellence and inclusivity, and using our collective skills to achieve shared goals.

### PRIORITY 1.1 ENSURE STUDENT ACCESS AND SUCCESS

We will provide access to educational excellence and opportunities that arise from it. We will offer all of Colorado's students access to a high-quality university education, regardless of their financial situation, and provide all learners with the tools to thrive in the 21st-century workforce.

**STRATEGY 1.1.A** Partner with the Colorado State University System (CSUS) on student success initiatives.

#### KEY PERFORMANCE INDICATORS (KPI's) FOR STUDENT ACCESS

1. Metric 1.1.a.1 Percentage of diverse undergraduate, graduate, and professional students; first-generation, rural, veterans, and those for whom higher education has historically been unavailable.
2. Metric 1.1.a.2 Percentage of Colorado students receiving financial aid, including CSU aid.
3. Metric 1.1.a.3 Increase graduate student enrollment and graduation through enhanced recruitment and financial support.

#### KPI's FOR STUDENT SUCCESS

1. Metric 1.1.a.4 Monitor median face-to-face class size, reduce if necessary or increase number of TA sections.
2. Metric 1.1.a.5 Adopt California dashboard and create incentives for departments to monitor and adjust for student success in specific courses.
3. Metric 1.1.a.6 Consolidate academic success initiatives into the Provost's Office, with annual evaluations of success measured by dashboard data and money invested.
4. Metric 1.1.a.7 Increase 6-year graduation rate and decrease 6-year graduation equity gap.
5. Metric 1.1.a.8 Reduce percentage of students on academic probation through better monitoring of progress and support.
6. Metric 1.1.a.9 Increase 3-year Master's graduation rate and 8-year doctoral graduation rate while closing graduate degree completion equity gap.

#### KPI's FOR STUDENT EXCELLENCE

1. Metric 1.1.a.10 Increase percentage of students who study abroad.
2. Metric 1.1.a.11 Increase percentage of students in experiential learning and internships.

3. Metric 1.1.a.12 Increase percentage of students conducting research with faculty mentors.
4. Metric 1.1.a.13 Increase percentage of students awarded national scholarships or awards.
5. Metric 1.1.a.14 Increase percentage of graduate students awarded national fellowships.

**STRATEGY 1.1.B** Recruit, enroll, and retain students from all regions of Colorado.

#### KPI's

1. Metric 1.1.b.1 Number of Colorado students enrolled.
2. Metric 1.1.b.2 Number of rural Colorado students enrolled.
3. Metric 1.1.b.3 Utilization of 4H chapters for recruitment.

**STRATEGY 1.1.C** Pursue federal recognition, contingent on enrollment, as a Hispanic-Serving Institution.

#### KPI's

1. Metric 1.1.c.1 File application for emerging HSI status.
2. Metric 1.1.c.2 Charge team to prepare for full HSI status when eligible.

### PRIORITY 1.2 WORLD-CLASS TALENT

We will attract, invest in, and incentivize our workforce to serve CSU students, Colorado, and the globe.

**STRATEGY 1.2.A** Ensure salaries are regionally and nationally competitive for faculty, staff, and graduate students.

#### KPI's

1. Metric 1.2.a.1 Annually evaluate and assess salary competitiveness and adjust as needed.
2. Metric 1.2.a.2 Create post tenure evaluation and correct salaries for competitive position.
3. Metric 1.2.a.3 Faculty and staff retention rates.
4. Metric 1.2.a.4 Establish competitive graduate stipends and fee structure.
5. Metric 1.2.a.5 Incorporate incremental salary increases in budget remodel process.
6. Metric 1.2.a.6 MIT Living Wage Calculator.

**STRATEGY 1.2.B** Establish attainable housing program to attract and retain university employees.

#### KPI's

1. Metric 1.2.b.1 Program established by 2023.
2. Metric 1.2.b.2 Number of community partnerships addressing housing needs.

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**STRATEGY 1.2.C** Create and update centralized policies and training for supervisors, department heads, and chairs to invest in their development and growth.

**KPI's**

1. Metric 1.2.c.1: Policies drafted by 2023.
2. Metric 1.2.c.2: Ensure polices and trainings followed and utilized.
3. Metric 1.3.d.3 Campus-wide climate survey results will indicate improvements in supervision and uniform implementation of campus wide policies and trainings.

**STRATEGY 1.2.D** Expand leadership training courses and tools that foster retention of faculty and staff and promote excellence.

**KPI's**

1. Metric 1.2.d.1 Campus-wide climate survey results will indicate improvements in faculty and staff engagement and satisfaction.
2. Metric 1.2.d.2 Improved employee performance reviews.
3. Metric 1.2.d.3 Launch a tailored version of You@CSU for the university faculty and staff to invest in their connectedness to campus resources, health, and well-being.

**STRATEGY 1.2.E** Launch a tailored version of You@CSU for the university faculty and staff to invest in their connectedness to campus resources, health, and well-being.

**KPI's**

1. Metric 1.2.e.1: Complete by end of 2022.
2. Metric 1.2.e.2: Ensure community utilizes You@CSU and evaluate efficacy.

**STRATEGY 1.2.F** Improve climate and culture for staff and faculty.

**KPI's**

1. Metric 1.2.f.1 Investment in culture initiatives.
2. Metric 1.2.f.2 Campus-wide climate survey results will indicate improvements in faculty and staff engagement and satisfaction.

## **PRIORTY 1.3 EVERYONE BELONGS**

We will cultivate an inclusive climate conducive to the recruitment, retention, and success of our students and employees.

**STRATEGY 1.3.A** Establish standards and processes to ensure collective responsibility for inclusive excellence, and ensure that IE is considered in every facet of our work.

**KPI's**

1. Metric 1.3.a.1 Evaluate standards and processes.
2. Metric 1.3.a.2 Revise standards and processes as needed.
3. Metric 1.3.a.3 Continue CSU's inclusive dialogue which promotes discourse across differences in perspectives, experience, and identities.

**STRATEGY 1.3.B** Establish a rigorous inclusive excellence communications plan, including increasing the availability of Spanish translations and staff trained in inclusive communication.

**KPI's**

1. Metric 1.3.b.1 Create communications plan.
2. Metric 1.3.b.2 Implement plan.
3. Metric 1.3.b.3 Sufficiency of number of translators, interpreters, and trainings.

**STRATEGY 1.3.C** Hire senior-level liaison for Indigenous and Native American external affairs

**KPI**

1. Metric 1.3.c.1 Leader Onboarded no later than Fall 2022

**STRATEGY 1.3.D** Ensure inclusive search, hiring, promotion, and tenure processes.

**KPI's**

1. Metric 1.3.d.1 Implement necessary changes to search and hiring process.
2. Metric 1.3.d.2 Implement necessary changes to promotion and tenure processes.
3. Metric 1.3.d.3 Campus-wide climate survey results will indicate improvements in faculty and staff belonging and satisfaction.

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## PRIORITY 1.4 INTELLIGENT GROWTH

We will establish strategic, realistic, and measurable enrollment goals and demographic targets to promote regional, national, and international matriculation.

**STRATEGY 1.4.A** Establish three-, five-, and ten-year enrollment goals, including undergraduate demographic targets with a focus on Colorado resident matriculation.

### KPI's

1. Metric 1.4.a.1 Increase Total FTE Enrollment in targeted areas (undergraduate and graduate).
2. Metric 1.4.a.2 Increase in Colorado resident attendees.
3. Metric 1.4.a.3 Increase in international students.

**STRATEGY 1.4.B** Utilize our academic master plan to make decisions about enrollment planning and facilities planning, including research needs.

### KPI's

1. Metric 1.4.b.1 Campus facilities inventory (CFI).
1. Metric 1.4.b.2 Enrollment and facilities plans reflect academic master plan.

## PRIORITY 1.5 TRAINING CHAMPIONS

We will foster a championship culture that promotes superior performance in the full spectrum of academics, athletics, extracurricular activities, and professional fields.

**STRATEGY 1.5.A** Create a culture of excellence in everything we do. Reward and celebrate champions.

### KPI's

1. Metric 1.5.a.1 Create additional Presidential awards for faculty, staff, and students to celebrate excellence.
2. Metric 1.5.a.2 Ensure nationally competitive salaries to reward excellence.
3. Metric 1.5.a.3 Increase the special experiences generated by our NCAA athletic teams cultivating Ram Pride and a collective appreciation for CSU Athletics.
4. Metric 1.5.a.4 Be broadly recognized as the preeminent program in the Mountain West Conference and continue setting an example for the rest of the country in athletic and academic performance, compliance, and integrity.
5. Metric 1.5.a.5 Number of Faculty recognized with National/ International Awards or Professional Memberships.
6. Metric 1.5.a.6 National rankings.
7. Metric 1.5.a.7 Increase recognition for student co-curricular activities and student clubs and organizations.

## GOAL 2: FINANCIAL AND OPERATIONAL EXCELLENCE

We will align CSU's operational and financial practices with our strategic goals of strengthening our community and our world through a focus on a thriving planet and flourishing humanity.

### PRIORITY 2.1 INVESTING FOR IMPACT

We will ensure our financial future and funding for CSU's success by aligning our budget with Courageous Strategic Transformation priorities.

**STRATEGY 2.1.A** Form an inclusive financial excellence drafting group to lead budget remodel process, hire consultant for expertise, get campus feedback, draft, and implement new budget model.

### KPI's

1. Metric 2.1.a.1 Number of CSU community members participating in process.
2. Metric 2.1.a.2 New budget model completed by 2024.

### PRIORITY 2.2 ACCESSIBLE AND AFFORDABLE

We will establish a financial aid strategy that supports financial accessibility for Colorado students and meets the fiscal needs of our institution.

**STRATEGY 2.2.A** Develop new financial aid model to meet undergraduate and graduate student and institutional needs by 2024.

### KPI's

1. Metric 2.2.a.1 Average net cost of attendance.
2. Metric 2.2.a.2 Undergraduate and graduate enrollment.
3. Metric 2.2.a.3 Establish financial aid and net revenue targets.

### PRIORITY 2.3 ELEVATE THE BRAND

We will make CSU a top destination to learn, work, research, discover, and thrive by strengthening our brand awareness and by strategically positioning, promoting, and amplifying CSU's expertise.

**STRATEGY 2.3.A** Rebrand CSU.

### KPI's

1. Metric 2.3.a.1 Brand Strategy and Messaging Framework Development March 2022.
2. Metric 2.3.a.2 Present positioning Framework April 2022.
3. Metric 2.3.a.3 Brand concept development/Final approval May-July 2022.
4. Metric 2.3.a.4 Internal Brand Roll out August-September 2022.
5. Metric 2.3.a.5 Market Launch end of 2022.

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**STRATEGY 2.3.B** Establish an institutional strategic brand management toolkit and framework that also allows colleges and divisions to advance their identity.

**KPI's**

1. Metric 2.3.b.1 Increase CSU brand awareness and overall reputation across the U.S. by 2024.
2. Metric 2.3.b.2 Increase messaging, and visual recognition.

**PRIORITY 2.4 OPTIMIZING OUR SPACE**

We will optimize the use of existing spaces and develop the necessary infrastructure to provide an inclusive and sustainable physical framework in which to learn, work, research, and discover.

**STRATEGY 2.4.A** Develop existing and future spaces in ways that enhance research, learning, and collaboration; are universally accessible; adapt easily to multiple uses; support increased hours of utilization; consider remote work opportunities; and decrease energy consumption and our carbon footprint.

**KPI's**

1. Metric 2.4.a.1 Use certification standards for campus facilities that promote environmental and social sustainability.
2. Metric 2.4.a.2 Continued accessibility improvement to University buildings.
3. Metric 2.4.a.3 Create utilization metrics for all space on campus including extension of teaching hours in support of the academic strategic plan.

**STRATEGY 2.4.B** Develop financial models that support sustained maintenance of suitable existing facilities on and off main campus, including but not limited to capital renewal, custodial support, grounds, and life and safety issues.

**KPI's**

1. Metric 2.4.b.1 Campus facilities inventory (CFI).
2. Metric 2.4.b.2 Deferred maintenance.
3. Metric 2.4.b.3 New budget model allows for the approval and funding of unexpected opportunities when they arise as well as the funding and approval of projects prioritized through the academic master plan.

## GOAL 3 INNOVATION

CSU will be a global leader in cultivating a sustainable social, economic, and environmental future through innovative practices in learning, research, discovery, and knowledge transfer.

### PRIORITY 3.1 FOREFRONT OF SUSTAINABILITY

We will establish CSU as a leading, preeminent university in impactful sustainability-related, research and scholarship.

**STRATEGY 3.1.A** Implement a comprehensive climate-solutions initiative to serve students, faculty, staff, Colorado, and the globe.

**KPI's**

1. Metric 3.1.a.1 Define and select transdisciplinary research teams to pursue high impact opportunities with sponsorship from grants, corporate partnerships and philanthropic donors in climate solutions. Establish new collocated faculty and facilities focused on climate solutions. Increase partnerships and coalition leadership in climate science and solutions. Double revenues in climate solution efforts and monitor scholarly impacts from climate change across colleges.
2. Metric 3.1.a.2 Increased campus and community understanding and engagement regarding climate change.

**STRATEGY 3.1.B** Strengthen and elevate integrated programs across the CSU mission areas to better connect and enhance CSU's strong foundation in sustainability. Promote CSU as a test bed and incubator of sustainability efforts across the CSU mission areas to address grand challenges that lead to a flourishing humanity and sustainable thriving planet.

**KPI's**

1. Metric 3.1.b.1 Increase financial support for multidisciplinary faculty teams, sustainable operations projects, and student initiatives and research.
2. Metric 3.1.b.2 Identify and remove nonmonetary barriers to multidisciplinary research teams, operations projects, and student initiatives and research.
3. Metric 3.1.b.3 Define specific sustainability areas toward Increasing Extramural federal research dollars, corporate research sponsorship and philanthropic support. Double revenues and significantly increase impact metrics (manuscripts, patents, scholarly works, brand) in selected areas of sustainability across all mission areas.
4. Metric 3.1.b.4 Define specific areas of core and student-run living laboratory living laboratory needs to increase CSU's investment in sustainability. infrastructure.
5. Metric 3.1.b.5 Faculty citation index; the number of articles and perspectives published in high-impact journals.

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- Metric 3.1.b.6 Number of city, county, state/regional, and cross-SPUR, cross-system, and cross-campus collaborations established.
- Metric 3.1.b.7 Progress toward climate neutrality on campus.
- Metric 3.1.b.8 Achieve zero carbon emissions on campus by 2040.
- Metric 3.1.b.9 Achieve 100percentage renewable electricity on campus by 2030.
- Metric 3.1.b.10 CST initiatives will align with Colorado counties' priorities, the strategic plan of the Colorado Department of Higher Education, and the United Nations Sustainability Development goals for social, environmental, and economic sustainability.

**STRATEGY 3.1.C** Make CSU top of mind in connection with sustainability.

#### KPI's

- Metric 3.1.c.1 Create comprehensive sustainability website by end of 2022.
- Metric 3.1.c.2 Sustainability is integrated into rebranding.
- Metric 3.1.c.3 Sustainability is integrated into fundraising campaign.
- Metric 3.1.c.4 Increase resources and personnel dedicated to maintaining. Sustainability Tracking, Assessment, and Rating System (STARS) Platinum rating and remaining in the top tier in national sustainability rankings.

**STRATEGY 3.1.D** Integrate the diversity and plurality of cultural expertise by working with Indigenous Tribes and Peoples in Colorado and globally, demonstrated by sustained strong relationships.

#### KPI's

- Metric 3.1.d.1 Hire senior level liaison for Indigenous and Native American external affairs (See Strategy 1.3.c supra).
- Metric 3.1.d.2 Increased reciprocal communications and relationships with Indigenous Tribes and Peoples in Colorado related to sustainability.

## PRIORITY 3.2 ONE HEALTH

We will be globally recognized for a transdisciplinary, integrative approach to environmental, plant, animal, and human health, with an emphasis on disease, agricultural, and water challenges.

**STRATEGY 3.2.A** Implement a comprehensive behavioral and mental health initiative to serve students, faculty, staff, and Colorado.

#### KPI's

- Metric 3.2.b.1 Healthier and more productive campus and community.
- Metric 3.2.b.2. Higher productivity of faculty staff and students and reduced cost of sustained productivity.
- Metric 3.2.b.3 Better managed anxiety, and depression. Focus efforts to address growing demand on mental health services through expansion of You@CSU as a digital platform for mental health management.
- Metric 3.2.b.3 Decreased issues with substance abuse.
- Metric 3.2.b.4 Increased community access to a comprehensive behavioral and mental health.
- Metric 3.2.b.5 Increased workforce development.
- Metric 3.2.b.6 Strong rural collaborations for systems of service and pathways to professions.

**STRATEGY 3.2.B** Focus continued integrated programs in One Health with continued growth investments in the One Health Institute. Build an infrastructure that supports transdisciplinary research done by multidisciplinary teams across campus.

#### KPI's

- Metric 3.2.a.1 Increase financial support for multidisciplinary teams.
- Metric 3.2.a.2 Identify and remove nonmonetary barriers to multidisciplinary research teams and operations projects.
- Metric 3.2.a.3 Identify specific areas of One Health investment through the One Health Institute and other related health programs. Double revenues in One Health research areas through state, federal, foundation, corporate and philanthropic sponsorship. Significantly increase impact metrics (papers, patents, scholarly works, brand).
- Metric 3.2.a.4 The number of proposal submitted to relevant federal and state agencies DoD, USDA, DHS, NIH, NSF, and USAID), large awards that grow partnerships that include regional, corporate, foundation and philanthropic One Health partners.
- Metric 3.2.a.5 Increase Faculty citation index; the number of articles and perspectives published in high-impact journals.
- Metric 3.2.a.6 Number of city, county, state/regional, and cross-SPUR, cross-system, and cross-campus collaborations established and program impacts.

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## PRIORITY 3.3 CATALYZE AND GROW

We will expand CSU's global leadership in our current pillars of strength and emerging areas in science, research, scholarship, and artistry. In addition, we will invest in collaborative, transdisciplinary research university-wide, nationwide, and globally.

**STRATEGY 3.3.A** Incentivize multidisciplinary teams to generate transdisciplinary research in emerging areas like health and sustainability.

### KPI's

1. Metric 3.3.a.1 Double extramural research expenditures.
2. Metric 3.3.a.2 Increase in multidisciplinary teams that generate transdisciplinary research projects and grants with demonstrated increased partnerships and coalitions of investment and impact.
3. Metric 3.3.a.3 Increase in sustainability, climate and health related research projects, grants, corporate partnerships and donors that support CSU research. Significantly increased impact metrics (papers, patents, tech transfer, scholarly works, brand).
4. Metric 3.3.a.4 Increased financial and structural support for faculty and staff that support the research enterprise including support for infrastructure and equipment, facilities, and administration of research.

**STRATEGY 3.3.B** Develop a stable and effective system to attract and support Graduate Research Assistants and Post-Doctoral Fellows so that they can thrive in and support the research enterprise.

### KPI's

1. Metric 3.3.b.1 Double the number of Graduate Research Associates and the academic/instructional expenditures from Graduate and Post-Doctoral fellows.
2. Metric 3.3.b.2 Establish competitive graduate stipends and fee structure.
3. Metric 3.3.b.3 Increase competitive position in Carnegie rankings.
4. Metric 3.3.b.4 Campus-wide climate survey results will indicate improvements in graduate student engagement and satisfaction.
5. Metric 3.3.b.5 Double the number of Graduate Research Associates in both Master's and Ph.D. production (stem and non-stem) in defined areas of excellence and growth.

## PRIORITY 3.4 CRITICAL THINKING FOR LIFE

We will prepare future generations of leaders, change makers, and global citizens through a rigorous and distinctive program of general education that fosters self-knowledge and innovation across all programs of study.

**STRATEGY 3.4.A** Integrate excellence in the liberal arts and sciences across campus to prepare students to formulate complete and complex arguments, weigh ethical dilemmas, communicate effectively, and problem solve.

### KPI's

1. Metric 3.4.a.1 Faculty and staff across campus will value and invest in and appreciate foundational knowledge, artistry, and creativity as a critical part of the pursuit of academic excellence and student success.
2. Metric 3.4.a.2 Increased student participation in non-required courses outside major without increasing time to degree completion.

## PRIORITY 3.5 EDUCATION THAT EVOLVES

We will craft and implement a dynamic academic master plan that will establish CSU as a leader in higher education, providing critical knowledge, skills, and competencies, and we will build the infrastructure to rapidly adjust curricular and educational and delivery approaches to allow our learners to thrive in the 21st-century workforce.

**STRATEGY 3.5.A** Continue the campus-wide, inclusive process to draft and implement an Academic Master Plan.

### KPI

1. Metric 3.5.a.1 Complete Academic Master Plan and begin implementation Summer 2022.

## PRIORITY 3.6 SOCIAL AND CULTURAL INSIGHT

CSU will foreground the crucial importance of a rich understanding of the histories, cultures, societies, and languages that inform our complex and diverse world, fostering the arts, humanities, and social sciences, and their interdisciplinary contributions to today's most pressing problems.

**STRATEGY 3.6.A** Identify and eliminate barriers to participation and increase collaboration across colleges.

### KPI's

1. Metric 3.6.a.1 Increased support for and recognition of research and engagement in the arts, humanities, and social sciences.
2. Metric 3.6.a.2 Increased transdisciplinary research and multidisciplinary collaboration cross campus.
3. Metric 3.6.a.3 Number of undergraduate primary and secondary majors and minors.

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## GOAL 4 IMPACT

CSU will serve as a national model for land-grant university systems, enhancing our infrastructure to nimbly translate innovation into impact.

### PRIORITY 4.1 BE THE CONNECTOR

We will build the infrastructure to transform research and discovery into impact by supporting researchers, students, and other innovators and entrepreneurs through leveraging our position, partnerships, alumni, and capital.

**STRATEGY 4.1.A** Support engaged scholarship, multidisciplinary research and engagement teams, and community-engaged teaching through university-wide funding opportunities and faculty evaluations.

#### KPI's

1. Metric 4.1.a.1 Increased institutional support for engaged scholarship, transdisciplinary research, and multidisciplinary engagement teams, and community-engaged teaching.
2. Metric 4.1.a.2 Number of grants and programs with state and federal agencies interested in expanding research and outreach in food sustainability[Sh3] and complex systems.
3. Metric 4.1.a.3 Increased number of community and university partnerships in engaged scholarship.

**STRATEGY 4.1.B** Evaluate state-wide partnerships and consider new ones that align with our new brand positioning (e.g., World-wide partnerships).

#### KPI

1. Metric 4.1.b.1 Number of statewide partnerships and new partnerships.

**STRATEGY 4.1.C** Educate our community on the economic impact of CSU to alumni, state, federal, and local stakeholders to create additional partnerships.

#### KPI's

1. Metric 4.1.c.1 Increased communication with current and potential partners.
2. Metric 4.1.c.2 Increase in business, corporate, tribal, government, and community partnerships.
3. Metric 4.1.c.3 Alumni engagement.

**STRATEGY 4.1.D** Motivate and support student and community volunteerism and service to recognize our students; and community partners' impact on local, national, and international communities.

### PRIORITY 4.2 BE WHERE WE'RE NEEDED

We will deliver learning experiences in a variety of innovative and engaging formats to equip all learners to live their best lives and do their best work.

**STRATEGY 4.2.A** Co-create inclusive, transformative learning experience for all ages.

#### KPI's

1. Metric 4.2.a.1 Alumni job placement.
2. Metric 4.2.a.2 Number of extended educational opportunities.
3. Metric 4.2.a.3 Number of new programs created for non-traditional learners.
4. Metric 4.2.a.4 Number of programs explicitly advancing inclusive excellence.
5. Metric 4.2.a.5 Statewide survey results will indicate improvements in stakeholder engagement and satisfaction.
6. Metric 4.2.a.6 Increase CSU Online year over year learner engagement.

**STRATEGY 4.2.B** Use teaching technology learned and implemented in the previous two years to extend access to a sustainability curriculum to diverse residential and remote students as well as help develop and sustain new collaborations with community stakeholders.

#### KPI's

1. Metric 4.2.b.1 Utilization of Spur and our other campuses, experiment stations and our extension network to provide these learning experiences.
2. Metric 4.2.b.2 Number of new nontraditional learning experiences.
3. Metric 4.2.b.3 Statewide survey results will indicate improvements in stakeholder engagement and satisfaction.

### PRIORITY 4.3 LEVERAGE OUR PLACE

We will maximize our physical assets and experiential learning locations statewide including our campuses at Spur, Mountain, Western, Arkansas Valley, Sturms, Foothills and Powerhouse; our statewide offices and centers for the Agricultural Experiment Station, Extension, and the Colorado at State Forest Service; and our international campus at Todos Santos to advance our green and gold aims of a sustainable thriving planet and flourishing humanity.

**STRATEGY: 4.3.A** Provide incentives to encourage, staff, students, and community to utilize our physical and digital assets and experiential learning locations.

#### KPI

1. Metric 4.3.a.1 Number of faculty, staff and students participating in programs at learning locations.

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**STRATEGY 4.3.B** Create and provide programming, and conduct research and learning in impact areas of food and agriculture, community and economic development, natural resources and sustainability, health and wellbeing, and youth and families.

1. Metric 4.3.b.1 Number of programs related to impact areas.
2. Metric 4.3.b.2 Number of students at learning locations.
3. Metric 4.3.b.3 Number of programs at learning locations.

## **PRIORITY 4.4 BRINGING COMMUNITIES TOGETHER**

We will increase our impact in rural communities, and we will build and strengthen connections with urban and rural partners.

**STRATEGY 4.4.A** Partner with CSUS on Rural Initiative to make education more accessible.

### KPI's

1. Metric 4.4.a.1 Increased pathways of access through programs offered at Collaboration Campuses and through articulation agreements.
2. Metric 4.4.a.2 Increase rural new student enrollment to close enrollment gap.
3. Metric 4.4.a.3 Close graduation rate gap of rural students.
4. Metric 4.4.a.4 CSU recognition and satisfaction in rural Colorado.

**STRATEGY 4.4.B** In addition to Rural Initiatives, consider our land-grant mission and service to all of Colorado, and positively impact rural health, businesses, communities, economies, and infrastructures, with special recognition for the role that agriculture plays in our viability and profitability for the next generation.

### KPI's

1. Metric 4.4.b.1 Expanded rural access to mental health resources, stress management, and substance abuse support.
2. Metric 4.4.b.2 Increased health and well-being of Coloradans.
3. Metric 4.4.b.3 Increased impact of education toward population health outcomes.
4. Metric 4.4.b.4 Increased rural community economic metrics of businesses, workforce, and taxes.
5. Metric 4.4.b.5 Expansion of the agriculture value chain and sustainability of agricultural practices.
6. Metric 4.4.b.6 Broadband availability and usage.
7. Metric 4.4.b.7 Statewide survey results will indicate improvements in stakeholder engagement and satisfaction.

## **PRIORITY 4.5 TRANSFORMATIVE GIVING**

Position CSU and CSU Foundation as forces for positive change through courageous, transformative, and transdisciplinary philanthropy.

**STRATEGY 4.5.A** Continue to engage current donors and attract new ones.

### KPI's

1. Metric 4.5.a.1 Number of new donors and principal gifts.
2. Metric 4.5.a.2 Advance CSU's commitment to inclusive excellence as a philanthropic imperative across all fund-raising units.
3. Metric 4.5.a.3 Meet or exceed fundraising goals.
4. Metric 4.5.a.4 Collaboration across campus to integrate strategic aims and principles into campaign planning.
5. Metric 4.5.a.5 Consistent operating procedures and practices across CSU that encourage participation from all facets of the university community.

## **PRIORITY 4.6 LEADERS IN SUSTAINABILITY**

We will prepare CSU graduates to make tangible, positive contributions to addressing the world's environmental challenges.

**STRATEGY 4.6.A** Develop and deliver additional experiential learning related to sustainability and make requirement for graduation.

### KPI's

1. Metric 4.6.a.1 Increased levels of communication and collaboration across campus at all levels to develop workable consensus around sustainability experiential learning.
2. Metric 4.6.a.2 Eighty percent of our majors will include coursework related to sustainability.

**STRATEGY 4.6.B** Develop and deliver additional experiential learning related to sustainability, and make requirement for graduation.

### KPI's

1. Metric 4.6.b.1 Increased levels of communication and collaboration across campus at all levels to develop workable consensus around sustainability experiential learning.
2. Metric 4.6.b.2 10 percent to 20 percent of incoming undergraduate students report that the sustainability education at CSU played an important role in their decision to enroll at CSU.
3. Metric 4.6.b.3 Experiential learning requirement implemented by 2023.



# BUDGET REMODEL PROCESS

- President seeks qualified and interested volunteers for financial excellence drafting group (FEDG)
- Membership posted at [courageous.colostate.edu](http://courageous.colostate.edu)
- Begin process for hiring consultant
- FEDG Convened
- FEDG reviews strategic plan, drafting group worksheets, drafts principles for new budget model
- FEDG sends principles to ELT for review
- FEDG examines budget parameters and sets timeline for work
- Parameters and timeline published at [courageous.colostate.edu](http://courageous.colostate.edu)
- FEDG updates finance officers in college, divisions and units
- Finance officers provide feedback to FEDG
- FEDG incorporates feedback from finance officers, updates campus community
- Preliminary models released to campus community showing financial impacts
- Finance officers meet with unit leaders to discuss model impacts
- Open forums held to explain new model and impact on campus
- Budget office works with HR to develop training for unit managers
- Training and new job roles integrated into hiring process
- Model launched

# Section 6

## *CSU-Global Reports*

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

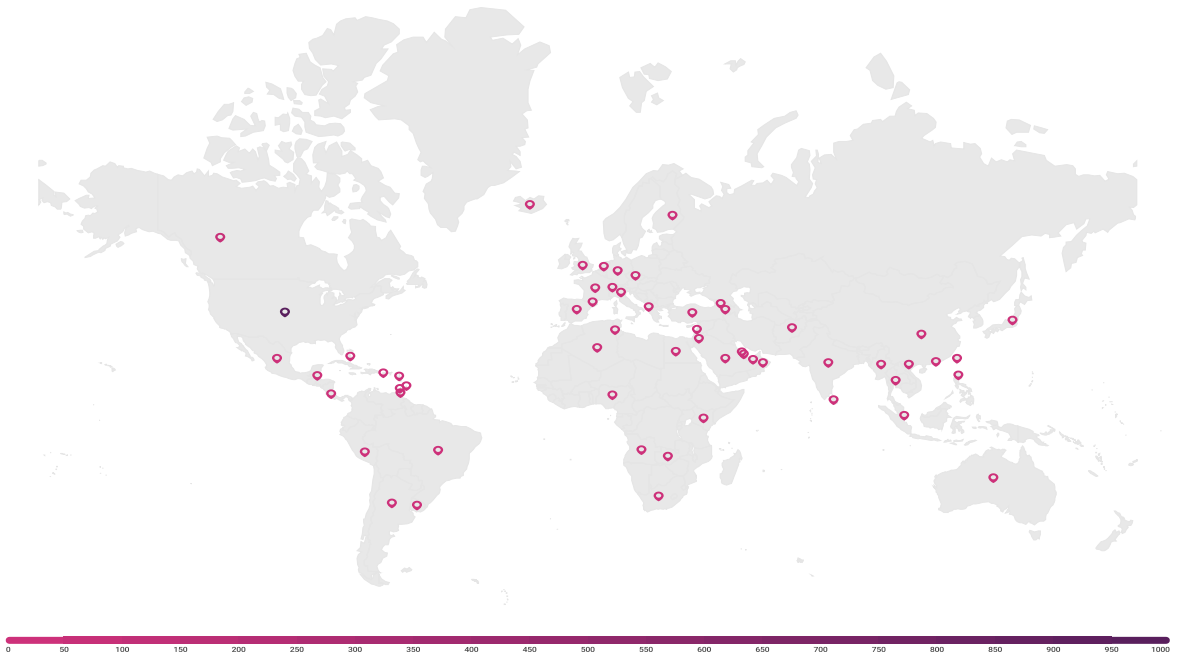


Board of Governors to the Colorado State University System  
Feb. 2-4, 2022  
Student Representative's Report

## Fun Facts About CSU Global

- Did you know that the CSU Global alumni live among 47 countries?
- Our mascot, Goldie the Golden Eagle celebrated her 13th birthday in May 2021.
- 64% of our students are enrolled in our undergraduate degree programs.
- 36% of our students, are enrolled in our graduate degree programs.
- 2,483 of our students are United States service members.
- We added 3,173 students to our alumni family last year.

## CSU Global's Global Footprint



## CSU Global Student Activities

### Student Advisory Council

A call for applications was sent out on Jan. 4, 2022, to students encouraging them to apply for the new CSU Global Student Advisory Council. This new council will consist of 7 members, one of which will remain this Board of Governors CSU Global Student Representative position. We will serve as ambassadors for the university and will share our experiences with other students and external stakeholders. Beginning in February, students who are chosen for this council will commit to a 12-month term and report to the CSU Global Governance Council.

### Student Run Organizations

CSU Global's students participate in a number of student-led academic and recreational organizations. The university recently launched an official student chapter of the American Marketing Association, and our service member and veteran students lead an active chapter of the Student Veterans Organization.



Additionally, CSU Global has an esports team, which hosts structured competitive scrimmages led by a professional coach for Valorant, Fortnite, and Overwatch.

### Sporting Events

In November, CSU Global partnered with CSU Fort Collins to invite our students to cheer on the Rams football team against Air Force. Students enjoyed discounted ticket rates and were welcomed by our Fort Collins family to CSU Global Day. We had a good turn out with 150 students and their families attending! I am continuing to work with the CSU Fort Collins Athletic Department to make this an annual event, as well as adding a basketball game.

### Webinar Series

We have found that webinars are a great way for our school to engage with our students and community. All are welcome and the webinars are free to join. A recent webinar hosted by a CSU Global career coach on the topic of salary negotiations has more than 500 views so far. We are thrilled with the amount of interest these presentations have garnered.

A blog recap of the most recent webinar, including a link to the recording, can be found here: <https://csuglobal.edu/blog/salary-negotiation-tips-how-to-get-paid-fairly>

With Gratitude,  
Paige Martinez  
CSU Global Student Representative to the CSU Board of Governors

## CSU Global Faculty Accomplishments



*Mobile Health (mHealth) Security Matters*

*and Mitigation*. Journal Of AHIMA.

**Dr. Brandon Bass** began an MBA program to evaluate the efficacy of socialized university processes.

**Dr. Thomas Clobes** recently published and presented:

- Clobes, T.A., & Alonge, H.A. (2021). Instructional support for first-generation Hispanic students during the COVID-19 pandemic. *HETS Online Journal*, 12(Fall).
- Clobes, T.A., Haid, H., Allen, R., & Jenkins, J.J. (2021, October). *Traditional textbooks vs.OER: Comparing academic performance at a Hispanic-Serving Institution*. [Conference Presentation]. OpenEd Conference.
- Clobes, T.A., Haid, H., Flores, G., Allen, R., & Jenkins, J.J. (2021, October). *OER for social justice: Perceptions of OER among historically underserved college students*. [Conference Presentation]. OpenEd Conference.

**Dr. Mary Dereshiwsy** published: Administrative Perceptions Regarding Supervision of Online Teaching and Learning published in Education Sciences as part of the special issue *Technology, Lifelong Learning, and Lessons Learned: The Aftermath of COVID-19 Pandemic*.

**Dr. Phillip Finley** ran the New York City Marathon on Nov. 7 in support of the Atlanta Track Club's [Kilometer Kids](#) – a program designed to teach children about goal setting, healthy habits, respect, and community building.

**Russell Frith** received his Scrum Master project management certification and completed his React Native programming training.

**Susan E. Smith**, Senior Enrollment Counselor, has coached her son's soccer team, the Penguins for five years, and they recently celebrated an undefeated fall season. Congrats!

**Dr. Elizabeth Skwiot** presented her paper, "Won't You Be My Neighbor? Why Representation Matters in the Curricular Landscape" in the Peace, Literature, & Pedagogy Panel at the 2021 Midwest Modern Language Association Conference.

**Dr. Audra Spicer** presented a paper titled "Arthur Symons's Confessions and Oscar Wilde's Artifice: The Construction of Self during the Victorian Fin de Siècle." Dr. Spicer represented CSU Global at the Rocky Mountain Modern Language Association conference, October 14-15, 2021.

**Dr. Jacqueline Ward** was awarded a certificate for the completion of The Racial Equity in Mathematics Leadership Institute 2021 from the University of Southern California's USC Race and Equity Center.

**Tricia Zunker**, JD [presented](#), "An Indigenous Perspective on Equity and Opportunity in Wisconsin Education" for the Wisconsin Department of Public Instruction last month.

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## All Faculty Professional Development Training - FCC2021: Creating Opportunities One Student at a Time

Faculty were provided the opportunity to engage in collaborative discussions as we reviewed University and program-specific information and updates, reflected on our individual teaching styles and strategies, and looked “forward” as a feedback perspective. Some of the questions asked in the discussion forums included:

- What do you believe higher education will look like in 10 years?
  - What topics and activities in your program and courses do you believe currently have the most impact on student success in achieving their educational goals and why?
  - What changes could be made to courses in your program to meet the needs of future students and why?
-



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

## **President's Report**

With focused strategic engagement, innovative experience, and community impact as part of the CSU Global strategic plan, we have recently launched several initiatives and partnerships of which I am particularly proud.

CSU Global launched CSU Global Direct at the start of the New Year. This program is focused on offering online courses for students from around the world in need of prerequisite courses to pursue healthcare and professional careers. Our current suite of 32 courses range from biochemistry, to human anatomy and physiology, to zoology and cover the gamut of topics in biology, chemistry, health, mathematics, physics, and psychology. Registration is open and courses will start in March.

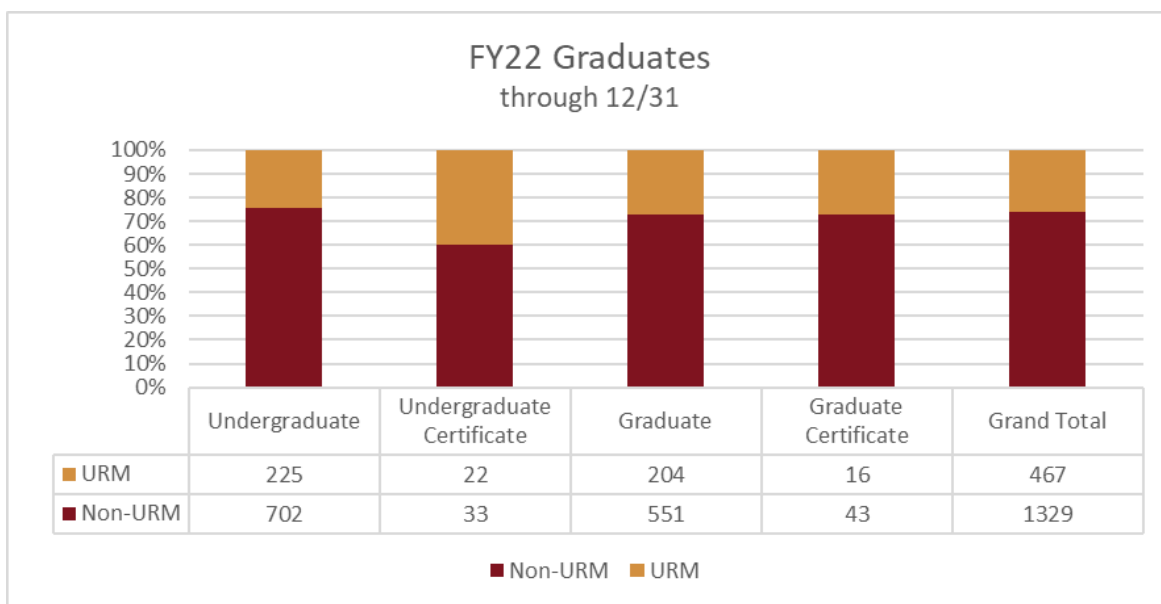
Partnerships are essential to fulfill our goal to support student academic and professional success. CSU Global is working with AdvanceEDU, a Denver-based non-profit, in their efforts to help support students in obtaining a college diploma. Founded in 2020, AdvanceEDU provides a support structure for students to help them overcome equity, personal, and financial challenges. They provide personal Success Coaches, academic support, and a unique co-learning location – all aimed at helping students succeed. CSU Global is supporting a pilot group of AdvanceEDU students with opportunities for the relationship to grow over time.

## **Student Enrollment & Success**

Our student enrollment efforts in both active and continuing student enrollment have seen variable outcomes. New student enrollment rates were lower than projected due to current constraints, which included students deciding at the last minute to postpone enrollment, as well as unanticipated staffing challenges at both the counselor and manager level. As a result, we designed and implemented a strategy to better retain students through the census date, which include activities such as additional outreach to students prior the first day of classes, a more focused effort on resilience coaching, and support to help students overcome obstacles that impact their confidence in starting classes. Additionally, we have successfully filled many previously vacant positions, both at the enrollment counselor level and at the management level, which will allow us to achieve better enrollment metrics moving forward.

Active student registrations have been consistent, however, our overall registration capacity has been affected by the attrition through graduation and withdrawals from the prior year. In the fall trimester, we achieved 85 percent-to-goal on student registrations and credit hours. We are halfway through the Winter trimester and currently trending 82 percent-to-goal to the budgeted registered credits. The Student Success team continues to work on strategies to help drive students toward graduation and re-engage students who have not registered in courses this year.

Most importantly, we are continuing to graduate students! We are at 45 percent-to-goal for graduates through the end of December 2021 and expect this trend to continue. Our Student Success team continues to support students through the end of their program. They also ensure that students are connecting with our career services to prepare their resumes through the resume review service, participate in practice interview sessions, and get expert advice from a career coach.



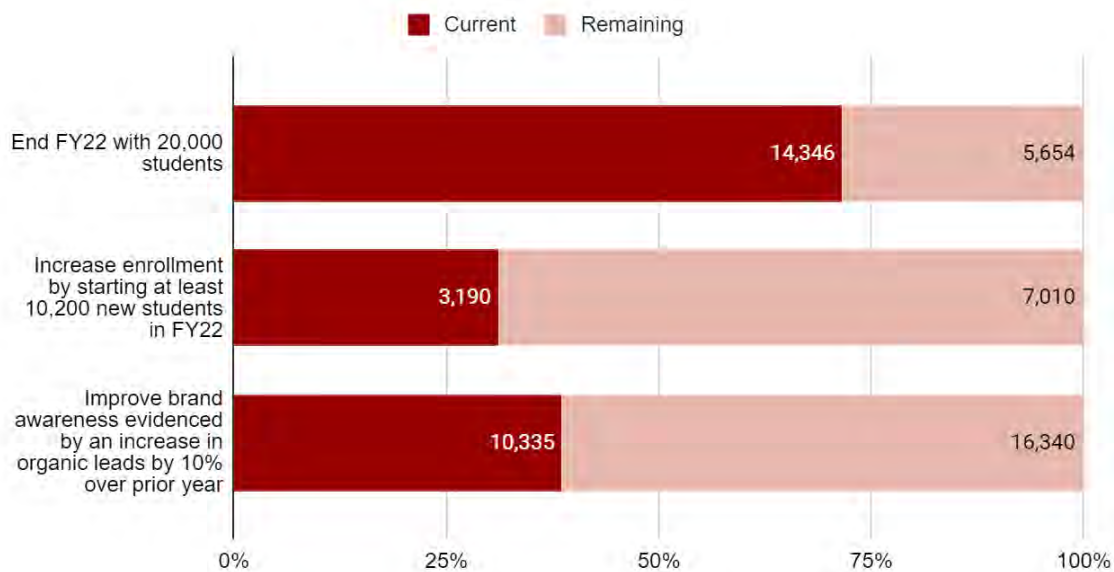
## University Strategic Plan Updates

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

The following is a summary of key goals and current progress as of Jan. 17, 2022.

<b>Innovative Experience</b>	<b>Provide an innovative educational experience that differentiates CSU Global in the marketplace.</b>
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**Winter Virtual Commencement 2021:** On Dec. 4, CSU Global celebrated the achievements of its Winter 2021 graduates across the globe in a virtual Commencement ceremony featuring a keynote address from veteran, athlete, computer forensic analyst and *The Amazing Race* contestant Redmond Ramos, as well as remarks from CSU Global President Pamela Toney. A total of 1,461 undergraduate and 1,438 graduate degrees were conferred. The event incorporated many elements of a traditional ceremony, as well as a few modern twists—all expertly hosted by CSU Global’s Program Director for Criminal Justice, Dr. Michael Skiba.

**Academic Deep Dives and Student Webinars:** In November, we hosted our first Academic Deep Dive session with all program directors and senior faculty associates. We will hold this type of meeting each trimester moving forward. We also launched live webinars for new students, which provide an additional way for them to meet with Student Success for a Q&A session about their portal, classroom, and success strategies. Webinars are hosted in the weeks leading up to each term start and hosted by Student Success Counselors.

**CSU Global launched a new offering for non-degree seeking students.** CSU Global Direct is removing traditional barriers to education through a new suite of online prerequisite courses

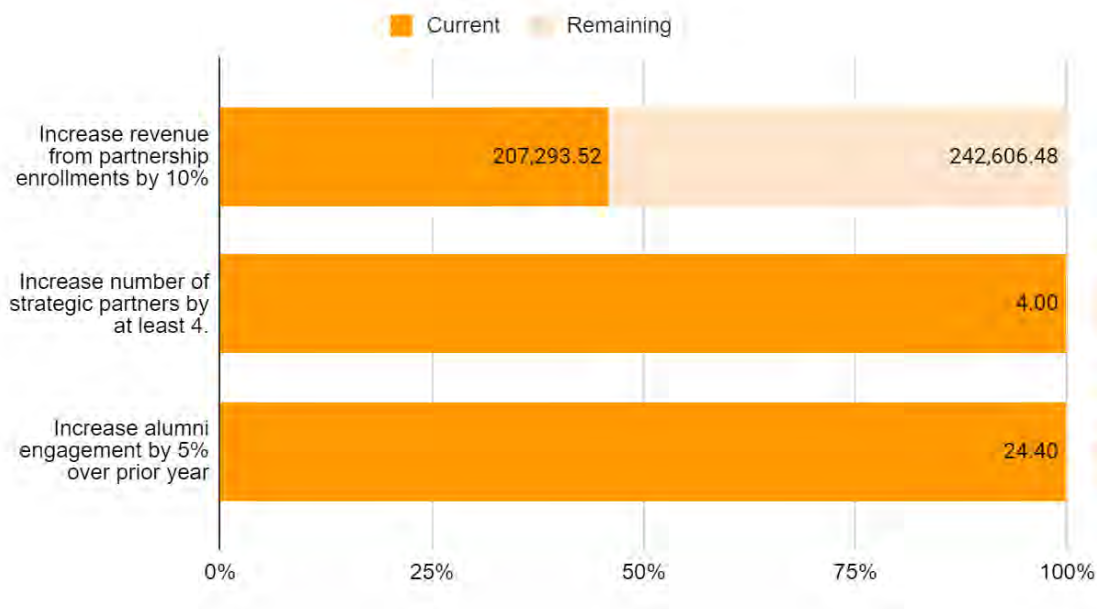


designed for aspiring professionals looking to jump-start their career or accelerate their degree. Students can self-enroll for courses online with no need to send in transcripts, complete placement testing, or follow rigid course plans. Students can start classes any month of the year and pay on a per-course basis. Registration is open as of Jan. 2022 with classes starting in March 2022.

Among other acknowledgments, CSU Global was recently ranked **#1 Best Human Resources Certification Degree Programs of 2022** by Intelligent.com, **#1 Best Human Resources Degree Programs of 2022** by Intelligent.com, **#1 Best Online Bachelor's in Management Information Systems Programs in 2022** by

Intelligent.com, **#1 Best Online Schools with Accelerated Bachelor's Degrees in 2022** by Intelligent.com, **#10 Best Online Management Information Systems Degree 2021** by ZDNet, **#13 of 30 Best Accredited Online Colleges** by College Values Online, **#17 of 30 Best Online Colleges for Veterans** by College Values Online, **#20 of 25 Best Online Colleges For Military Spouses** by College Values Online, and **#20 Best Online Degrees in Information Technology 2021: Top Picks** by ZDNet.

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



CSU Global’s new Community Action Team volunteered their time at the **Food Bank of the Rockies** in honor of National Hunger and Homelessness Awareness Week on Nov. 19. Together we sorted more than 2,000 bags of food that will serve **1,828 meals to families in Colorado and Wyoming.**



Amid all of the joy and gift-giving during the holidays, consumers also needed to be on a keen lookout for scams. On Dec. 13, **FOX 31 (Denver) News** held a live interview with CSU Global’s Program Director for Criminal Justice Dr. Michael Skiba, also known as “Dr. Fraud,” to discuss what red flags shoppers needed to be on the lookout for and the best ways to protect themselves from scams.

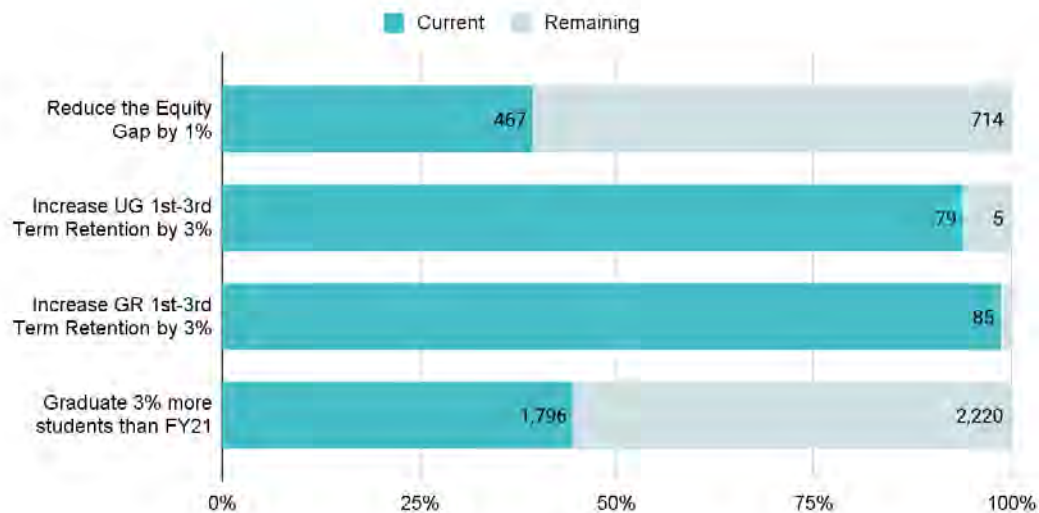
As part of our partnership with Times Higher Education (THE) Campus, a site dedicated to resources and advice for postsecondary educators, Dr. Audra Spicer, Program Director of General Education – Humanities and Social Sciences at CSU Global, published an article detailing how online classes can provide opportunities to make student self-assessment visual, engaging, immediate and comprehensible.



To further our relationship with Denver-based organizations, CSU Global signed on as the sole sponsor of the **Denver Metro Chamber of Commerce 12-Event Networking Series** throughout 2022. Every quarter, there will be one virtual event, one in-person event at the Chamber offices, and one off-site event at a unique venue, allowing business

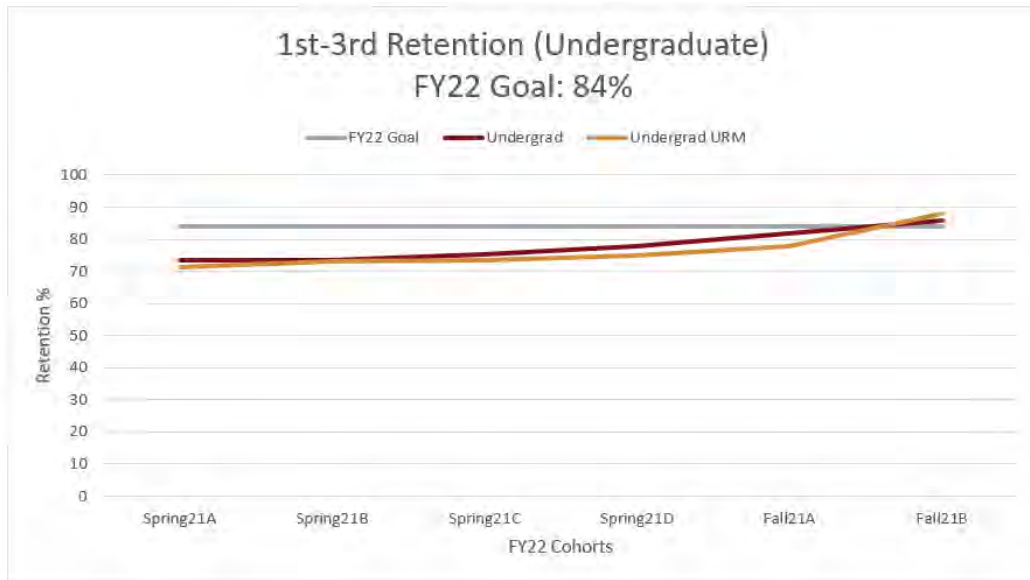
professionals across the region to learn more about CSU Global’s offerings and commitment to our community.

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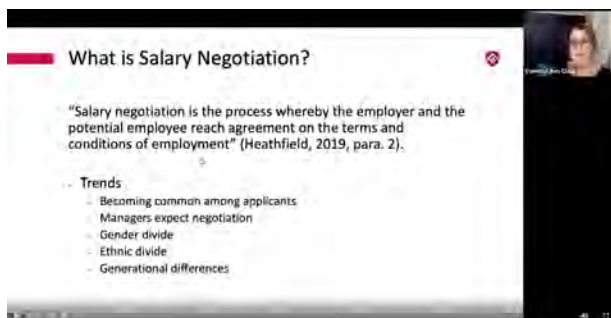


**Retention & Closing the Equity Gap:** CSU Global continues its high-touch contact strategy, focusing on making meaningful connections with new students each month. Through this intentional effort of connecting early and often, CSU Global is seeing consistent improvement in first through third term retention for FY22. Undergraduate retention of our last two cohorts, Fall-A and Fall-B, came in at 82

percent and 85 percent respectively, bringing our averages for all FY22 cohorts to 79 percent, along with a 4 percent improvement in URM retention. The key to success in this effort has been the team’s ability to make connections with our students. First-term connection rates with students have improved from 83 percent to 99 percent over the course of FY22. These early connection rates ensure we are setting the proper expectations and goals with students to drive both short and long term retention rates and driving towards graduation.



**Re-engagement:** To both support student success and closing the equity gap, CSU Global is focused on reengaging stopped-out students to offer dedicated coaching and support from re-entry through graduation. This team is dedicated to re-engaging stopped-out students, assisting through a streamlined re-entry process, and providing consistent coaching and support through graduation. In addition, the Student Engagement team will intervene with the inactive population and those at risk of being withdrawn to re-engage and continue progressing toward graduation. CSU Global continues to run outreach campaigns to contact former students to discuss returning to school. Since Oct., we have reached out to over 10,000 former students to plant the seed and have begun to see more students returning. We look forward to welcoming back over 100 CSU Global students who had previously withdrawn.

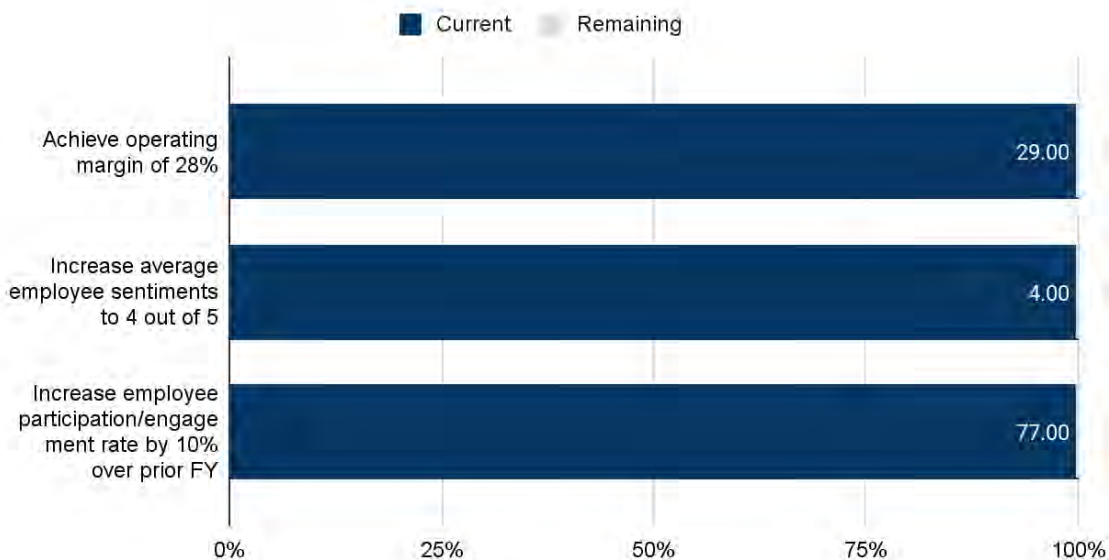


On Nov. 16, CSU Global hosted a **Career Success Webinar** for both alumni and students focused on salary negotiations. Dr. Vanessa Ann Claus, a career coach and Senior Faculty Associate for CSU Global’s Human Resources Management programs, shared her expertise on navigating conversations around fair compensation based on the industry and your skill sets. The webinar had **over 400 students and alumni registered and 120 attendees.**

For the month of January, CSU Global is waiving the \$25 application fee, removing any barrier a student may face in submitting their application. All applicants can use the code NEWYEAR to receive this benefit.



<b>Entrepreneurial Culture</b>	<b>Promote the mindset of accountability and leading change through critical questioning, promoting innovation, and supporting continuous improvement.</b>
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On Jan. 5, employees were invited to attend a **Lunch-and-Learn** that focused on work performed by the enrollment department. The university hosts monthly Lunch-and-Learns as an opportunity for departments to connect and share information about their teams and the important work they do to support the university. Thus far, employees have learned about work performed by Academics, Marketing & Communications, Registrar, and Digital Learning and Innovation.



The CSU Global Employee Affairs Committee designed a **new financial wellness challenge, Goldie Digital Scavenger Hunt**, featuring activities to help staff and faculty members learn about retirement, tax, employee perks, and financial well being. The challenge runs from Feb. 1 through March 14 and offers prizes courtesy of Cigna.

CSU Global has been diligent on reviewing employment positions and expenditures. When individuals leave CSU Global, we review the role and the importance of refilling it immediately. For FY22, we have been intentionally slow in replacing positions. We have seen additional savings in our instructional (adjunct faculty) budget. As student headcount and number of courses being taught has decreased, we have seen a proportional decrease in faculty expenses. Additionally, we are completing detailed return on investment analyses for contracts up for renewal, which has resulted in less expenditures as less impactful contracts are not renewed.

In FY21, CSU Global IT and its partners focused on evaluating our cloud storage and infrastructure to ensure we were “right-sizing” our environment. Through consolidation of applications, servers, cleaning up storage, and renegotiating contracts, the university has been able to realize significant monthly cost savings on our IT operations. Monthly running costs behind our IT operations have decreased by 17 percent overall in FY22 when compared to FY21.

# Section 7

## *CSU Pueblo Reports*

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



**Mikayla Lerch**  
Colorado State University Pueblo  
Student Representative Report

**Goals:**

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

**Report**

**Winter Wonderland**

We had 500 people attend our annual Winter Wonderland event for ASG, which was a great turn out! During this event, we welcomed the campus and community to come together with their families to celebrate the holidays. We had hot chocolate, s'mores, ornament decorating and many other activities for everyone!

**Open Office Hours**

In response to the growing concerns and questions that the students have about the spring semester, especially in regards to COVID, I will be hosting an open office hours zoom session along with Dr. Mottet, and other members of administration in order to provide more transparency as well as allow students to have their questions heard and answered.



### Follow Up with Accountability Letter

At the beginning of the Fall semester my Vice President, Taylor Blackwell, and I presented an accountability letter to the faculty about issues students were facing in the classroom. We plan to follow up with the Faculty Senate within the next several weeks to provide updates of student feedback that we have received throughout the fall.

### CSU Pueblo Rev 89 International 2021 Spirit of College Radio Award

Colorado State University Pueblo's student operated radio station, KT-SU, REV 89, was one of just 10 radio stations worldwide to earn the international Spirit of College Radio award. Spirit of College Radio Awards recognize outstanding and spirited efforts made by college radio stations on World College Radio Day.

### ASG Formal- "Party Gras"

Depending on the status of the pandemic, ASG is tentatively planning for a "PartyGra" for the campus on March 11th. This will be a formal event where ASG raises money for its future initiatives as well as a time to engage the campus community and promote student engagement.

### ASG Elections

ASG is also planning for upcoming elections in April. We will be establishing election dates here in the near future and look forward to the continuation of current ASG members along with their initiatives.

### Tutoring Video

ASG is actively working with the tutoring center to develop ideas about how to eliminate the stigma around receiving tutoring and helping students understand the tutoring center's accessibility and benefits.

# Colorado State University System Board of Governors CSU-Pueblo Faculty Representative Report

February 2-3, 2022 | Dr. Chris Picicci | Completed Jan. 19, 2022

## CAMPUS HIGHLIGHTS

Due to the unpredictability of the pandemic, spring 2022 convocation was held online. The title of convocation was, “Partnerships: Collaboration, Innovation, and the Future of Higher Education.” Faculty were able to engage in several sessions to kick off the new semester including talks on assessment, student success and departmental planning. The opening keynote speaker, Brandon Busted, is chief partnership officer and global head of Learn-Work Innovation at Kaplan. He spoke on the opportunities for experiential learning and ideas for creating community partnerships. His presentation on educational entrepreneurialism and academic/work preparation for students, truly resonated with faculty. Busted has written articles for The Chronicle of Higher Education, The Huffington Post and The New York Times, among others. Mr. Busted currently serves on the boards of the Business-Higher Ed Forum and the American Association of Colleges and Universities.

The Faculty Fellows of the Center for Teaching and Learning (CTL) held two workshops during convocation. The sessions were titled: “Addressing Equity: Teach All Students Effective Learning Strategies” (Drs. Rick Farrer, Amaya Garcia Costas & Karen Yescavage) & “Teaching Inclusion in Group Work Projects” (Drs. Chris Creighton, Karen Krepps, Jonathan Velasco & Chris Picicci). 89 faculty attended the sessions and participants had ample time to engage in the presentations and discuss the proposed topics.

The CTL is offering CSU-Pueblo faculty the opportunity to participate in a self-paced course entitled “Inclusive Teaching for Equitable Learning Micro Credential.” This initiative will further the BoG support to address issues of diversity, equity and inclusion on campus. The course will be sponsored by the Association of College and University Educators (ACUE). Lessons will include evidence-based practices with feedback provided from CSUP facilitators.

## FACULTY HIGHLIGHTS

Dr. Trevor Gates had 4 peer-reviewed publications over fall 2021.

Professor Marisa Gonzalez was selected for the CSWE Emerging Leaders program, where she was selected to serve on the Executive Board.

Gates, T., Bennett, B., & Yadav, R. published *Workplace friendships while teleworking during COVID-19: Experiences of social workers in Australia*. International Social Work.

Dr. Matt Harris, Professor of History and Director of the Legal Studies Program, participated in several podcasts on the Constitution and right-wing extremism.

Dr. Danilo León delivered virtual presentations at national and international conferences. He is working on alterity of Latin American Immigrants in Spain. Dr. León also received a certificate in Translation from the University of Toronto and a Higher Education Teaching Certificate from Harvard.

Juan Morales read for Poetry at the Tavern in Ouray, Colorado. He also taught a writing workshop, “Writing the Haunts, Writing the Scares,” for Lighthouse Writers.

Dr. Alegría Ribadeneira will serve on the Advisory Board for the Open Language Resource Center from 2022-2026.

Dr. Shah met with representatives from Arapahoe Community College and CSU-P to discuss onboarding for dual enrolled students and recommended changes to AAS Cyber Security.

### **INFORMATION TECHNOLOGY**

The CSU-Pueblo Help Desk increased its presence of analysts and technicians. Last week IT successfully completed a technology health check in campus classrooms. Ave Point professional services will work with IT in Pueblo for the Microsoft 365 rollout. M365 migration is scheduled for April with the final transfer of our email in May. IT will implement a M365 task force to oversee campus communications. High Point Networks will work with CSU-Pueblo to improve Wi-Fi on campus, reconfiguring how the existing network establishes and maintains connection with devices.

Communications about multi-factor authentication (MFA) will be coming soon. MFA will be required for users of the Kualu Financial System starting in mid-February. This security feature was recommended by RubinBrown Security consultants.

### **OTHER HIGHLIGHTS**

Dr. George Dallam received the 2022 Distinguished University Professor award. Dr. Dallam is professor in the School of Health Sciences and Human Movement. Dr. Dallam is the third recipient of this prestigious award. Dallam currently has 26 research publications in a range of journals such as the International Journal of Physical Education, Fitness and Sports and the Journal of Sports Research. He is the co-author of two books and is currently working on a third titled, “The Nasal Breathing Paradox during Exercise.”

The Dante Alighieri Society of Pueblo granted 3 CSU-Pueblo students a total of \$4,500 in scholarships for study and travel in Italy. The student Brianna Reyes will be spending the spring semester at the University of Turin as part of CSU-Pueblo’s exchange agreement with the institution. She is completing an MBA and Italian minor at CSU-Pueblo. The students, Luna Velar and Emiley Hayes will receive monetary awards for travel to Italy this summer.

## **REQUEST FROM FACULTY**

For several years CSU-Pueblo has discussed merit-based pay for faculty. Faculty would like the CSU-System to recognize and reward exceptional performance in teaching, research and service. Due to the fact that the CSU-System is no longer offering Cost-of-Living Adjustment (COLA) increases, faculty would like governors to (re-)commit to budgeting annual funding for faculty merit salary increases. Although these salary increases have been part of the APR guidelines for high-performing faculty, they have not been awarded. Faculty believe that it is no longer possible to rely on the Faculty Compensation Committee's well-intentioned efforts to implement merit-based salary increases. Faculty also propose that the university implement a standard way to evaluate lecturers and adjuncts for performance-based salary adjustments.



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

*Increasing Our Appeal / Enhancing Student Success / Developing Our People*

**9 Take-Aways**

1. Spring 2022 enrollment is trending below the budgeted 9% melt rate. The largest portion of the decline is within the continuing student population. New student headcount is up by 7.5%, including growth in spring-start freshmen and new graduate students.
2. Regarding Fall 2022 enrollment, our freshman applications are currently tracking slightly higher (2%) than last year at this time. Also, admits are up by 25% (401), and deposits are up by 20% (21) compared to this time last year.
3. CSU Pueblo appointed Dr. David Lehmpuhl to be the inaugural dean of the College of Science, Technology, Engineering, and Mathematics.
4. For FY22 we will complete 24 new Vision 2028 activities and invest \$6,299,600, which includes continuation of all FY21 activities, and full funding for all FY22 activities.
5. The Daniels Fund has awarded CSU Pueblo \$132,000 to launch CSU Pueblo's fifth University Tracks Center, and the first in Colorado Springs, at Harrison School District Two. The track center will open in fall 2022.
6. Since January 1, 2022, CSU Pueblo has seen a 200% rise in COVID-19 cases. Cases to date exceed positive cases at the same time in 2021, with a notable rise in fully-vaccinated positive cases (85% of all cases are vaccinated).
7. The university is down YTD 2.6% in its total workforce. Compensation, vaccine requirements, and the work-from-home job market created by the pandemic seem to be largest factors impacting the retention and recruitment of staff at CSU Pueblo.
8. CSU Pueblo announced a new enrollment initiative called Colorado Promise, which offers free tuition to new first-time Colorado residents with a gross family income of \$50,000 or less.
9. Student athletes had a composite GPA of 3.2 for the Fall 2022 semester, which is the highest GPA in the history of CSU Pueblo athletics.

*Spring 2022 Enrollment.* As of January 14, the Friday before the start of spring classes, CSU Pueblo's headcount enrollment was trending 8.9% lower (285 students) than this time last year. Based off our best projections and historical analysis, our budget for the current year was built with an assumption of 9% melt from fall to spring. Currently, we are trending worse than that 9% melt figure. The largest portion of the decline is within the continuing student population, which has decreased by 10% YTD (293 students). New student headcount is up by 7.5%, including growth in spring-start freshmen and new

graduate students. Much of the enrollment decline within continuing students is attributable to delays related to immunization records, illness, and related barriers. In recognition of these challenges, CSU Pueblo recently announced an extension of the add period, allowing an additional week for students to take care of these challenges and successfully enroll. Daily enrollment pacing indicates that we are enrolling students in higher volumes than we did during this same time last year, meaning it is still possible for us to meet the budget goal, depending on the actual rate of acceleration in enrollment with this extra time. Spring census will be during the February board meeting, and we will provide an update regarding our enrollment trends at that time.

*Fall 2022 Enrollment.* It is very early in our Fall enrollment cycle, as registration for the fall semester begins in early March, and much of our admissions and enrollment activity occurs during the spring and summer. Stronger comparative data will be available after enrollment begins. However, our freshman applications are currently tracking slightly higher (2%) than last year at this time. However, admits are up by 25% (401), and deposits are up by 20% (21) compared to this time last year. Current projections of application pacing and yield indicate we should meet our freshman enrollment target of 646, which would represent an 8% increase over Fall 2021 and significantly support our drive for total enrollment growth. Our Colorado applicant pool has grown by 4% (61) YTD, for whom we believe the Colorado Promise scholarship initiative provides a strong potential of enhanced conversion to enrollment. These are strong indicators that fall enrollment will be improved from last year, particularly given the extensive strategies we have in place. We continue to leverage the housing incentive scholarship and other strategic enrollment efforts within key academic programs and geographic areas in order to spur fall enrollment.

*Academic Affairs Updates.* CSU Pueblo appointed Dr. David Lehmpuhl to be the inaugural dean of the College of Science, Technology, Engineering, and Mathematics. We are currently searching to fill the position vacated by the retirement of Dean Bruce Raymond from the Hasan School of Business. The division of academic affairs continues its quest to revitalize the curriculum with the addition of collaborative degrees that utilize existing resources and restructuring other degrees. An example of such innovations is the BFA in Gaming and Immersive Media to be offered by the School of Creativity and Practice presented to the BOG for its consideration.

The Provost and Registrar started participating in a workgroup organized by the Colorado Department of Higher Education to study the implementation of the Colorado Re-engaged (CORE) initiative aimed at allowing a 4-year institution to award an Associate Degree to students who attended the institution and left with 70+ credits without earning a degree.

The Center for Teaching and Learning (CTL) organized two workshops in which the Center Co-Directors Dr. Chris Piccici, Denise Henry, and the faculty fellows led discussions about (1) unpacking and discussing the equity reports faculty received in the fall with contextualizing the individual data with literature that addresses the types of achievement gaps typical for our institution; (2) facilitating a university-wide discussion on the positive impact of group work and best practices when assigning such projects.



*Vision 2028 / FY 22 Updates.* For FY22, we will complete 24 new activities and invest \$6,299,600, which includes continuation of all FY21 activities, and full funding for all FY22 activities. To date, we have completed 12 activities for a completion rate of 50%. Planned activities in January and February are expected to increase these numbers to over 70%.



*Operations and Advancement Update.* The work of the Operations and Advancement (OPA) team includes creating and sustaining a path toward a financially sustainable and nationally-recognized campus. Highlights of the OPA recent work includes:

- Strategic and incremental restructuring continues in both Facilities Management and Auxiliary Services in order to streamline and improve internal processes that will launch in Spring 2022 (February 2022).
- On November 12, 2021 a new request for proposals was posted for a university master plan which will be supported by Vision 2028. A partner has been selected (January 2022) and collaboration will begin in February 2022.
- On November 2, 2021, an invitation was sent to all Colorado (and partner) financial institutions for a new partner for on-campus banking and sponsorship of student/employee ID program. This will be a sponsorship and potentially revenue-generating opportunity for campus. A partner has been selected, and the contracts are under review by legal counsel. The new partnership will be announced in February 2022. This sponsorship will yield \$500,000 in scholarship support for CSU Pueblo's Journey Program.
- Establishing the President's Denver Committee (PDC) to support and advance CSU Pueblo through fundraising and strategic visibility in Metro Denver. The PDC will exercise the knowledge and experiences of its members to achieve two fundamental goals for CSU Pueblo's Vice President of Operations and Advancement: Financial Growth and Reputation Building. The second informal PDC Denver-based event will be hosted in March 2022 by President Mottet and his spouse Rick Gonzalez.
- The Daniels Fund has awarded CSU Pueblo \$132,000 to launch CSU Pueblo's fifth University Tracks Center, and the first in Colorado Springs, at Harrison School District Two. The track center will open in fall 2022.
- National Western Scholarship Trust has awarded \$10,000 to CSU Pueblo for fall 2022 scholarships for students seeking Nursing licensure with an interest in rural healthcare. This is the first gift from the National Western Trust and the beginning of an ongoing partnership with this key Denver-based Colorado organization.

- As of January 17, 2022, CSU Pueblo's Advancement team has six other foundation proposals in progress or undergoing final funding review.

*COVID Management/Vaccination Policy Updates.* Since January 1, 2022, CSU Pueblo has seen a 200% rise in COVID-19 cases. Cases to date exceed positive cases at the same time in 2021, with a notable rise in fully-vaccinated positive cases (85% of all cases are vaccinated). Point-of-care testing continues at the Wolfpack Wellness Center every day, by appointment. Weekly vaccination clinics are held on Wednesdays and Thursdays (all day) with both Moderna and Pfizer available for 1<sup>st</sup>, 2<sup>nd</sup>, or booster doses during January, and are expected to continue through spring 2022. Of our more than 1064 employees (all locations), more than 99% are compliant, and over 85% of those are fully vaccinated. Of approximately 3200 fall 2021 students, 2784 (or 87%) are compliant as of January 3, 2022. Of these in compliance, 203 (7.3%) have filed exemptions, making 2581 (80%) of 3200 students fully-vaccinated. Our Health Center staff and advising teams continue to struggle with confirming MMR immunization records, post-Banner transition. Student athletes and staff boast 85% fully-vaccinated. The campus COVID-19 Response and Planning Team continues to meet, communicate risk to campus, update dashboards, communicate testing needs, and isolate and quarantine students and employees as necessary. Both isolation and quarantine floors in our residence halls remain fully operational this spring 2022, though more students select to return home with a positive test result.

*Audit Update.* The Office of the President is overseeing six active internal audits with 80 recommendations and completed seven additional audits with 70 recommendations. To date, 136 of the 150 recommendations are completed; the remaining 14 recommendations will be completed by December 31, 2022. All audit recommendations will continue to be processed on schedule or under revised target dates in agreement with internal audit guidance.

*Human Resources and Institution Equity Update.* CSU Pueblo is facing workforce challenges and the effects of a large number of resignations, retirements, and reduced applicant pools. Overall, the university is down YTD 2.6% in its total workforce, but believe that the number would be higher if not for filling those open positions with temporary employees, non-student hourly positions, or providing some employees with supplemental pay for duties to help in emergency situations. Compensation, vaccine requirements, and the work-from-home job market created by the pandemic seem to be largest factors impacting the retention and recruitment of staff at CSU Pueblo. Compensation at the entry level positions is hardest to navigate due to recent trends in the private sector to increase starting wages to maintain operations and workforce needs. This external factor is driving up the salaries we offer candidates while also creating departmental budgetary concerns and compression issues within the workforce. Positions that were previously posted with a salary the department's budget could manage must now be posted at a higher salary in order to remain competitive. Candidates—recognizing they are a commodity—often see the posted range as a starting point for negotiation, rather than the range the university is willing/able to pay. Employees who remain at CSU Pueblo are being asked to take on extra duties and increased workload demands to compensate for the unfilled/open positions created during the “Grand Resignation” and seems to be contributing to employee morale concerns.

*Student Affairs.* To support students outside of the classroom, Student Engagement & Leadership (SEAL) served students and staff through the Pack Pantry and distributed 25 food baskets for the holiday season to those in need. Additionally, SEAL staff are in the process of getting certified in applying for SNAP benefits. This certification will assist students and staff who qualify for this type of aid. Also, Pack





CARES' referral support for students continued to see an increase in cases from 143 in Fall 2021 compared to 87 in Fall 2019. In addition, there has been an increase in domestic violence support referrals.

Nevertheless, to support our University appeal, SEAL was able to connect with students by providing 25 activities that attracted over 4,136 participants; while the Center for International Programs and Inclusive Excellence (The Center) programmed and served 323 participants; which included 85 non-students. All activities for the Center and SEAL were conducted in-person. Additionally, the Thunderwolf Recreation Center was named December Rec of the Month: <https://campusrecmag.com/thunderwolf-recreation-at-csu-pueblo/>

by the National Intramural-Recreation Sports Association. Finally, to support enrollment goals and to engage place, the Center will host three exchange students and enroll four full-time degree seeking international students; while Residence Life & Housing is working with external customers on a contract to house construction workers for EVRAZ.

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

Nov. 15	Bi-weekly Staff Lunch	Lunch with Employee Service Committees to Provide Thanks and Gratitude for their Service
Nov. 16	Coffee with Donald Moore	Pueblo Community Leader Engagement
Nov. 18	Turkey Pardoning Ceremony	First CSU Pueblo Turkey Pardoning Ceremony was held on campus and Dr. Mottet Pardoned "Bud" the Turkey.
Nov. 19	Colorado Ballet Event: Nutcracker Gala	Denver Advancement and Engagement
Nov. 20	Meeting with Dr. Kirvin Knox	Denver Advancement and Engagement
Nov. 20	Men's and Women's Basketball vs Bacone College (Okla.)	CSU Pueblo Athletics Engagement
Nov. 30	Coffee with Steven Trujillo	Pueblo Community Leader Engagement
Nov. 30	Call with Dr. Malik Hasan	CSU Pueblo Institute of Cannabis Research Discussion
Nov. 30	CSU Pueblo Tree Lighting Ceremony	Annual Ceremony to light the tree on campus and kick off the Holidays.
Dec. 1	COVID Response Team Celebration	Celebration in honor of the CSU Pueblo COVID Response team and their National Award from AASCU
Dec. 3	Alumni Board Christmas Gathering	

Dec. 3	CSU Pueblo Night at the Nutcracker	Performance of the Nutcracker featuring Mr. Rick Gonzalez as Mother Ginger
Dec. 3	CSU Pueblo Night Reception at the Nutcracker	Special reception hosted by CSU Pueblo following the Nutcracker performance.
Dec. 5	Student Holiday Reception	Hosted a Holiday Reception for Students on campus
Dec. 6	Bi-weekly Staff Lunch	Lunch with Employee Service Committees to Provide Thanks and Gratitude for their Service
Dec. 6	Late Night Breakfast	Helped serve students a midnight breakfast to kick off finals week.
Dec. 7	Lunch with Joe Lynch & Marsha Schattner	Denver Advancement and Engagement
Dec. 7	Colorado Ballet Board of Trustees	Monthly Meeting
Dec. 15	Dinner with Father Joseph Vigil	Pueblo Community Leader Engagement
Dec. 16	Dinner with Representative Esgar, Mike Feeley and Henry Sobanet	Legislative meeting and updates
Dec. 17	CSU Pueblo Operations and Advancement Holiday Party	Inaugural holiday party for new division of the university
Dec. 20	Lunch with Representative Esgar	Pueblo Community Leader Engagement
Dec. 22	Phone call with Shelli Brunswick	Denver Advancement and Engagement
Jan. 8	Men's and Women's Basketball vs. South Dakota Mines	CSU Pueblo Athletics Engagement
Jan. 10	Citizen of the West Dinner and Reception	Denver Advancement and Engagement
Jan. 15	2022 National Western Stock Show CSU Day Rodeo	Denver Advancement and Engagement
Jan. 17	Martin Luther King Day Breakfast	Annual campus event – welcome and guest speaker introduction
Jan. 18	Leading the Legacy Luncheon	Foundation Scholarship Luncheon
Jan. 20	NCAA Convention	Convention in Indianapolis, IN
Jan. 21	NCAA Convention	Convention in Indianapolis, IN
Jan. 24	Lunch with Dana Perino	Alumni and Donor Engagement
Jan. 25	Colorado Ballet Board of Trustee Meeting	Monthly Meeting
Jan. 26	Meeting with CEO Shereen El-Zubi	International Academic Partnership Engagement
Jan. 26	Monthly Faculty Dinner	Dinner with four faculty members to engage and build positive relationships
Jan. 27	Agriculture Community Luncheon	CSU Pueblo Foundation and Academic Engagement
Jan. 28	President's Citizen Advisory Group	Quarterly Meeting
Jan. 28	Greater Pueblo Chamber of Commerce Annual Meeting & Citizen of the Year Presentation	Table sponsor and attended with Executive Leadership



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

#### *CSU Pueblo in the News.*

*Kurth Named CSU Pueblo's First Presidential Fellow.* Colorado State University Pueblo announced that Justin Kurth accepted the University's first Presidential Fellowship. In August, CSU Pueblo announced its participation in the Presidential Fellows program. This program affords students the opportunity to study the United States presidency and policymaking. "I am humbled to be the first Presidential Fellow from CSU Pueblo," Kurth said. "It means a lot to me that I get to be one of the voices that will be at the table." With this program, Kurth will travel to Washington D.C. and participate in a leadership conference. He will also research public policy related to the presidency and Congress and submit his research to the Center for the Study of the Presidency and Congress (CSPC) journal for potential publishing.

*Sixth Annual #LoveCSUPueblo Give Day a Resounding Success.* The Sixth Annual #LoveCSUPueblo Give Day was a resounding success. As of the morning of Saturday, Oct. 30, the 24-hour give-a-thon to support CSU Pueblo causes large and small had raised \$70,818 from 1,176 gifts. Gifts came from across the country, with gifts received from 26 states, District of Columbia, Scotland and France. Gifts ranged in size from \$1 to \$2,000. Since Give Day, another \$9,000 has been raised. Since its inception in 2016, Give Day has raised nearly \$337,000 for CSU Pueblo organizations, departments and scholarships.

*International Education Week Celebrated November 15 – 19.* CSU Pueblo celebrated International Education Week Nov. 15-19. This is an annual celebration celebrated every November to elevate the benefit of international education and the exchange of ideas and culture worldwide. "Each year we look forward to celebrating International Education Week (IEW)," said Assistant Dean of Student Support and Advocacy, Bonnie Fruland. "Organized by the U.S. Department of State and the U.S. Department of Education, IEW celebrates and promotes international education. It is an important part of the work we do every day on our campus at CSU Pueblo." CSU Pueblo participates in study abroad opportunities at universities in Asia, Europe and Mexico. Under these programs, CSU Pueblo students can study abroad for the cost of regular CSU Pueblo tuition and fees. The University also offers a reciprocal exchange program and has a contractual relationship with specific universities abroad.

*Technological Assistance Grant to Provide Low-Income Students Laptops and Hotspots.* CSU Pueblo has partnered with the University of Colorado Boulder to create the Technology Assistance for Student Success program. This program will provide laptops and hotspots to low-income and veteran students on

both campuses. The Institute of Museum and Library Services funded this project through a grant to both universities. With the grant, CSU Pueblo received \$14,286 to fund laptops and hotspots for students. In addition, the CSU Pueblo Library will contribute an extra \$1,000 to hotspots for students. Over the course of this program, 35 laptops will be loaned to low-income and veteran students between the two institutions for the duration of their undergraduate studies. The goal of this program is to increase retention among this student group.

*Library Services Received National Endowment for the Humanities Grant.* The CSU Pueblo Library and Academic Resource Center (LARC) received a \$151,520 grant from the National Endowment for the Humanities (NEH). The National Endowment for the Humanities has awarded \$87.7 million so far in their American Rescue Plan. The goal of this program is to provide funds for cultural and educational institutions that were adversely affected by the COVID-19 pandemic. “We are very happy to receive these funds from the National Endowment for the Humanities,” said Dean of Library Services, Rhonda Gonzales. “This grant will allow us to hire an archivist who can dedicate time and effort to working with the community, accepting donations, and processing collections for the Colorado Chicano Movement Archives (CCMA).”

*Colorado Promise Offers Free Tuition to Students in Colorado with Family Income of \$50,000 or Less.* CSU Pueblo announced a new enrollment initiative called Colorado Promise, which offers free tuition to new first-time Colorado residents with a gross family income of \$50,000 or less. This tuition guarantee requires full-time enrollment and is guaranteed for one year, but can be continued for up to four years if students maintain eligibility. “CSU Pueblo knows that college is an investment for our students and their families, and this new scholarship program is our investment in the future of Colorado residents,” said Chrissy Holliday, vice president of enrollment management, communication and student affairs. “Colorado Promise means that the cost of tuition should not be the reason any student decides a four-year degree is not for them.” The Colorado Promise scholarship program provides awards for the remaining amount of in-state tuition after all state, federal and institutional grant and scholarship aid has been awarded.

*Fifth University Tracks Center Locations Funded by Daniels Fund.* CSU Pueblo received \$132,000 from The Daniels Fund to launch CSU Pueblo’s fifth University Tracks Center, and the first in Colorado Springs, at Harrison School District Two. “We are grateful for this gift from the Daniels Fund. More importantly, we are honored that the Daniels Fund team has put their faith in our University Tracks Centers project and is willing to invest in our campus and the work of our vision to serve students across southern Colorado and the southwest United States,” CSU Pueblo vice president for operations and advancement, Donna Souder Hodge, said. The CSU Pueblo University Tracks Centers’ (UTC) mission is to establish a culture of post-secondary education in the communities they serve. UTC programs go in depth with financial literacy training, career exploration and understanding educational paths towards desired careers. Programs take place at the UTC location, housed at a local high school, as well as in classrooms across the district and in the local community. UTC coordinators provide scholarship essay writing support, resume building workshops, career counseling, mock interview opportunities, field trips to local universities and businesses, Free Application for Federal Student Aid (FAFSA) family night events, and one-on-one support for every student or family member in the district interested in post-secondary educational opportunities.



*Colorado State University Pueblo's Rev 89 Receives International 2021 Spirit of College Radio Award.*

CSU Pueblo's student-operated radio station, KTSC-FM, REV 89, was one of just 10 radio stations worldwide to earn the international Spirit of College Radio award. Over 600 schools participated in World College Radio Day with only seven stations in the U.S. claiming a Spirit of College Radio Award. "We are so honored to receive the Spirit of College Radio Awards for 2021," said Station Manager, Jenna Lovato. "I'm incredibly proud of our student broadcasters for being a living representation of 'In Tough Times, We Thrive', this year's theme for World College Radio Day." In its 13th year, Spirit of College Radio Awards recognize truly outstanding and spirited efforts made by college radio stations on World College Radio Day. World College Radio Day was held on Oct. 1.

*Spring 2022 Semester Open Convocation Week with Keynote Speaker, Brandon Busteed.*

CSU Pueblo began the new academic semester with spring convocation for faculty and staff the week of Jan. 10-14, 2022. This semester's convocation week titled "Partnerships: Collaboration, Innovation, and the Future of Higher Education," focused on new opportunities for interdisciplinary academic and community partnerships. Brandon Busteed, chief partnership officer and global head of Learn-Work Innovation at Kaplan, was this year's opening session keynote speaker. He spoke on "The Merger of Learning and Work." Busteed is an internationally known speaker and author on education policy who has written frequently for The Chronicle of Higher Education, Trusteeship magazine, The Huffington Post, Fast Company and other publications. Busteed's work has been featured in The New York Times, The Wall Street Journal, The Washington Post and USA Today. He has appeared on NPR and the "Today" show, among others.

*Colorado State University Pueblo Honored the Legacy of Martin Luther King Jr.*

Colorado State University Pueblo observed Martin Luther King Jr. Day with a virtual morning event on Monday, Jan. 17, at 9 a.m. This year the Martin Luther King Jr. Day event hosted Colorado College's dean of faculty and acting provost, Claire Garcia, Ph.D. CSU Pueblo welcomed Garcia who also serves as a professor of English at Colorado College. In her role, Garcia teaches and conducts research in literature, Black Atlantic Studies, and feminist and gender studies.

*Colorado State University Pueblo Announced 2022 Distinguished University Professor Award.*

CSU Pueblo (CSU Pueblo) announced the 2022 recipient of the Distinguished University Professor award, George Dallam, Ph.D., professor in the School of Health Sciences and Human Movement. Dallam was announced as the third recipient of this award on Monday, Jan. 10 during the virtual spring convocation. The Distinguished University Professor award remains the university's highest honor bestowed on a faculty member. The award recognizes teaching, research, scholarship, creative activity and service to CSU Pueblo and the community.

# BECOMING THE PEOPLE'S UNIVERSITY

DR. TIMOTHY MOTTET  
PRESIDENT



LIFE. CHANGING.



COLORADO STATE UNIVERSITY  
**PUEBLO**

# OUR MISSION

OUR MISSION IS TO GIVE ALL STUDENTS THE OPPORTUNITY TO FURTHER THEIR EDUCATION AND DEVELOP THE RESILIENCY, AGILITY, AND PROBLEM SOLVING SKILLS NEEDED TO SUCCESSFULLY NAVIGATE A RAPIDLY CHANGING WORLD.

# OUR VISION

TO ESTABLISH COLORADO STATE UNIVERSITY PUEBLO AS THE PEOPLE'S UNIVERSITY OF THE SOUTHWEST UNITED STATES BY 2028.



At Colorado State University Pueblo, diversity is more than a symbolic gesture. We value and embrace people from all walks of life and are committed to the academic success of each student.

As a Hispanic Serving institution (HSI) Colorado State University Pueblo produces an environment to develop positive, challenging, inclusive leaders who have a global understanding of multiculturalism and who are accountable to our society as a whole.

# A DESIGNATED HSI

HISPANIC SERVING INSTITUTION



**ECOSYSTEM APPROACH  
INFRASTRUCTURE THEN TRANSFORMATION  
A DECADE OF WORK  
DIFFERENTIATING**



**VISION 2028**  
FY20 UPDATE



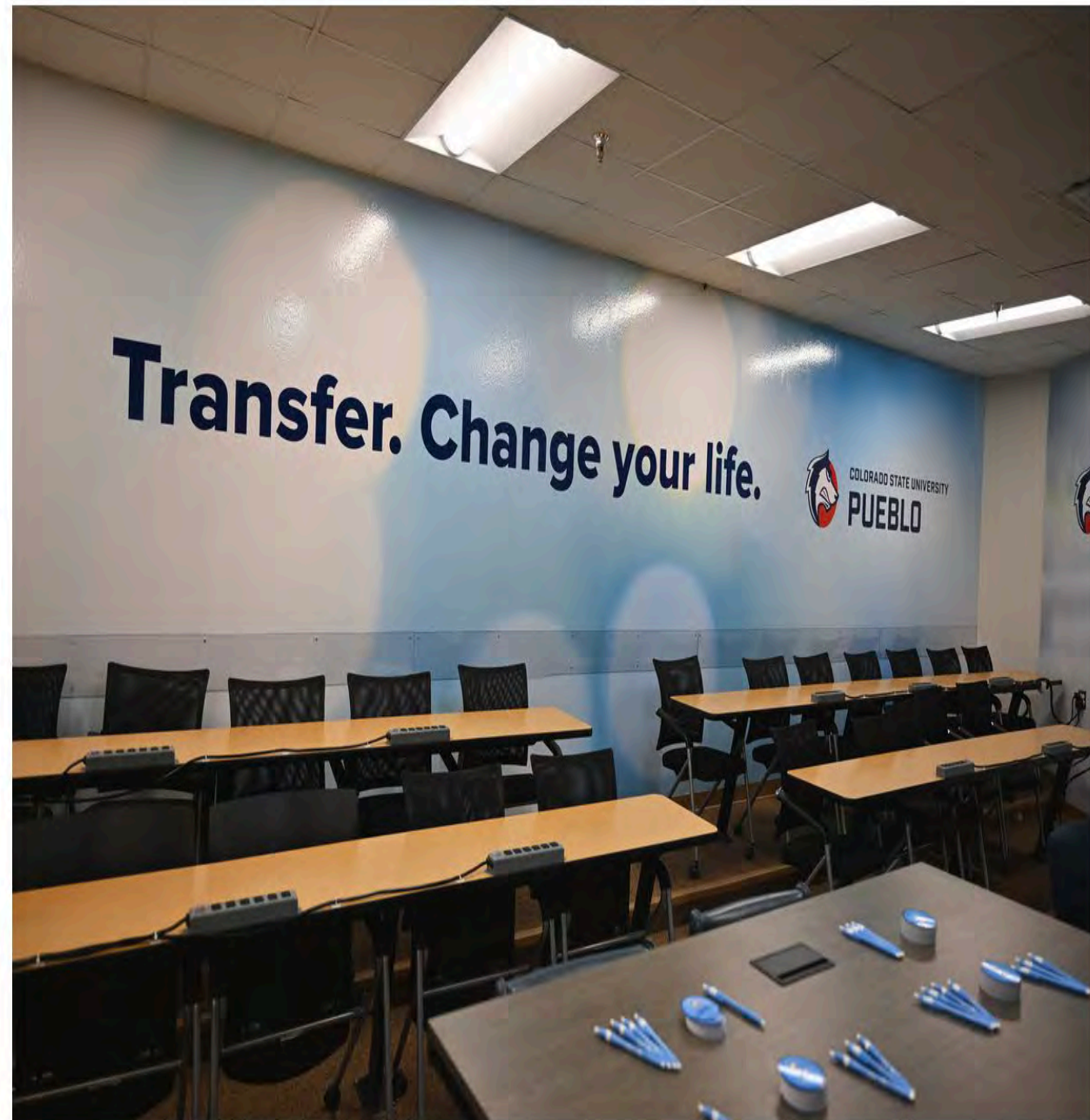
DECEMBER 2021

**FY21 ANNUAL IMPACT REPORT**



01

**EXPAND OUR APPEAL**



# COLORADO PROMISE

## Free Tuition Eligibility

- ✓ Must be a Colorado resident
- ✓ Must complete the Free Application for Federal Student Aid (FAFSA) by **June 1** for the Fall 2022 semester\*
- ✓ Must have a total family income of \$50,000 or less based on the FAFSA
- ✓ Must be an in-state, first time college student with a gross family income of up to \$50,000
- ✓ Must be enrolled full time (12 to 15 credits)
- ✓ Must maintain a 3.0 GPA or higher

*\*Students who are not eligible to complete the FAFSA must complete the Colorado Application for State Financial Aid (CASFA) by **June 1st** for the Fall 2022 semester.*







**CSU PUEBLO**

**Life. Changing.**





02

**ENHANCE STUDENT SUCCESS**



## Discovery Scholars

### Experiential Learning & Mentorship for First Year Students

The Discovery Scholars Program affords first year students the opportunity to begin researching their academic area of choice by selecting from a list of faculty designed programs tailored to help first year students thrive in an engaged hands-on environment:

#### Why become a Discovery Scholar?

##### Stipends

Diverse Scholars are paid a monthly stipend (\$200) for the eight months of September, October, November, December, January, February, March and April. That is \$1,600 total in addition to gaining invaluable research experience.

##### Research Experience

The Discovery Scholars program brings its students out of the classroom and immerses them into their field of expertise. These opportunities include research labs, a music hall, or Southern Colorado's gorgeous natural landscapes. Students have an opportunity to develop close relationships with faculty members that will be part of their entire academic career.

##### Why Wait?

At most institutions, students have to wait 2-3 years to gain practical experience in their major program. The Discovery Scholars program brings its students out of the classroom and immerses them into their field of expertise in their first semester.

[BECOME A DISCOVERY SCHOLAR](#)



CSU Pueblo Works provides the following:



**Real world experience** in student's field of study

REAL WORLD EXPERIENCE



**Portfolio milestones** to showcase to future employers

PORTFOLIO



**Support services** to keep students on track

PATHWAY SUPPORT SERVICES



**On campus employment:** Work study, undergraduate research, student hourly, etc.

ON CAMPUS EMPLOYMENT



**Off campus opportunities:** Mentorship with community employers, work study, etc.

OFF CAMPUS EMPLOYMENT



**Career readiness experiences** to set students up for success now and in the future

CAREER READINESS





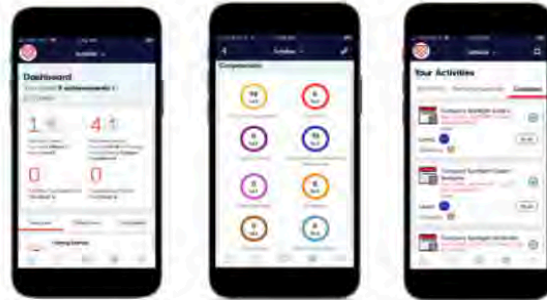
## CSU Pueblo Pathways

### Your Pathway to Success

CSU Pueblo Pathways is an enhanced advising model that provides customized milestones to help you reach your academic, personal, and career goals during your academic journey. Milestones are completed via modules and events found inside of the Suitable app.

All students are paired with a success team consisting of an Academic Success Coach, Faculty Mentor, and Peer Mentor. This team helps you track milestones, leverage Suitable, and will be there to support you every step of the way.

In partnership with CSU Pueblo Works, CSU Pueblo Pathways connects you to employment opportunities, unique experiences, new places, and support services to help you succeed.



[CONTACT AN ACADEMIC SUCCESS COACH](#)

### Get Started

1

#### Download Suitable

The Suitable app is used to track Pathway progress and milestones. Download the Suitable app to get started and register your account with your NetID.

[APPLE STORE](#)

[GOOGLE PLAY STORE](#)

2

#### Find Your Pathway

Students are encouraged to [browse our various pathway types](#). Each pathway description tells you more about who the pathway is for, unique offerings for this student group, and introduces important support services to contact during your first semesters.

**Pathways are entirely customizable, to help you define the path and milestones that are best for you.**

[Pathway Types](#)

3

#### Meet Your Success Team

Within 48 hours after submitting your Registration Authorization Form, an Academic Success Coach will reach out to you to schedule an initial appointment.

Based on application material, student type, goals, etc. your Academic Success Coach will help you define/customize your pathway milestones, and also connect you with the rest of your success team.

[Success Team](#)





03

**DEVELOP OUR PEOPLE**

## Our New Core Competencies

### **VISION**

- Demonstrate an understanding of and commitment to Department or College goals
- Align work efforts to support CSU Pueblo's *Vision 2028*
- Adapt willingly to changing priorities and demands
- Balance short-term gains with long-term vision
- Encourage, develop, and implement best practices

### **INITIATIVE**

- Take ownership of and effectively prioritize assigned work
- Prepare for meetings and meet assigned or agreed-upon deadlines
- Commit to continuous learning and improvement
- Anticipate, promote, and implement needed changes
- Facilitate discussion with affected parties before a decision is made
- Give, receive, and act upon helpful and timely feedback

### **COMMUNICATION**

- Demonstrate active, effective listening skills and be open to ideas from others
- Communicate concisely, timely, and professionally
- Involve others in an appropriate and timely manner, where work overlaps
- Articulate thoughts and express ideas effectively in written, visual, oral, and non-verbal communications



FranklinCovey™



**CSU PUEBLO**

**THANK YOU**





## Introducing Dr. Joanna Zeiger, new member of the ICR Governing Board

Joanna Zeiger, MS, PhD, raced as a professional triathlete from 1998-2010. She placed 4<sup>th</sup> in the triathlon at the 2000 Sydney Olympics and placed 5<sup>th</sup> in the Hawaii Ironman 5 weeks later and won the 2008 Ironman 70.3 World Championships in world record time. She is a seven-time Olympic trials qualifier in 3 sports – marathon (3), triathlon (3) and swimming (1). Joanna still pursues her passion for sports as a top Masters runner and does the occasional triathlon charity relay.

Dr. Joanna Zeiger

When she is not training, Dr. Zeiger works as a cannabis epidemiologist, one of the few in the United States. She brings over 10 years of cannabis experience, including 8 years at the Institute for Behavioral Genetics at CU Boulder where she studied drug use and abuse in adolescents and young adults and 3 years as Founder & CEO of [Canna Research Foundation](#), a nonprofit organization. CRF is a consortium of researchers whose goal is to understand the role of cannabis knowledge, attitudes, patterns of use, and benefits/adverse effects in various populations to better understand the efficacy and safety of medical cannabis. Dr. Zeiger has been the PI on studies regarding cannabis use in athletes as well as studies in patient and physician groups. She is also in the process of creating educational materials about cannabis for allergists (cannabis allergy is an up-and-coming by-product of increased cannabis use and/or occupational exposure due to legalization in many states).

Dr. Zeiger was on the ICR Scientific Advisory Counsel from 2018-2021 and was on the ICR Cannabis Research Conference planning committee for the 2021 virtual conference. By serving on the ICR Governing Board, Dr. Zeiger endeavors to help facilitate further cannabis research in Colorado, advocate to reduce the stigma surrounding cannabis, and support making Colorado a leader in all facets regarding cannabis.

Joanna's education took her to Brown University (BA), Northwestern University (MS), and Johns Hopkins Bloomberg School of Public Health (PhD). Joanna's book [The Champion Mindset: An Athlete's Guide to Mental Toughness](#) (St. Martin's Press) was published in February, 2017.

Dr. Zeiger's motto has always been, and always will be, Go Hard, Have Fun.

### In this Issue:

Dr. Joanna Zeiger – New ICR Governing Board Member

ICR Research — Trevor Regas, Biology MS candidate

JCR Highlights: Recently published articles

ICR Webinar Series: \*January - Dr. Staci Gruber,  
\*February—Dr. Yasmin Hurd

Cannabis Cultivation and Management Webinar Series  
February— Dr. Nirit Bernstein

Emerging Scientist Award

DEA Compliant Agencies for Research Testing needs

## Emphasis on cannabis research, focusing on environmental factors that influence morphological and chemical characteristics in cannabis



**Trevor Regas, Biology Master's Degree Candidate: Colorado State University Pueblo**

Within the rapidly evolving cannabis industry, cultivators alike are redesigning and implementing new cultivation practices to meet industry demands such as producing a high-quality product in a timely manner. Similarly, research scientists are exceedingly seeking more efficient propagation methods to carry out important cannabis related research that saves time and provides a more economic approach. To help facilitate these needs, our team experimented with a unique cannabis cloning system which allows for the rapid regeneration of desired cannabis genetics in a short time period, while balancing cost effectiveness. The aeroponic cloning system proved to be a stable tool for quick root formation with limited pathogen expo-

### Trevor Regas, Biology-MS

sure and is discussed in great detail in our recent publication, "Employing Aeroponic Systems for the Clonal Propagation of Cannabis" <https://www.jove.com/t/63117/employing-aeroponic-systems-for-the-clonal-propagation-of-cannabis> in the Journal of Visualized Experiments (JoVE), a protocol focused journal. Along with our publication, we had the privilege to extend our collaboration with JoVE to document our cannabis cloning procedure visually, using high-tech camera gear to film important steps. Working closely with the JoVE team was a fun and memorable experience that I'll reflect on for years to come. On a personal level, this was a very rewarding experience to be able to provide a written as well as recorded steps that can aid cultivators and research scientists to efficiently propagate cannabis plants. It's my hope that this information will be practiced in cannabis research labs as well as professional cultivation facilities. Our recent publication is just one fragment of a much larger area of study that requires persistent devotion so we as scientists and cultivators can become more proficient in our research and practices to fully exploit cannabis for its unique medicinal properties.

The views and opinions expressed in this article are those of the author and do not necessarily reflect the official policy or position of the ICR or of CSU Pueblo.

## Donate Here

The Institute of Cannabis Research is now accepting donations to support future cannabis research. You, our friends, colleagues and supporters, have the ability to help us continue to support cutting edge research by donating to the ICR Research Fund. We hope you will consider contributing to this important opportunity to enhance our understanding of the applications and impacts of cannabis. All donations contributed are tax deductible. Please consider a year-end donation. To donate or to get more information please click on the donate button above.





## Journal of Cannabis Research

The *Journal of Cannabis Research* (JCR) is the official publication of the Institute of Cannabis Research. It is the only broadly multidisciplinary journal of cannabis research, encompassing not only clinical and scientific research, but also research into social, business, economic, legal, environmental, and ethical impacts of cannabis use and the changing legal status of cannabis. To learn more about the aims and scope of the journal as well as submission guidelines, please visit:

### [Journal of Cannabis Research](#)

Here are two recently published articles in the JCR that may be of interest:

- [A LC-MS/MS method with electrospray ionization and atmospheric pressure chemical ionization source for analysis of pesticides in hemp](#)
- [Effects of short-term environmental stresses on the onset of cannabinoid production in young immature flowers of industrial hemp \(\*Cannabis sativa\* L.\)](#)

### Upcoming Event:

Mark your calendar for the next Cannabis Research Conference, August 8-10, 2022 in Corvallis, Oregon. More information coming!



2022  
CANNABIS  
RESEARCH  
CONFERENCE

August 8-10, 2022 🌿 Oregon State University 🌿 Corvallis

HOSTED BY



Oregon State University  
Global Hemp  
Innovation Center



Institute of  
Cannabis Research  
COLORADO STATE UNIVERSITY-PUEBLO



Institute of Cannabis Research  
at Colorado State University Pueblo

Cannabis  
Research  
Webinar  
Series



Lambert Center for  
the Study of Medicina  
Cannabis & Hemp

**January Webinar:** The ICR and Lambert Center are pleased to host Dr. Staci Gruber for the webinar on January 13th at 1:00PM MT.

**Title: “Medical cannabis use: what to keep in MIND”**



Dr. Staci Gruber

**Dr. Staci Gruber** is the Director of the Cognitive and Clinical Neuroimaging Core at McLean Hospital's Brain Imaging Center and an Associate Professor of Psychiatry at Harvard Medical School. Dr. Gruber's clinical research focuses on the application of neurocognitive models and brain imaging to better characterize risk factors for substance abuse and psychiatric conditions. She has been studying the impact of cannabis on the brain for over two decades using neurocognitive, clinical and diagnostic assessments and multimodal brain imaging techniques.

Her work examining the etiologic bases of neural models of dysfunction in cannabis-using adolescents and adults has been published in numerous peer reviewed journals and been the basis of national and international symposia, documentaries, news stories and press conferences, including features in the New York Times, NPR, and CNN's documentary series "WEED" with Dr. Sanjay Gupta. Her ongoing initiative to educate policymakers, judges, attorneys and the general public about the neurobiologic differences between adults and adolescents as well as additional factors that contribute to the impact of cannabis on the brain have had both local and national impact on policy formation. Dr. Gruber recently discussed these issues at the Senate Caucus on International Narcotics Control hearing entitled, "Marijuana and America's Health: Questions and Issues for Policy Makers."

Dr. Gruber also recognized the importance of examining the impact of medical cannabis use on the brain, as there are many inherent differences between recreational and medical cannabis users. Accordingly, in 2014, she launched Marijuana Investigations for Neuroscientific Discovery (MIND), the first ever program of its kind designed to clarify the specific effects of medical cannabis use. MIND utilizes valid, robust research models and supports numerous projects designed to address the impact of medical cannabis on a number of important variables including cognition, brain structure and function, clinical state, quality of life, pain, sleep, and other health-related measures. As the director of MIND, Dr. Gruber has generated major contributions to the field as the first investigator to assess medical cannabis patients longitudinally, first to acquire neuroimaging data in medical cannabis patients, and as Principal Investigator of the first ever clinical trial of a whole plant-derived, high cannabidiol (CBD) product which she specifically formulated to treat anxiety. Additional, novel clinical trials have been approved and are pending or currently underway.

[Register Here](#)

**February Webinar:** The ICR and Lambert Center are pleased to host Dr. Yasmin Hurd for the webinar on February 10th at 1:00PM MT. (Link to this webinar will be provided via our webpage soon)

**Title: “Cannabis and Neurodevelopmental Vulnerability: What do we really know”**



Dr. Yasmin Hurd

**Dr. Yasmin Hurd** is the Ward-Coleman Chair of Translational Neuroscience and the Director of the Addiction Institute, where Hurd is the only Black tenure-track basic science professor at Mount Sinai. Hurd holds appointments as faculty of Neuroscience, Psychiatry, Pharmacology and Systems Therapeutics at the Icahn School of Medicine at Mount Sinai in New York City and is globally recognized for her translational research on the underlying neurobiology of substance use disorders and comorbid psychiatric disorders. Hurd's research on the transgenerational effects of early cannabis exposure on the developing brain and behavior and on the therapeutic properties of marijuana has garnered substantial media attention.

Hurd's career began when she returned to her alma mater, Karolinska Institute as a faculty member and professor for 13 years before beginning her career at Mount Sinai. At Mount Sinai, Hurd is currently the Ward-Coleman Chair of Translational Neuroscience and the Director of the Addiction Institute of Mount Sinai within the Behavioral Health System.

She is also the former director of the medical school's combined MD/PhD Medical Scientist Training Program. Hurd served on advisory boards including the Clinical Neuroendocrinology Branch, National Institute of Mental Health (NIMH), National Institute of Drug Abuse (NIDA) Board of Scientific Counselors and the Center for Scientific Review (CSR) advisory Council.

Hurd is a professor at the Icahn School of Medicine at Mount Sinai Hospital in New York City, where she studies addiction in people and animal models. Her animal research has revealed that drugs like marijuana can have profound effects on the developing and fetal adolescent brain, including effects that can even extend to the future generations of drug-users. She is also a member of the National Academy of Medicine, American Society for Neuroscience, New York Academy of Sciences, and the College on Problems of Drug Dependence. Hurd's work has been cited more than 13,000 times, and she has an H-Index of 69. Her work on the neurobiology of addiction, especially with regard to the effects of heroin and the developmental changes caused by cannabis, have been profiled in a variety of popular news and documentary sources.

## Introducing the Cannabis Cultivation and Management Webinar Series

February Webinar: The ICR Hemp Farmers Association is pleased to announce a new series of webinars to begin on February 16th, presented by the co-host, Dr. Nirit Bernstein, February 16th at 11:00AM MT. (Link to this webinar will be provided via our webpage soon)



Dr. Nirit Bernstein

Dr. Nirit Bernstein is a leader in Medical cannabis research, and irrigation with recycled water in Israel. She is a principle research scientist at the Agricultural Research Organization, Volcani Center, Israel. She has a Ph.D. in Plant Physiology from the University of California, Davis USA, and a B.Sc. in Agricultural Sciences from the Hebrew University of Jerusalem, Israel. Her research focuses on production and physiology of medicinal cannabis by manipulation of environmental treatments; optimization of agrotechniques for environmentally stressed plants; mineral nutrition of plants, and plant stress physiology.

Bernstein has published over 60 academic publications, 10 book chapters and inviter reviews, and is a member of the Editorial Board of five international scientific Journals. She also serves as the Chief Editor of scientific manuscripts in Hebrew for the Ministry of Agriculture in Israel, she was a project leader of 60 national and international research projects, and she teaches 2 graduate level courses at the Hebrew University of Jerusalem. Bernstein has been attracting a lot of attention in Israel because she was the first agricultural researcher to be licensed to study Medical cannabis in Israel.

## A Deeper Look at Hemp - Scanning electron microscopy images presented by Dr. Eunsoo Kim, Visiting Scientist - ICR

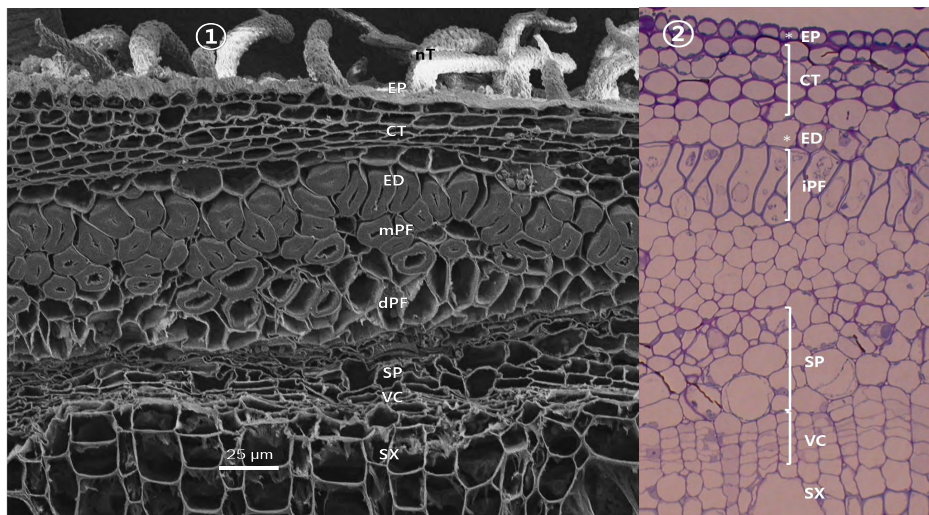


Figure 1

Figure 2

### Morphology of Cannabis Fibers

Fig.1. A scanning electron microscopy image of nearly mature stem of Cannabis distinctively reveals both immature developing phloem fibers (dPF) in the outer zone of the secondary phloem (SP), and mature phloem fibers (mPF) subjacent to the endodermis (ED). Numerous non-glandular trichomes (nT) are frequently distributed on epidermal cells.

Fig.2. A light microscopical image at early stem developmental stage shows the initials of phloem fiber (iPF) which are differentiated in the cortical region (CT). They actively divide so that this zone becomes a multilayered region of phloem fibers. As the stem matures, the activity of the vascular cambium (VC) results in the formation of the secondary xylem (SX).

## The Institute of Cannabis Research Emerging Scientist Award

A key component of the ICR's mission is to support unbiased cannabis research, and an important goal of the Institute of Cannabis Research (ICR) is to see the development of student researchers through its funding of cannabis research throughout Colorado. In this current fiscal year the ICR was able to set aside almost \$30,000 to support a new student research fellowship program called the ICR Emerging Scientist Award. The ICR has been able to support seven emerging scientists with awards over the period of January 2022-May 2022 from the following Colorado universities: University of Colorado Boulder, University of Colorado Anschutz Medical Center, and Colorado State University Ft. Collins.

What this means for the development of up and coming scientists in the field of cannabis research:

*"The Emerging Scientist Award is critical for my development as an independent scientist within my lab. Not only did this award fund a new computer set up for big data analysis, but it's funding my attendance at a major conference within my field. This funding is expediting my research and helping me understand how CBD consumption during pregnancy affects baby's brain development. I am grateful for the support of the Institute of Cannabis Research and the wonderful researchers who are affiliated with it! "*

Karli Swenson, Recipient, University of Colorado | Anschutz Medical Campus

*"Receiving the Emerging Scientist Award from ICR is very exciting for me. As a first-generation college student, receiving outside support to develop my research skills means a lot to me. I plan to use this award to help conduct meaningful research on how cannabis affects pain management for surgical patients. I will also use this opportunity to advance my knowledge of how to properly investigate scientific questions which will help prepare me to lead future research projects during my career. Thank you for this award and opportunity!"*

Emma Lamping , Recipient, University of Colorado School of Medicine

*"This emerging scientist award supports my PhD research on Cannabis at CU Boulder. This award will contribute to my ongoing research projects and doctoral dissertation by allowing me to establish mathematical models to understand the interaction between cannabinoid genes and validates the importance of mathematical models in the understanding of gene interactions. Being validated as an emerging scientist by the Institute of Cannabis Research is incredibly empowering and lends credence to the value I place on my work.*

*Additionally, this award is extremely meaningful as a person of color given historic and current racial injustices associated with Cannabis; in particular, the racially disproportionate rates of arrests and incarceration for Cannabis possession present a material and symbolic barrier for academics of color interested in studying Cannabis. To receive validation from the ICR on my research in this area is larger than myself and effectively represents a step towards racial equity.*

Leonardo R. Orozco, Recipient, University of Colorado

## New DEA Licensed Cannabis Sources Available for Researchers

For decades, the University of Mississippi National Institute on Drug Abuse has been the only approved supplier of high total THC cannabis, or marijuana, for licensed researchers in the U.S. The Drug Enforcement Administration (DEA) has recently provided memorandums of agreement with four organizations noted below to produce cannabis for researchers in the US. This is the first time any organization outside of the NIDA facility at the University of Mississippi has been awarded this designation. According to a recent DEA news release, this licensing allows these institutions to collaborate with the DEA to increase opportunities for medical and scientific research by registering additional entities authorized to produce marijuana for research purposes.

**Groff North America (GNA)**, <https://groffna.com/>; 1-717-844-6175

Groff NA is a physician-owned hemp-cannabis company located in Red Lion, Pennsylvania, centered around utilizing hemp for the benefit of people and the planet. At GNA Hemplex, their processing and refinement division specializes in science-based custom cannabinoid formulations designed to meet consumer and market needs for research. Through a combination of technology and human capital, GNA has developed innovative and proven products to support our customers in the advancement of the hemp-cannabis research.

**Scottsdale Research Institute (SRI)** <https://www.linkedin.com/company/scottsdale-research-institute/about/>

Scottsdale Research Institute is a Phoenix-based clinical trials site that is dedicated to advancing the state of medical care through rigorous research. SRI strives to conduct high quality, controlled scientific studies intended to ascertain the general medical safety and efficacy of cannabis and cannabis products and examine various forms of cannabis administration. SRI is currently conducting the only federally authorized study of medical cannabis for Post-Traumatic Stress Disorder (PTSD) for military veterans in the United States. SRI is focused on growing marijuana for their clinical studies but can supply flower and other products at cost to researchers and institutions looking to run their own studies.

**Biopharmaceutical Research Company (BRC)** <https://www.biopharmaresearchco.com/products-services>; [Sales@biophamresearchco.com](mailto:Sales@biophamresearchco.com)

BRC is a DEA-registered specialty pharmaceutical manufacturing firm focused on the production of botanically-derived cannabinoid products for dosage manufacturers, drug developers, and academic researchers. BRC is in compliance with all federal mandates and retains 6 Schedule I registrations with the DEA to include: Import, Export, Researcher, Distributor, Manufacture (Bulk), and Analytical Lab. This allows for the transfer and sale of high THC cannabinoid products across state lines and internationally for research purposes with other DEA registrants or federally approved entities. BRC seeks to provide products to academic researchers that mirror those that are found in the adult recreational cannabis markets as well as highly purified pharmaceutical grade extracts for novel drug developers.

**Bright Green Corporation, Grants, NM** <https://brightgreen.us/contact/> (833) 658-1799

Bright Green Corporation has an agreement with the U.S. Drug Enforcement Administration to construct and operate a federally licensed agricultural center to grow, distribute, and sell medical cannabis, marijuana, or its chemical constituents. The agreement allows Bright Green to supply licensed researchers in the United States and internationally, while also supplying cannabis and derivatives for medical therapies developed from this research. With their research and development center and affiliations with university research facilities, the New Mexico facility will deliver controlled production 24/7/365. In addition, automation throughout the facility will ensure all reliable processes and product consistency.

# Section 8

*Audit and Finance Committee*

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

**Audit**

1. Internal Auditing Dashboard and Status of FY 2021-2022 Audit Plan
2. Review of Audit Reports Issued
3. Past Due Audit Recommendations

**Finance**

4. State Budget Update
5. FY 2022 2nd Quarter Financial Statements
6. Campus Budget Updates
7. Action – Amendment to the 2-Year Capital Construction Cash List – CSU Fort Collins
8. System Treasury
  - Treasury Update
  - Update on Series 2022 Refinancing

# Internal Audit

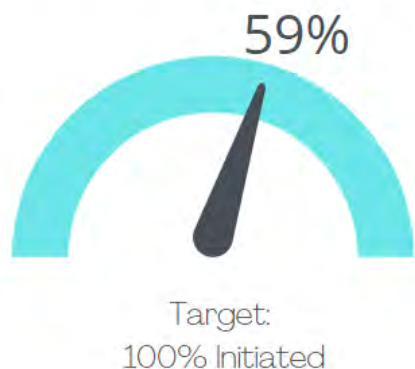




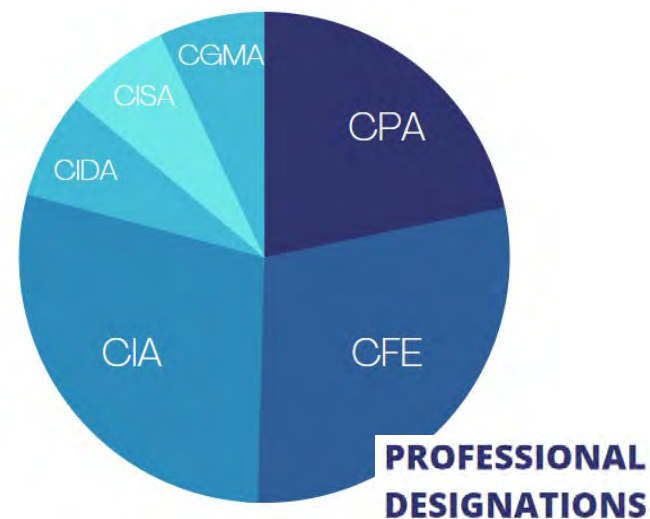
# FISCAL YEAR 2022

## DASHBOARD

### Status of FY 2022 Audit Plan: Projects Initiated



### Status of FY 2022 Audit Plan: % Completed



**COLORADO STATE UNIVERSITY SYSTEM INTERNAL AUDITING  
STATUS OF FISCAL YEAR 2022 AUDIT PLAN**

Reports Issued		
Institution	Audit Area	Status
CSU	Continuous Auditing – Financial Fraud Risk	Report 22-01
CSU	Continuous Auditing – Athletics Scholarship Aid	Report 22-02
CSU	Athletics Compliance Audit	Report 22-03
CSU	Continuous Auditing – CSU Sponsored Research	Report 22-04
CSUP	Continuous Auditing – CSUP Sponsored Research	Report 22-05
CSU	NSF Cost of Education Awards Special Project	Report 22-06
CSUP	Athletics Compliance Audit	Report 22-07
CSUP	Network Security Consultation	Report 22-08
CSU	Special Project to OGC	Memo 22-09
CSUP	Facilities Recharge Accounts Audit	Report 22-10

Audits in Progress							
Institution	Audit Area	Timeline					
		Jan	Feb	Mar	Apr	May	Jun
CSU	Conflict of Interest Audit						
CSU	Sponsored Program Billing & Receivable Audit						
CSU	IT Vendor Management Audit						
CSU	ADA Compliance Audit - Student Accessibility						
CSUP	Vision 2028 Financial Controls & President’s Office						
CSU	FY22 Financial Fraud Continuous Audit – Develop.						
All	Hotline follow-up, investigations, and special project	Ongoing					
All	Audit follow-up	Ongoing					
All	Continuous Auditing – Ongoing Evaluation	Ongoing					

Remaining Audits							
Institution	Audit Area	Timeline					
		Jan	Feb	Mar	Apr	May	Jun
CSU	Facilities Recharge Accounts Audit						
CSU	VP Diversity (Now Inclusive Excellence) Audit						
CSU-P	Sustainability of High-Risk Recommendations Audit						
CSU, CSUP	COVID19 Relief Funds Audit/Consultation						
CSUG	ADA Compliance - Student Accessibility Audit						
CSU	Distributed IT Risk Assessment Consultation						
CSU	Athletics Compliance Audit						
CSUP	Clery Act Compliance Audit						
CSU	Housing Management System Consultation	Awaiting information from Housing management					

Timeline Adjusted Due to Special Project    
  Planning    
  Fieldwork    
  Reporting

## Facilities Recharge Accounts Audit – Colorado State University Pueblo

### EXECUTIVE SUMMARY

January 13, 2022

#### **Background Information**

Colorado State University Pueblo’s (CSU Pueblo) Facilities Management (Facilities) area provides a safe, clean, aesthetic, and functional campus environment through the maintenance of campus buildings, equipment, grounds, and utilities for the enhancement of the learning environment and the level of human safety and comfort. Within Facilities, recharge centers have been created to recover expenses for goods and services completed for different areas on campus. The cost of providing these goods and services is charged back to the various areas based on an established billing rate. This process started in Fiscal Year 2018 after Internal Audit completed an unrelated audit where a concern about the recharge process was identified. CSU Pueblo made changes to the recharge process and now receives assistance from a cost accountant in Business Financial Services (BFS) at Colorado State University (CSU). Since Facilities is a crucial area of importance to CSU Pueblo, and the recharge accounts processed approximately \$11 million in transfers over the past two fiscal years, Internal Auditing initiated an assurance engagement.

#### **Scope and Objectives**

The review covered Facilities recharge account activity from July 1, 2019, through June 30, 2021. Specific objectives of the audit were to:

1. Determine whether Facilities recharge account billing is done in a timely manner.
2. Determine whether Facilities recharge account billing is accurate.

3. Determine if CSU Pueblo is complying with relevant policies and procedures.

To accomplish these objectives, we reviewed policies and procedures, analyzed patterns, examined documentation, assessed internal controls, and performed other audit procedures we considered necessary. Our audit was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*. We appreciate the cooperation and the availability of resources extended to us by management and staff during our review.

#### **Results and Conclusions**

We found that the overall control environment in the Facilities recharge process is generally adequate.

We made the following recommendations, based on the audit findings:

1. The Associate Vice President of Facilities Management should provide departmental account information to the CSU Manager - Cost Analysis, Property Management, and Banner Administration to ensure work order charges are applied the specific departmental accounts.
2. The Associate Vice President of Facilities Management should provide all backup documentation used in calculating the recharge amount by department to CSU Manager for Cost Analysis, Property Management, and Banner Administration, who should then upload that documentation into KFS.
3. The Associate Vice President of Facilities Management should work with the CSU Manager - Cost Analysis, Property Management, and Banner Administration to recalculate the

billing rates for the Facilities recharge accounts so they do not include any unallowable costs, including indirect costs.

4. The Chief Financial Officer/Controller should ensure recharge accounts are compliant with the Account Review requirement in FPI 2-20.

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

Detail results may be found in Audit Report 22-10 issued the same date as this Executive Summary.

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

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Susy Serrano – Director, Internal Auditing

**DEPARTMENT OF INTERNAL AUDITING | ALL OVERDUE RECOMMENDATIONS**

<b>Audit #:</b>	<b>Audit Name:</b>	<b>Inst.:</b>	<b>Rec. #:</b>	<b>Recommendation:</b>	<b>Audit Report Response:</b>	<b>Target Comp. Date:</b>	<b>Revised Target Comp. Date:</b>
20-01	Accounts Receivable	CSU-P	13	The Controller, in conjunction with the CSU system, should establish a documented methodology for calculating bad debt, which is consistent with generally accepted accounting principles (GAAP).	Agree. The Controller in conjunction with the CSU system will establish a documented methodology to calculate bad debts in accordance with GAAP.	6/30/2020	10/31/2022
20-21	Office of Research and Sponsored Program	CSU-P	5	The Director of OSP and the Controller should work with the needed parties to develop University-wide policies related to institutional base salary.	Agree. CSU-Pueblo will proceed with the development of University-wide policies related to institutional base salary.	6/30/2021	07/01/2022
20-23	Warner College of Natural Resources - Geosciences Department	CSU	3	In consultation with the OGC, the Dean of the Warner College of Natural Resources should require the two faculty members to certify prior-period billing accuracy.	Agree. Warner College will consult with OGC to determine the appropriate scope and wording of the certification request. Warner College will present the request to the faculty members by July 30, 2020.	9/30/2020	03/31/2022
20-23	Warner College of Natural Resources - Geosciences Department	CSU	4	The Dean of the Warner College of Natural Resources, in consultation with the OGC, should require implementation of a conflict-of-interest management plan for each of the two faculty members involved in the Facility billing.	Agree. Warner College will work with OGC to draft a statement to the faculty members regarding implementation of a conflict-of-interest management plan with the elements stipulated in Recommendation 4.	9/15/2020	03/31/2022

Audit #:	Audit Name:	Inst.:	Rec. #:	Recommendation:	Audit Report Response:	Target Comp. Date:	Revised Target Comp. Date:
21-08	Military and Veterans Success Center Special Project	CSU-P	1	The Executive Director of Information Technology Services should consider implementing a system where logs are generated if the data meets defined parameters, such as when large amounts of data are deleted.	Agree. The network file servers that house the shared departmental data (I:drive) need to be updated in order to facilitate the logging functionality suggested in the recommendation.	5/31/2021	07/15/2022
21-10	Supplemental Pay Audit	CSU	1	The Provost should update policies, procedures, and manuals to include documentation of the basis for the pay amount (e.g. market, tradition, etc.).	Agree. The Provost or her designee will seek out all locations of policies, procedures, and manuals and update to include the basis for the supplemental pay amount.	12/31/2021	06/30/2022
21-10	Supplemental Pay Audit	CSU	2	The Provost should clarify and enforce the definition of "incidental activity" and require justifications for activities that go beyond incidental within University policies, procedures, and manuals related to supplemental pay.	Agree. The Provost or her designee will seek to identify a "best practices" definition of incidental activity relative to supplemental pay and include that in policies, procedures, and manuals. This definition will be communicated to ...	12/31/2021	06/30/2022
21-10	Supplemental Pay Audit	CSU	3	The Provost should include the maximum supplemental pay amounts in relevant University policies and manuals.	Agree. The Provost or her designee will seek out all locations of policies, procedures and manuals and update to include the maximum supplemental pay amounts.	12/31/2021	06/30/2022

Audit #:	Audit Name:	Inst.:	Rec. #:	Recommendation:	Audit Report Response:	Target Comp. Date:	Revised Target Comp. Date:
21-10	Supplemental Pay Audit	CSU	4	The Provost should update the supplemental pay authorization form to include a supervisory attestation statement that the activity is above and beyond the employee's position description.	Agree. The Provost or her designee will work with IS to include a supervisory attestation statement that the activity is above and beyond the employee's position description to the Supplemental Pay Form.	12/31/2021	06/30/2022
21-10	Supplemental Pay Audit	CSU	5	The Provost should either enforce the prior approval rule and ensure that exceptions are well documented or remove it from the policy.	Agree. Given our current climate, individuals are asked to pivot on short notice. We are also aware of several instances where individuals are asked to pick up added responsibilities when an employee leaves on short notice and...	12/31/2021	06/30/2022
21-10	Supplemental Pay Audit	CSU	6	The Provost should require additional justification for any activities which may not be eligible for supplemental pay, including committee activities.	Agree. Conversations need to be had regarding committee work, particularly with Faculty Council and a consistent policy established for what committee work is considered part of the faculty member's service and what is eligible ...	12/31/2021	06/30/2022

Audit #:	Audit Name:	Inst.:	Rec. #:	Recommendation:	Audit Report Response:	Target Comp. Date:	Revised Target Comp. Date:
21-10	Supplemental Pay Audit	CSU	7	The Executive Director of HR should explore options for improving the efficiencies of the supplemental pay process in the short-term and automating the supplemental pay process in the long-term. An automated...	Interim actions to improve the online process flow tool will be explored with the CSU IT team with the intention of improving the existing format and enhancing visibility by providing access to more detailed information for the...	12/31/2021	06/30/2022
21-11	Controlled Unclassified Information Audit	CSU	2	Once CUI roles and responsibilities have been defined by the newly charged committee, the assigned party should ensure that Colorado State University CUI procedures are documented and distributed to PI's; adequate CUI security plans...	Agree. The office, individual, or working group identified by the committee mentioned above (Recommendation 1) will prioritize the documentation and dissemination of CUI procedures, the development of adequate CUI security plans, ...	12/31/2021	12/31/2022
21-11	Controlled Unclassified Information Audit	CSU	4	The Vice President for Research should ensure that procedures are established so that research projects with CUI requirements and the required CMMC level can be reported at any point in time.	Agree. OSP will create a manual inventory of projects with CUI and CMMC requirements initially. Simultaneously, OSP and Research Services will work together to explore the implementation of adjustments to our Quali systems to ...	12/31/2021	03/31/2022



Audit #:	Audit Name:	Inst.:	Rec. #:	Recommendation:	Audit Report Response:	Target Comp. Date:	Revised Target Comp. Date:
21-11	Controlled Unclassified Information Audit	CSU	6	Once CUI roles and responsibilities have been defined by the newly charged committee, the assigned party, in collaboration with Business and Financial Services, should identify CMMC reimbursable costs; determine procedures that...	Agree. The office, individual, or working group identified by the committee mentioned above (Recommendation 1) will work with the appropriate individuals and units to identify and develop a plan for the recovery of CMMC costs, and will ...	12/31/2021	05/31/2023
21-16	Institutional Research Audit	CSU-P	2	The Information Security Manager at CSU Pueblo should adopt a data security policy.	Agree. Though it is agreed that there is a need for a data security policy, discussions have begun regarding efforts to establish a data security policy that will cover all CSU System member institutions. This is part of a larger work of data	10/31/2021	07/15/2022

# Finance Committee



# State Budget Update



# FY22 Q2 Financial Statements



Colorado State University System  
Financial Statement Highlights  
FY 21-22, 2<sup>nd</sup> Quarter

**BACKGROUND:**

Statements Included:

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

Data included within each Statement:

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

**HIGHLIGHTS – Notable Variances – Quarter TD Budget vs Actual:**

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

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

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

- Auxiliary revenue increased \$26.5 million over this same quarter last year due to increases in auxiliary rentals, food sales, ticket sales and other auxiliary revenue streams
- Interest expense on capital debt includes \$18 million from refunding for the 2021E and 2021CD-2 bond issuances
- Capital grants decreased by \$7.0 million in FY22 from the same quarter in FY21 due to funds being received for the Navajo River Headwaters Forest Legacy in FY21, but not in FY22

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

- Although CSU Global did not meet its enrollment goals for the quarter, the institution was able to manage expenses and end the quarter with a 29% operating margin. The reduction in actual enrollments for Q2 is primarily due to a combination of factors including an average increase in cost per lead (i.e., fewer leads for the same cost) and change in student behavior. The university continues to evaluate opportunities to increase overall enrollments.
- Other operating revenue is higher than budgeted through Q2 due to an increase in course development opportunities with external parties.
- CSU Global continues to manage its operating expenses through the scalability of resources. When compared to prior year, operating expenses continue scale with changes in Global's overall student enrollments.

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

- The pandemic continues to impact enrollment at CSU Pueblo resulting in an overall projected reduction in revenue in areas such as food sales, parking, housing, conference revenue. Higher Education Emergency Relief Funds (HEERF) will be used to offset the loss in revenue in FY22. However, HEERF funds will not be available in FY23, but we have launched many enrollment initiatives to decrease the projected loss of enrollment.

Colorado State University System							
GAAP Financial Statements							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2020 Actual	FY 2021 Actual	FY 2022 Original Budget	FY 2022 YTD Budget Q2	FY 2022 Q2	\$ Variance	% Variance
<b>Operating revenues</b>							
Student tuition and fees	\$ 603,946,437	553,356,774	574,558,192	293,473,523	286,200,718	(7,272,805)	-2.5%
State fee for service revenue	121,960,895	52,661,450	134,476,552	67,165,009	67,148,276	(16,733)	0.0%
Grants and contracts	366,016,838	370,494,252	389,694,006	181,736,895	184,630,429	2,893,534	1.6%
Sales and services of educational activities	40,659,398	45,722,872	47,545,003	25,261,533	25,039,430	(222,103)	-0.9%
Auxiliary enterprises	166,353,864	128,388,257	193,188,272	90,660,271	90,701,079	40,808	0.0%
Other operating revenue	11,410,953	13,295,496	12,024,031	6,406,720	7,588,944	1,182,225	18.5%
<b>Total operating revenues</b>	<b>1,310,348,386</b>	<b>1,163,919,100</b>	<b>1,351,486,057</b>	<b>664,703,950</b>	<b>661,308,875</b>	<b>(3,395,074)</b>	<b>-0.5%</b>
<b>Operating expenses</b>							
Instruction	346,538,247	335,109,700	373,787,829	176,534,997	176,198,130	336,867	-0.2%
Research	210,859,135	204,435,877	223,557,001	105,648,778	105,964,120	(315,342)	0.3%
Public service	143,738,573	142,846,718	160,488,833	73,946,554	73,395,726	550,828	-0.7%
Academic support	102,069,257	101,288,042	121,796,467	57,101,864	55,531,805	1,570,059	-2.7%
Student services	62,417,704	60,004,728	71,321,960	35,252,136	31,328,398	3,923,738	-11.1%
Institutional support	71,059,473	76,984,997	97,765,414	47,488,494	47,126,886	361,608	-0.8%
Operation and maintenance of plant	66,250,361	66,033,006	94,911,479	42,209,127	42,625,844	(416,717)	1.0%
Scholarships and fellowships	45,226,176	47,067,162	56,872,389	29,205,149	28,497,549	707,600	-2.4%
Auxiliary enterprises	143,333,203	110,330,663	166,179,967	73,495,923	72,979,743	516,180	-0.7%
Depreciation	105,638,685	107,656,960	110,464,819	53,618,983	53,970,319	(351,336)	0.7%
<b>Total operating expenses</b>	<b>1,297,130,814</b>	<b>1,251,757,855</b>	<b>1,477,146,158</b>	<b>694,502,005</b>	<b>687,618,521</b>	<b>6,883,484</b>	<b>-1.0%</b>
Operating Income (Loss)	13,217,572	(87,838,755)	(125,660,102)	(29,798,055)	(26,309,645)	3,488,410	-11.7%
<b>Non-operating revenues (expenses)</b>							
State appropriations	5,155,000	2,940,364	11,499,210	11,049,210	11,050,000	790	0.0%
Gifts	57,804,586	51,810,390	55,981,716	21,833,927	22,002,349	168,422	0.8%
Investment income	13,181,897	11,030,972	12,687,330	3,437,622	4,137,849	700,227	20.4%
Unrealized gain (loss) on investments	15,200,441	58,526,642	9,032,000	989,343	1,148,496	159,153	16.1%
Interest expense on capital debt	(45,496,072)	(37,435,552)	(43,661,321)	(21,823,000)	(21,831,353)	(8,353)	0.0%
Federal nonoperating grants and contracts	76,420,340	156,224,045	115,199,486	73,165,258	71,500,248	(1,665,010)	-2.3%
State support for PERA pension	4,109,103	-	4,050,000	-	-	-	-
Other nonoperating revenues (expenses)	23,350,230	9,873,940	12,889,999	2,007,500	2,009,921	2,421	0.1%
<b>Net nonoperating revenues</b>	<b>149,725,525</b>	<b>252,970,801</b>	<b>177,678,420</b>	<b>90,659,859</b>	<b>90,017,510</b>	<b>(642,350)</b>	<b>-0.7%</b>
Income (Loss) Before other revenues	162,943,097	165,132,046	52,018,318	60,861,804	63,707,865	2,846,060	4.7%
<b>Other revenues (expenses)</b>							
Student facility fees	13,811,583	12,821,247	13,340,148	7,085,000	7,081,916	(3,084)	0.0%
State capital contributions	34,902,988	118,095,957	22,109,471	47,815,742	47,813,113	(2,628)	0.0%
Capital grants	3,657,877	13,647,978	6,068,524	3,139,863	3,140,171	308	0.0%
Capital gifts	21,909,734	15,182,228	15,412,239	2,872,000	2,871,662	(338)	0.0%
Payments (to)/from governing boards or other institutions	423,804	13,760,833	449,185	370,912	365,669	(5,242)	-1.4%
Reserve transfers within the CSU System	-	-	-	-	-	-	-
System transfers for scoop and toss bond payments	-	-	-	-	-	-	-
Additions to permanent endowments	831,581	4,221,188	5,245,190	-	-	-	-
<b>Total other revenues</b>	<b>75,537,567</b>	<b>177,729,430</b>	<b>62,624,757</b>	<b>61,283,516</b>	<b>61,272,531</b>	<b>(10,985)</b>	<b>0.0%</b>
<b>Increase (decrease) in net position</b>	<b>\$ 238,480,665</b>	<b>342,861,477</b>	<b>114,643,076</b>	<b>122,145,320</b>	<b>124,980,396</b>	<b>2,835,076</b>	<b>2.3%</b>

Colorado State University System							
Excluding Pension/OPEB Adjustment							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2020 Actual	FY 2021 Actual	FY 2022 Original Budget	FY 2022 YTD Budget Q2	FY 2022 Q2	\$ Variance	% Variance
<b>Operating revenues</b>							
Student tuition and fees	\$ 603,946,437	553,356,774	574,558,192	293,473,523	286,200,718	(7,272,805)	-2.5%
State fee for service revenue	121,960,895	52,661,450	134,476,552	67,165,009	67,148,276	(16,733)	0.0%
Grants and contracts	366,016,838	370,494,252	389,694,006	181,736,895	184,630,429	2,893,534	1.6%
Sales and services of educational activities	40,659,398	45,722,872	47,545,003	25,261,533	25,039,430	(222,103)	-0.9%
Auxiliary enterprises	166,353,864	128,388,257	193,188,272	90,660,271	90,701,079	40,808	0.0%
Other operating revenue	11,410,953	13,295,496	12,024,031	6,406,720	7,588,944	1,182,225	18.5%
<b>Total operating revenues</b>	<b>1,310,348,386</b>	<b>1,163,919,100</b>	<b>1,351,486,057</b>	<b>664,703,950</b>	<b>661,308,875</b>	<b>(3,395,074)</b>	<b>-0.5%</b>
<b>Operating expenses</b>							
Instruction	373,457,536	367,629,386	373,787,829	176,534,997	176,198,130	336,867	-0.2%
Research	220,584,354	217,870,521	223,557,001	105,648,778	105,964,120	(315,342)	0.3%
Public service	154,136,071	154,090,793	160,488,833	73,946,554	73,395,726	550,828	-0.7%
Academic support	117,625,238	117,447,895	121,796,467	57,101,864	55,531,805	1,570,059	-2.7%
Student services	70,104,124	67,796,256	71,321,960	35,252,136	31,328,398	3,923,738	-11.1%
Institutional support	88,647,180	95,431,658	97,765,414	47,488,494	47,126,886	361,608	-0.8%
Operation and maintenance of plant	92,855,422	90,937,773	94,911,479	42,209,127	42,625,844	(416,717)	1.0%
Scholarships and fellowships	45,411,223	47,317,392	56,872,389	29,205,149	28,497,549	707,600	-2.4%
Auxiliary enterprises	169,657,960	135,811,642	166,179,967	73,495,923	72,979,743	516,180	-0.7%
Depreciation	105,638,685	107,656,960	110,464,819	53,618,983	53,970,319	(351,336)	0.7%
<b>Total operating expenses</b>	<b>1,438,117,792</b>	<b>1,401,990,276</b>	<b>1,477,146,158</b>	<b>694,502,005</b>	<b>687,618,521</b>	<b>6,883,484</b>	<b>-1.0%</b>
Operating Income (Loss)	(127,769,407)	(238,071,176)	(125,660,102)	(29,798,055)	(26,309,645)	3,488,410	-11.7%
<b>Non-operating revenues (expenses)</b>							
State appropriations	5,155,000	2,940,364	11,499,210	11,049,210	11,050,000	790	0.0%
Gifts	57,804,586	51,810,390	55,981,716	21,833,927	22,002,349	168,422	0.8%
Investment income	13,181,897	11,030,972	12,687,330	3,437,622	4,137,849	700,227	20.4%
Unrealized gain (loss) on investments	15,200,441	58,526,642	9,032,000	989,343	1,148,496	159,153	16.1%
Interest expense on capital debt	(45,496,072)	(37,435,552)	(43,661,321)	(21,823,000)	(21,831,353)	(8,353)	0.0%
Federal nonoperating grants and contracts	76,420,340	156,224,045	115,199,486	73,165,258	71,500,248	(1,665,010)	-2.3%
State support for PERA pension	4,109,103	-	4,050,000	-	-	-	-
Other nonoperating revenues (expenses)	23,350,230	9,873,940	12,889,999	2,007,500	2,009,921	2,421	0.1%
<b>Net nonoperating revenues</b>	<b>149,725,525</b>	<b>252,970,801</b>	<b>177,678,420</b>	<b>90,659,859</b>	<b>90,017,510</b>	<b>(642,350)</b>	<b>-0.7%</b>
Income (Loss) Before other revenues	21,956,119	14,899,625	52,018,318	60,861,804	63,707,865	2,846,060	4.7%
<b>Other revenues (expenses)</b>							
Student facility fees	13,811,583	12,821,247	13,340,148	7,085,000	7,081,916	(3,084)	0.0%
State capital contributions	34,902,988	118,095,957	22,109,471	47,815,742	47,813,113	(2,628)	0.0%
Capital grants	3,657,877	13,647,978	6,068,524	3,139,863	3,140,171	308	0.0%
Capital gifts	21,909,734	15,182,228	15,412,239	2,872,000	2,871,662	(338)	0.0%
Payments (to)/from governing boards or other institutions	423,804	13,760,833	449,185	370,912	365,669	(5,242)	-1.4%
Reserve transfers within the CSU System	-	-	-	-	-	-	-
System transfers for scoop and toss bond payments	-	-	-	-	-	-	-
Additions to permanent endowments	831,581	4,221,188	5,245,190	-	-	-	-
<b>Total other revenues</b>	<b>75,537,567</b>	<b>177,729,430</b>	<b>62,624,757</b>	<b>61,283,516</b>	<b>61,272,531</b>	<b>(10,985)</b>	<b>0.0%</b>
<b>Increase (decrease) in net position</b>	<b>\$ 97,493,686</b>	<b>192,629,055</b>	<b>114,643,076</b>	<b>122,145,320</b>	<b>124,980,396</b>	<b>2,835,076</b>	<b>2.3%</b>
<b>Impact of GASB 68/75 on operating expenses</b>	<b>(140,986,979)</b>	<b>(150,232,421)</b>					
	-	-					



Colorado State University							
Excluding Pension/OPEB Adjustment							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2020 Actual	FY 2021 Actual	FY 2022 Original Budget	FY 2022 YTD Budget Q2	FY 2022 Q2	\$ Variance	% Variance
<b>Operating revenues</b>							
Student tuition and fees	\$ 481,015,158	437,551,359	450,518,284	236,578,992	239,978,082	3,399,090	1.4%
State fee for service revenue	107,682,443	41,306,106	117,810,018	58,815,009	58,815,009	-	0.0%
Grants and contracts	352,395,835	359,301,407	378,194,006	177,936,895	180,840,367	2,903,472	1.6%
Sales and services of educational activities	40,334,890	45,457,689	47,275,003	25,156,533	24,935,255	(221,277)	-0.9%
Auxiliary enterprises	157,938,866	122,935,058	183,688,272	86,110,271	86,195,028	84,757	0.1%
Other operating revenue	6,563,307	6,077,297	5,975,776	3,629,964	3,670,104	40,141	1.1%
<b>Total operating revenues</b>	<b>1,145,930,499</b>	<b>1,012,628,916</b>	<b>1,183,461,360</b>	<b>588,227,663</b>	<b>594,433,846</b>	<b>6,206,183</b>	<b>1.1%</b>
<b>Operating expenses</b>							
Instruction	331,368,268	325,218,287	330,625,681	157,082,018	157,926,823	(844,805)	0.5%
Research	217,932,665	214,976,248	220,657,001	104,640,778	104,956,227	(315,449)	0.3%
Public service	151,715,741	151,944,018	158,078,833	72,899,554	72,357,291	542,263	-0.7%
Academic support	102,736,025	101,961,489	106,232,257	48,293,196	47,919,428	373,768	-0.8%
Student services	34,548,806	32,646,241	33,070,077	16,161,695	16,256,139	(94,444)	0.6%
Institutional support	60,246,761	63,974,599	66,120,689	31,705,529	31,847,672	(142,143)	0.4%
Operation and maintenance of plant	83,904,020	82,480,903	86,652,479	38,679,629	39,113,470	(433,841)	1.1%
Scholarships and fellowships	21,819,483	27,341,698	33,072,389	21,105,149	21,266,002	(160,853)	0.8%
Auxiliary enterprises	156,142,063	123,854,467	152,979,967	67,495,923	66,980,369	515,554	-0.8%
Depreciation	96,289,816	97,976,798	100,556,819	48,624,217	49,038,324	(414,107)	0.9%
<b>Total operating expenses</b>	<b>1,256,703,647</b>	<b>1,222,374,749</b>	<b>1,288,046,192</b>	<b>606,687,688</b>	<b>607,661,744</b>	<b>(974,056)</b>	<b>0.2%</b>
Operating Income (Loss)	(110,773,149)	(209,745,833)	(104,584,833)	(18,460,025)	(13,227,898)	5,232,127	28.3%
<b>Non-operating revenues (expenses)</b>							
State appropriations	3,355,000	1,941,154	10,900,000	10,450,000	10,450,000	-	-
Gifts	53,810,526	48,151,372	52,431,716	20,173,000	20,173,081	81	0.00
Investment income	10,237,317	7,737,342	8,987,330	2,658,000	2,658,068	68	0.00
Unrealized gain (loss) on investments	12,111,605	43,802,794	5,000,000	873,000	873,431	431	0.00
Interest expense on capital debt	(41,272,501)	(34,369,934)	(40,661,321)	(20,273,000)	(20,272,564)	436	(0.00)
Federal nonoperating grants and contracts	55,426,973	124,649,137	86,699,486	61,509,000	61,508,532	(468)	(0.00)
State support for PERA pension	3,794,189	-	4,050,000	-	-	-	-
Other nonoperating revenues (expenses)	23,297,583	10,531,541	12,844,999	2,065,000	2,064,018	(982)	(0.00)
<b>Net nonoperating revenues</b>	<b>120,760,692</b>	<b>202,443,406</b>	<b>140,252,210</b>	<b>77,455,000</b>	<b>77,454,567</b>	<b>(433)</b>	<b>0.0%</b>
Income (Loss) Before other revenues	9,987,543	(7,302,427)	35,667,377	58,994,975	64,226,669	5,231,694	8.9%
<b>Other revenues (expenses)</b>							
Student facility fees	12,280,614	11,499,362	11,840,148	6,650,000	6,649,796	(204)	(0.00)
State capital contributions	20,091,912	115,553,087	20,609,471	47,082,000	47,081,907	(93)	(0.00)
Capital grants	3,570,316	13,474,782	5,988,524	3,122,000	3,122,433	433	0.00
Capital gifts	18,663,385	14,954,658	15,162,239	2,538,000	2,537,523	(477)	(0.00)
Payments (to)/from governing boards or other institutions	(4,915,875)	8,453,724	(5,035,638)	(2,390,000)	(2,389,256)	744	(0.00)
Reserve transfers within the CSU System	19,557,452	25,078,103	22,524,628	-	-	-	-
System transfers for scoop and toss bond payments	-	(69,189,995)	(68,571,499)	(19,895,241)	(19,895,241)	-	-
Additions to permanent endowments	831,581	4,221,188	5,245,190	-	-	-	-
<b>Total other revenues</b>	<b>70,079,385</b>	<b>124,044,909</b>	<b>7,763,063</b>	<b>37,106,759</b>	<b>37,107,162</b>	<b>403</b>	<b>0.0%</b>
<b>Increase (decrease) in net position</b>	<b>\$ 80,066,929</b>	<b>116,742,481</b>	<b>43,430,441</b>	<b>96,101,734</b>	<b>101,333,831</b>	<b>5,232,097</b>	<b>5.4%</b>
<b>Impact of GASB 68/75 on operating expenses</b>	<b>(129,143,007)</b>	<b>(137,730,403)</b>					

## Colorado State University Pueblo

### Excluding Pension/OPEB Adjustment

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

	FY 2020 Actual	FY 2021 Actual	FY 2022 Original Budget	FY 2022 YTD Budget Q2	FY 2022 Q2	\$ Variance	% Variance
<b>Operating revenues</b>							
Student tuition and fees	\$ 34,011,226	26,590,923	30,500,000	11,100,000	11,008,724	(91,276)	-0.8%
State fee for service revenue	14,278,452	11,355,344	16,666,534	8,350,000	8,333,267	(16,733)	(0.00)
Grants and contracts	13,621,003	11,192,845	11,500,000	3,800,000	3,790,062	(9,938)	-0.3%
Sales and services of educational activities	324,508	265,183	270,000	105,000	104,174	(826)	-0.8%
Auxiliary enterprises	8,414,998	5,453,198	9,500,000	4,550,000	4,506,050	(43,950)	-1.0%
Other operating revenue	308,345	258,618	270,000	61,000	60,876	(124)	-0.2%
<b>Total operating revenues</b>	<b>70,958,532</b>	<b>55,116,111</b>	<b>68,706,534</b>	<b>27,966,000</b>	<b>27,803,154</b>	<b>(162,846)</b>	<b>-0.6%</b>
<b>Operating expenses</b>							
Instruction	22,192,535	22,350,960	22,500,000	9,200,000	9,230,065	(30,065)	0.3%
Research	2,651,689	2,894,273	2,900,000	1,008,000	1,007,893	107	0.0%
Public service	2,266,490	1,980,771	2,250,000	975,000	966,912	8,088	-0.8%
Academic support	7,072,103	8,509,935	7,600,000	4,500,000	4,443,268	56,732	-1.3%
Student services	5,705,216	5,748,281	5,950,000	3,150,000	3,154,992	(4,992)	0.2%
Institutional support	8,670,781	12,049,039	8,500,000	4,700,000	4,658,087	41,913	-0.9%
Operation and maintenance of plant	8,331,574	7,911,962	7,700,000	3,250,000	3,244,793	5,207	-0.2%
Scholarships and fellowships	12,549,008	9,271,751	12,800,000	2,600,000	2,566,543	33,457	-1.3%
Auxiliary enterprises	13,515,897	11,957,175	13,200,000	6,000,000	5,999,374	626	0.0%
Depreciation	8,936,982	9,310,817	9,500,000	4,800,000	4,800,649	(649)	0.0%
<b>Total operating expenses</b>	<b>91,892,275</b>	<b>91,984,964</b>	<b>92,900,000</b>	<b>40,183,000</b>	<b>40,072,575</b>	<b>110,425</b>	<b>-0.3%</b>
Operating Income (Loss)	(20,933,743)	(36,868,853)	(24,193,466)	(12,217,000)	(12,269,421)	(52,421)	0.4%
<b>Non-operating revenues (expenses)</b>							
State appropriations	1,800,000	999,210	599,210	599,210	600,000	790	0.00
Gifts	3,994,059	3,659,018	3,550,000	1,660,927	1,661,537	610	0.00
Investment income	362,331	283,139	300,000	107,170	107,103	(67)	-0.1%
Unrealized gain (loss) on investments	576,190	(548,282)	532,000	-	-	-	-
Interest expense on capital debt	(4,223,570)	(3,065,618)	(3,000,000)	(1,550,000)	(1,558,789)	(8,789)	0.6%
Federal nonoperating grants and contracts	9,950,635	21,615,587	17,500,000	6,156,258	6,225,630	69,372	1.1%
State support for PERA pension	257,611	-	-	-	-	-	-
Other nonoperating revenues (expenses)	39,628	(652,428)	40,500	(57,500)	(57,795)	(295)	0.5%
<b>Net nonoperating revenues</b>	<b>12,756,885</b>	<b>22,290,626</b>	<b>19,521,710</b>	<b>6,916,065</b>	<b>6,977,686</b>	<b>61,621</b>	<b>0.9%</b>
Income (Loss) Before other revenues	(8,176,858)	(14,578,227)	(4,671,756)	(5,300,935)	(5,291,735)	9,200	-0.2%
<b>Other revenues (expenses)</b>							
Student facility fees	1,530,969	1,321,885	1,500,000	435,000	432,120	(2,880)	-0.7%
State capital contributions	14,811,076	2,542,870	1,500,000	733,742	731,207	(2,535)	-
Capital grants	87,561	173,197	80,000	17,863	17,738	(125)	(0.01)
Capital gifts	3,246,349	227,570	250,000	334,000	334,139	139	0.00
Payments (to)/from governing boards or other institutions	(657,006)	(500,852)	(500,000)	(231,500)	(231,543)	(43)	0.00
Reserve transfers within the CSU System	9,395,999	7,712,129	8,844,000	-	-	-	-
System transfers for scoop and toss bond payments	-	(6,724,085)	(6,809,355)	(2,105,373)	(2,105,373)	-	-
Additions to permanent endowments	-	-	-	-	-	-	-
<b>Total other revenues</b>	<b>28,414,948</b>	<b>4,752,713</b>	<b>4,864,645</b>	<b>(816,269)</b>	<b>(821,713)</b>	<b>(5,444)</b>	<b>0.7%</b>
<b>Increase (decrease) in net position</b>	<b>\$ 20,238,090</b>	<b>(9,825,514)</b>	<b>192,889</b>	<b>(6,117,204)</b>	<b>(6,113,448)</b>	<b>3,755</b>	<b>-0.1%</b>
<b>Impact of GASB 68/75 on operating expenses</b>	<b>(10,356,603)</b>	<b>(10,985,414)</b>					

**Colorado State University - Board of Governors**

**Excluding Pension/OPEB Adjustment**

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

	<b>FY 2020 Actual</b>	<b>FY 2021 Actual</b>	<b>FY 2022 Original Budget</b>	<b>FY 2022 YTD Budget Q2</b>	<b>FY 2022 Q2</b>	<b>\$ Variance</b>	<b>% Variance</b>
<b>Operating revenues</b>							
Student tuition and fees	\$ -	-	-	-	-	-	-
State fee for service revenue	-	-	-	-	-	-	-
Grants and contracts	-	-	-	-	-	-	-
Sales and services of educational activities	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-
Other operating revenue	85,301	272,000	50,000	25,000	85,233	60,233	240.9%
<b>Total operating revenues</b>	<b>85,301</b>	<b>272,000</b>	<b>50,000.00</b>	<b>25,000.00</b>	<b>85,233</b>	<b>60,233</b>	<b>240.9%</b>
<b>Operating expenses</b>							
Instruction	-	-	-	-	-	-	-
Research	-	-	-	-	-	-	-
Public service	153,839	166,004	160,000	72,000	71,524	476	-0.7%
Academic support	-	-	-	-	-	-	-
Student services	-	-	-	-	-	-	-
Institutional support	12,563,827	11,972,939	13,685,516	6,842,758	6,964,794	(122,036)	1.8%
Operation and maintenance of plant	-	-	-	-	-	-	-
Scholarships and fellowships	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-
Depreciation	-	-	-	-	-	-	-
<b>Total operating expenses</b>	<b>12,717,666</b>	<b>12,138,943</b>	<b>13,845,516</b>	<b>6,914,758</b>	<b>7,036,318</b>	<b>(121,560)</b>	<b>1.8%</b>
Operating Income (Loss)	(12,632,365)	(11,866,943)	(13,795,516)	(6,889,758)	(6,951,085)	(61,327)	0.9%
<b>Non-operating revenues (expenses)</b>							
State appropriations	-	-	-	-	-	-	-
Gifts	-	-	-	-	167,731	167,731	-
Investment income	1,274,907	1,231,956	400,000	672,452	672,452	-	0.00%
Unrealized gain (loss) on investments	1,470,772	6,323,939	2,000,000	116,343	116,343	-	0.00%
Interest expense on capital debt	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	-	-	-	-	-	-	-
State support for PERA pension	32,696	-	-	-	-	-	-
Other nonoperating revenues (expenses)	4,042	(9,178)	-	-	(261)	(261)	-
<b>Net nonoperating revenues</b>	<b>2,782,417</b>	<b>7,546,716</b>	<b>2,400,000</b>	<b>788,794</b>	<b>956,264</b>	<b>167,470</b>	<b>21.2%</b>
Income (Loss) Before other revenues	(9,849,948)	(4,320,226)	(11,395,516)	(6,100,964)	(5,994,821)	106,143	-1.7%
<b>Other revenues (expenses)</b>							
Student facility fees	-	-	-	-	-	-	-
State capital contributions	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	6,871,608	6,569,086	6,788,823	3,394,412	3,384,844	(9,568)	-0.3%
Reserve transfers within the CSU System	10,504,785	(7,094,414)	5,576,953	-	-	-	-
System transfers for scoop and toss bond payments	-	75,914,080	75,380,854	22,000,614	22,000,614	-	-
Additions to permanent endowments	-	-	-	-	-	-	-
<b>Total other revenues</b>	<b>17,376,393</b>	<b>75,388,752</b>	<b>87,746,630</b>	<b>25,395,026</b>	<b>25,385,458</b>	<b>(9,568)</b>	<b>0.0%</b>
<b>Increase (decrease) in net position</b>	<b>\$ 7,526,444</b>	<b>71,068,525</b>	<b>76,351,114.00</b>	<b>19,294,062</b>	<b>19,390,637</b>	<b>96,575</b>	<b>0.5%</b>
<b>Impact of GASB 68/75 on operating expenses</b>	<b>(115,439)</b>	<b>(141,376)</b>					

Colorado State University - Global Campus							
Excluding Pension/OPEB Adjustment							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2020 Actual	FY 2021 Actual	FY 2022 Original Budget	FY 2022 YTD Budget Q2	FY 2022 Q2	\$ Variance	% Variance
<b>Operating revenues</b>							
Student tuition and fees	\$ 88,920,054	89,214,492	93,539,908	45,794,531	35,213,912	(10,580,619)	-23.1%
State fee for service revenue	-	-	-	-	-	-	-
Grants and contracts	-	-	-	-	-	-	-
Sales and services of educational activities	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-
Other operating revenue	4,454,000	6,687,582	5,728,255	2,690,756	3,772,731	1,081,975	40.2%
<b>Total operating revenues</b>	<u>93,374,054</u>	<u>95,902,073</u>	<u>99,268,163</u>	<u>48,485,287</u>	<u>38,986,643</u>	<u>(9,498,644)</u>	<u>-19.6%</u>
<b>Operating expenses</b>							
Instruction	19,896,733	20,060,139	20,662,148	10,252,979	9,041,242	1,211,737	-11.8%
Research	-	-	-	-	-	-	-
Public service	-	-	-	-	-	-	-
Academic support	7,817,111	6,976,472	7,964,210	4,308,668	3,169,110	1,139,558	-26.4%
Student services	29,850,102	29,401,733	32,301,883	15,940,441	11,917,267	4,023,174	-25.2%
Institutional support	7,165,811	7,435,081	9,459,209	4,240,207	3,656,333	583,874	-13.8%
Operation and maintenance of plant	619,828	544,908	559,000	279,498	267,582	11,916	-4.3%
Scholarships and fellowships	11,042,732	10,703,943	11,000,000	5,500,000	4,665,004	834,996	-15.2%
Auxiliary enterprises	-	-	-	-	-	-	-
Depreciation	411,887	369,345	408,000	194,766	131,347	63,420	-32.6%
<b>Total operating expenses</b>	<u>76,804,204</u>	<u>75,491,621</u>	<u>82,354,450</u>	<u>40,716,559</u>	<u>32,847,884</u>	<u>7,868,675</u>	<u>-19.3%</u>
Operating Income (Loss)	<u>16,569,850</u>	<u>20,410,452</u>	<u>16,913,713</u>	<u>7,768,728</u>	<u>6,138,758</u>	<u>(1,629,969)</u>	<u>-21.0%</u>
<b>Non-operating revenues (expenses)</b>							
State appropriations	-	-	-	-	-	-	-
Gifts	-	-	-	-	-	-	-
Investment income	1,307,341	1,778,535	3,000,000	-	700,226	700,226	-
Unrealized gain (loss) on investments	1,041,874	8,948,192	1,500,000	-	158,722	158,722	-
Interest expense on capital debt	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	11,042,732	9,959,321	11,000,000	5,500,000	3,766,086	(1,733,914)	-31.5%
State support for PERA pension	24,608	-	-	-	-	-	-
Other nonoperating revenues (expenses)	8,977	4,005	4,500	-	3,960	3,960	-
<b>Net nonoperating revenues</b>	<u>13,425,531</u>	<u>20,690,053</u>	<u>15,504,500</u>	<u>5,500,000</u>	<u>4,628,994</u>	<u>(871,006)</u>	<u>-15.8%</u>
Income (Loss) Before other revenues	<u>29,995,381</u>	<u>41,100,506</u>	<u>32,418,213</u>	<u>13,268,728</u>	<u>10,767,752</u>	<u>(2,500,976)</u>	<u>-18.8%</u>
<b>Other revenues (expenses)</b>							
Student facility fees	-	-	-	-	-	-	-
State capital contributions	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	(874,923)	(761,125)	(804,000)	(402,000)	(398,376)	3,624	-0.9%
Reserve transfers within the CSU System	(39,458,236)	(25,695,818)	(36,945,581)	-	-	-	-
System transfers for scoop and toss bond payments	-	-	-	-	-	-	-
Additions to permanent endowments	-	-	-	-	-	-	-
<b>Total other revenues</b>	<u>(40,333,159)</u>	<u>(26,456,943)</u>	<u>(37,749,581)</u>	<u>(402,000)</u>	<u>(398,376)</u>	<u>3,624</u>	<u>-0.9%</u>
<b>Increase (decrease) in net position</b>	<u>\$ (10,337,777)</u>	<u>14,643,563</u>	<u>(5,331,368)</u>	<u>12,866,728</u>	<u>10,369,376</u>	<u>(2,497,352)</u>	<u>-19.4%</u>
<b>Impact of GASB 68/75 on operating expenses</b>	(1,371,930)	(1,375,228)					

## GASB 68 and 75 Operating Expense Impact

### Fiscal Year Ended 2021

Row Labels	FIN OBJ LEVEL NM	FIN OBJ CD NM	ACCOUNT I BG	CO	PB	Grand Total	Global*	CSUS Total	
2100	Instruction			(28,158,568.43)	(3,535,980.41)	(31,694,548.84)	(825,136.87)	(32,519,685.71)	
2110	Research			(13,154,979.27)	(279,665.03)	(13,434,644.30)	0.00	(13,434,644.30)	
2120	Public Service		(36,210.74)	(11,048,600.65)	(159,262.99)	(11,244,074.38)	0.00	(11,244,074.38)	
2130	Academic Support			(14,862,507.57)	(1,063,556.71)	(15,926,064.28)	(233,788.78)	(16,159,853.06)	
2140	Student Services			(6,260,884.30)	(1,214,341.08)	(7,475,225.38)	(316,302.47)	(7,791,527.85)	
2150	Institutional Support		(105,165.44)	(16,781,683.45)	(1,559,811.98)	(18,446,660.87)	0.00	(18,446,660.87)	
2160	Operation+Maintenance Of Plant			(23,010,991.58)	(1,893,775.27)	(24,904,766.85)	0.00	(24,904,766.85)	
2170	Scholarships+Fellowships			(101,873.52)	(148,356.39)	(250,229.91)	0.00	(250,229.91)	
2180	Auxiliary Enterprise Expenses			(24,350,314.63)	(1,130,663.75)	(25,480,978.38)	0.00	(25,480,978.38)	
	<b>Total Impact</b>			(141,376.18)	(137,730,403.40)	(10,985,413.61)	(148,857,193.19)	(1,375,228.12)	(150,232,421.31)

### Fiscal Year Ended 2020

Row Labels	FIN OBJ LEVEL NM	FIN OBJ CD NM	ACCOUNT I BG	CO	PB	Grand Total	Global*	CSUS Total	
2100	Instruction			(22,922,364.47)	(3,156,069.10)	(26,078,433.57)	(840,855.79)	(26,919,289.36)	
2110	Research			(9,463,037.21)	(262,182.06)	(9,725,219.27)	0.00	(9,725,219.27)	
2120	Public Service		(32,729.54)	(10,211,581.17)	(153,187.01)	(10,397,497.72)	0.00	(10,397,497.72)	
2130	Academic Support			(14,378,891.41)	(1,000,110.81)	(15,379,002.22)	(176,978.94)	(15,555,981.16)	
2140	Student Services			(6,144,454.96)	(1,187,870.10)	(7,332,325.06)	(354,095.10)	(7,686,420.16)	
2150	Institutional Support		(82,708.97)	(16,120,170.89)	(1,384,826.94)	(17,587,706.80)	0.00	(17,587,706.80)	
2160	Operation+Maintenance Of Plant			(24,531,318.10)	(2,073,742.31)	(26,605,060.41)	0.00	(26,605,060.41)	
2170	Scholarships+Fellowships			(50,486.99)	(134,559.58)	(185,046.57)	0.00	(185,046.57)	
2180	Auxiliary Enterprise Expenses			(25,320,701.95)	(1,004,055.13)	(26,324,757.08)	0.00	(26,324,757.08)	
	<b>Total Impact</b>			(115,438.51)	(129,143,007.15)	(10,356,603.04)	(139,615,048.70)	(1,371,929.83)	(140,986,978.53)

# FY23 Campus Budget Update with Tuition Discussion



# CSU Fort Collins E/G Incremental Summary FY 23

- Scenario 1: flat tuition; 4.6% state funding
- Scenario 2: 3% tuition; 6% state funding
- Scenario 3: flat tuition; 14% state funding
- Scenario 4: 3% non-resident tuition; 14% state funding

	Scenario 1	Scenario 2	Scenario 3	Scenario 4
<b>Revenue Source</b>				
Enrollment	\$ 13.1	\$ 13.1	\$ 13.1	\$ 13.1
State Funding	7.4	9.6	22.5	22.5
Tuition (Res)	-	4.8	-	0.5
Tuition (Non Res)	-	5.6	-	5.6
Veterinary Medicine	-	0.8	-	0.8
Differential Tuition	-	0.7	-	-
Facilities and Admin OH	2.0	2.0	2.0	2.0
<b>NEW REVENUE</b>	<b>\$ 22.6</b>	<b>\$ 36.7</b>	<b>\$ 37.7</b>	<b>\$ 44.6</b>
<b>Expenditures</b>				
Financial Aid	\$ 0.7	\$ 2.2	\$ 0.7	\$ 1.3
New Expenses	26.8	28.1	26.8	27.4
<b>NEW EXPENDITURES</b>	<b>27.4</b>	<b>30.3</b>	<b>27.4</b>	<b>28.7</b>
<b>NET NEW RESOURCES</b>	<b>\$ (4.8)</b>	<b>\$ 6.4</b>	<b>\$ 10.3</b>	<b>\$ 15.9</b>
Backfill One-Time	\$ (12.9)	\$ (12.9)	\$ (12.9)	\$ (12.9)
<b>E/G Overage (Shortfall)</b>	<b>\$ (17.7)</b>	<b>\$ (6.5)</b>	<b>\$ (2.6)</b>	<b>\$ 3.0</b>

**FY23 Incremental E&G Budget - V.4.1**

**Colorado State University - Fort Collins**

Friday, January 21, 2022

	No Tuition Increases State = 4.6%	Rate = 3% - RUG State = 6%	No Tuition Increases State = 14%	Rate = 0% - RUG State = 14%
<b>1 New Resources</b>				
2 Tuition				
3 Undergraduate-Enrollment Growth				
4 Increase in FTE	\$ -	\$ -	\$ -	\$ -
5 Change in mix - RES vs. NRES	13,140,000	13,140,000	13,140,000	13,140,000
6 Undergraduate Rate Increase				
7 Resident	-	4,284,000	-	-
8 Non-Resident	-	4,965,000	-	4,965,000
9 Graduate Rate Increase				
10 Resident	-	485,000	-	485,000
11 Non-Resident	-	680,000	-	680,000
12 Professional Veterinary Medicine Rate Increase	-	817,000	-	817,000
13 Differential Tuition	-	659,000	-	-
14 Total Tuition	\$ 13,140,000	\$ 25,030,000	\$ 13,140,000	\$ 20,087,000
15 State Funding Impact	7,397,000	9,648,000	22,512,000	22,512,000
16 Facilities and Administrative Overhead	2,040,000	2,040,000	2,040,000	2,040,000
17 Other (INTO)	(253,000)	(253,000)	(253,000)	(253,000)
18 <b>Total New Resources</b>	<b>\$ 22,324,000</b>	<b>\$ 36,465,000</b>	<b>\$ 37,439,000</b>	<b>\$ 44,386,000</b>
19				
20 <b>Financial Aid</b>	654,000	2,240,000	654,000	1,322,000
21 <b>Net New Resources</b>	<b>\$ 21,670,000</b>	<b>\$ 34,225,000</b>	<b>\$ 36,785,000</b>	<b>\$ 43,064,000</b>
22 <b>New Expenses</b>				
23 Multi-Year Central Investments in Strategic Initiatives	\$ 1,600,000	\$ 1,600,000	\$ 1,600,000	\$ 1,600,000
24 Faculty/Staff Compensation	17,448,000	17,448,000	17,448,000	17,448,000
25 Academic Incentive Funding	-	1,292,000	-	633,000
26 Mandatory Costs	2,082,000	2,082,000	2,082,000	2,082,000
27 Quality Enhancements	5,728,000	5,728,000	5,728,000	5,728,000
28 Budget Reduction (VRIP)	(345,000)	(345,000)	(345,000)	(345,000)
29				
30 <b>Total New Expenses</b>	<b>\$ 26,513,000</b>	<b>\$ 27,805,000</b>	<b>\$ 26,513,000</b>	<b>\$ 27,146,000</b>
31				
32 <b>Net New Incremental Budget Resources</b>	<b>\$ (4,843,000)</b>	<b>\$ 6,420,000</b>	<b>\$ 10,272,000</b>	<b>\$ 15,918,000</b>
33 <b>One-Time FY22 Backfill Resources:</b>				
34 Planned Board Reserve Deployment	\$ (12,904,000)	\$ (12,904,000)	\$ (12,904,000)	\$ (12,904,000)
35 <b>Total Base Budget Overage (Shortfall)</b>	<b>\$ (17,747,000)</b>	<b>\$ (6,484,000)</b>	<b>\$ (2,632,000)</b>	<b>\$ 3,014,000</b>

1% RUG Increase = student share \$97/yr.  
1% Increase NRUG = student share \$290/yr.

1% RUG Increase = \$1.5M  
1% NRUG Increase = \$1.6M  
1% Salary Increase = \$4.7M (\$3.9M Fac/AP; \$620K SC; \$180K GA)

**Base Assumptions**

Resident Undergraduate 0%, \$0/yr.; 3%, \$291/yr.  
Non-Resident Undergraduate 3%; \$870/yr.  
Resident Graduate 3%; \$325/yr. and Resident Professional Veterinary Medicine 3%; \$1,1072/yr.  
Non-Resident Graduate 3%; \$797/yr. and Non-Resident Professional Veterinary Medicine 3%; \$1,784/yr.  
Differential Tuition - UG ~ 3% (est. round to whole number)  
Salary Increases Faculty/AP - Remaining 50% of 3% taking effect Jan. 1, 2022; FY23 - 1% Increase  
Salary Increases SC 3% - Effective July 1, 2022 for FY23  
Salary Increases Grads 3% Effective July 1, 2022 for FY23  
Internal Reallocations/Budget Reductions TBD  
Fees TBD



**CSU-Fort Collins Revised Funding Shortfall (Budget)**

	Original Budget FY20	Original Budget FY21	Adjusted FY21	Original Budget FY22	Projected Results FY22	FY23 Est. Assumes 3% Tuition Increase	Est. \$ Change FY22 to FY23
<b>Resources:</b>							
1 Student tuition and fees (Less COF)							
2 Enrollment Growth (UG & GR)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,140,000
3 Tuition Rate	-	-	-	-	-	-	-
4	\$ 436,191,460	\$ 403,179,642	\$ 411,985,642	\$ 426,084,644	\$ 439,225,000	\$ 439,225,000	\$ 13,140,000
5 State fee for service revenue (with COF)							
6 State Funding	\$ 149,975,416	\$ 62,803,527	\$ 57,947,681	\$ 160,802,000	\$ 160,802,000	\$ 183,314,000	\$ 22,512,000
7 CARES (1X)	-	79,554,679	84,410,525	-	-	-	-
8	\$ 149,975,416	\$ 142,358,206	\$ 142,358,206	\$ 160,802,000	\$ 160,802,000	\$ 183,314,000	\$ 22,512,000
9 Grants and contracts							
10 Direct	\$ 308,704,707	\$ 308,882,948	\$ 308,882,948	\$ 359,172,000	\$ 359,172,000	\$ 359,172,000	\$ -
11 Indirect (F&A)	54,000,000	54,000,000	54,000,000	55,000,000	55,000,000	57,040,000	2,040,000
12	\$ 362,704,707	\$ 362,882,948	\$ 362,882,948	\$ 414,172,000	\$ 414,172,000	\$ 416,212,000	\$ 2,040,000
13 Sales and services of educational activities							
14 PVM, AES, CES - Cash Operations	\$ 59,746,799	\$ 46,115,152	\$ 46,115,152	\$ 54,682,000	\$ 54,682,000	\$ 54,429,000	\$ (253,000)
15							
16 Auxiliary enterprises							
17 Housing and Dining Services	\$ 93,683,100	\$ 48,176,800	\$ 48,176,800	\$ 83,175,000	\$ 83,175,000	\$ 83,175,000	\$ -
18 Lory Student Center	32,281,300	26,624,500	26,624,500	27,026,000	27,026,000	27,026,000	-
19 Athletics	48,436,866	33,756,740	33,756,740	46,507,000	46,507,000	46,507,000	-
20 Other (CSUHN, Parking, Campus Rec, STUORG)	74,539,472	64,254,555	64,254,555	60,751,000	60,751,000	60,751,000	-
21	\$ 248,940,738	\$ 172,812,595	\$ 172,812,595	\$ 217,459,000	\$ 217,459,000	\$ 217,459,000	\$ -
22 Other operating revenue							
23 Seedling Tree, GENOPS, Continuing Ed	\$ 66,242,932	\$ 63,616,006	\$ 63,616,006	\$ 72,430,000	\$ 72,430,000	\$ 72,430,000	\$ -
24 <b>Total Resources</b>	\$ 1,323,802,052	\$ 1,190,964,549	\$ 1,199,770,549	\$ 1,345,630,000	\$ 1,358,770,000	\$ 1,383,069,000	\$ 37,439,000
25 <b>Expenses:</b>							
26 Total Expenses (includes Financial Aid)	\$ 1,323,802,052	\$ 1,246,783,549	\$ 1,246,783,549	\$ 1,360,532,000	\$ 1,358,534,000	\$ 1,385,701,000	\$ 27,167,000
27 COVID Expenses (Screening, testing, contract tracing, quarantine, revenue losses)	-	-	14,703,813	-	2,000,000	-	-
28 Permanent Base Reductions	-	(17,000,000)	(17,000,000)	(1,998,000)	-	-	-
29 System Office Reallocation	-	(550,000)	(550,000)	-	-	-	-
30 <b>Total Expenses</b>	\$ 1,323,802,052	\$ 1,229,233,549	\$ 1,243,937,362	\$ 1,358,534,000	\$ 1,360,534,000	\$ 1,385,701,000	\$ 27,167,000
31							
32 <b>Net General Fund Impact</b>	\$ -	\$ (38,269,000)	\$ (44,166,813)	\$ (12,904,000)	\$ (1,764,000)	\$ (2,632,000)	\$ 10,272,000
33							
34 <b>Less: One-Time FY21 Resources</b>							
35 Planned Board Reserve Draw	\$ -	\$ 20,000,000	\$ -	\$ -	\$ -	\$ -	\$ -
36 Planned Scoop & Toss Draw	-	18,269,000	-	-	-	-	-
37 HEERF II	-	-	19,449,668	-	-	-	-
38 HEERF III	-	-	24,717,145	-	-	-	-
39	\$ -	\$ 38,269,000	\$ 44,166,813	\$ -	\$ -	\$ -	\$ -
40							
41 <b>Net Shortfall</b>	\$ -	\$ -	\$ -	\$ (12,904,000)	\$ (1,764,000)	\$ (2,632,000)	\$ 10,272,000

# CSU Pueblo E/G Incremental Summary FY 23

- Scenario 1: flat tuition; 4.6% state funding
- Scenario 2: 3% tuition; 6% state funding
- Scenario 3: flat tuition; 14% state funding

	Scenario 1	Scenario 2	Scenario 3
<b>Revenue Source</b>			
Enrollment	-	-	-
State Funding	\$ 1.0	\$ 1.3	\$ 2.9
Tuition (Res)	-	0.6	-
Tuition (Non Res)	-	0.2	-
Differential Tuition	-	0.0	-
<b>NEW REVENUE</b>	\$ 1.0	2.0	\$ 2.9
<b>Expenditures</b>			
Financial Aid	\$ -	\$ 0.2	\$ -
New Expenses	2.0	2.6	2.6
<b>NEW EXPENDITURES</b>	\$ 2.0	\$ 2.8	\$ 2.6
<b>NET NEW RESOURCES</b>	\$ (1.0)	\$ (0.8)	\$ 0.3
Backfill One-Time	\$ (3.5)	\$ (3.5)	\$ (3.5)
<b>E/G Overage (Shortfall)</b>	\$ (4.5)	\$ (4.2)	\$ (3.2)

**FY 2023 Incremental E&G Budget - V.4.1**  
**Colorado State University - Pueblo**  
 February 2, 2022

Rate = 0% - RUG    Rate = 3% - RUG    Rate = 0% - RUG  
 Rate = 0% - GRAD    Rate = 3% - GRAD    Rate = 0% - GRAD  
 State = 4.6%    State = 6%    State = 14%

New Resources		Rate = 0% - RUG	Rate = 3% - RUG	Rate = 0% - RUG
		Rate = 0% - GRAD	Rate = 3% - GRAD	Rate = 0% - GRAD
		State = 4.6%	State = 6%	State = 14%
Tuition				
Undergraduate Rate Increase				
1	Resident	\$ -	\$ 503,000	\$ -
2	Non-Resident (TWOLF & WUE rate)	-	\$ 191,000	-
3	Undergraduate Differential Tuition	-	\$ 20,000	-
Graduate Rate Increase				
4	Resident	\$ -	\$ 47,000	\$ -
5	Non-Resident	-	6,000	-
6	Graduate Differential Tuition	-	11,000	-
7	Projected Enrollment Change = 0%	-	-	-
8	Total Tuition	-	778,000	-
9	State Funding Impact (varies by scenario)	959,229	1,251,168	2,919,392
10	State Funding Add'l	-	-	-
11	<b>Total New Resources</b>	<b>\$ 959,229</b>	<b>\$ 2,029,168</b>	<b>\$ 2,919,392</b>
12	<b>Financial Aid</b>	-	195,000	-
13	<b>Net New Resources</b>	<b>\$ 959,229</b>	<b>\$ 1,834,168</b>	<b>\$ 2,919,392</b>
New Expenses				
14	Faculty/Staff Compensation (includes Faculty promotions and market based compensation, Faculty/AP/SC salary increases, and fringe increases)	1,200,000	1,800,000	1,800,000
15	Mandatory Costs	800,000	800,000	800,000
16	<b>Total New Expenses</b>	<b>\$ 2,000,000</b>	<b>\$ 2,600,000</b>	<b>\$ 2,600,000</b>
17	<b>Net New Incremental Budget Resources</b>	<b>\$ (1,040,771)</b>	<b>\$ (765,832)</b>	<b>\$ 319,392</b>
One-Time FY22 Backfill Resources:				
18	HEERF III funding	\$ (3,472,668)	\$ (3,472,668)	\$ (3,472,668)
19	<b>Total Base Budget Overage (Shortfall)</b>	<b>\$ (4,513,439)</b>	<b>\$ (4,238,500)</b>	<b>\$ (3,153,276)</b>

1% RUG Increase = student share increase of \$165/year  
 1% NRUG Increase = increase of \$/year  
 1% Salary Increase = \$340k(\$275k Fac/AP; \$65k SC)

**Base Assumptions**

3% tuition increase  
 0% growth in enrollment  
 Spring Melt = 10%  
 Salary Increase Faculty / Administrative Professionals (1% in scenario 1; 3% in 2 & 3)  
 Salary Increase State Classified Staff (3% all scenarios)

**COLORADO STATE UNIVERSITY - PUEBLO**

						0% UG Tuition Increase; 4.6% State funding	3% UG Tuition Increase; 6% State funding	0% UG Tuition Increase; 14% State funding	0% UG Tuition Increase; 4.6% State funding	3% UG Tuition Increase; 6% State funding	0% UG Tuition Increase; 14% State funding	
	FY20	Original FY21	Adjusted FY21	Original FY22	Projected Results FY22	FY23 - Estimate			Est \$ Change FY22 to FY23			
<b>Resources:</b>												
1	Student Tuition and Fees (less COF) <sup>1</sup>	-	-	-	-	-	-	-	-	-	-	-
2	Enrollment Growth (UG & GR)	-	-	-	-	-	-	-	-	-	-	-
3	Tuition Rate	-	-	-	-	-	778,000	-	778,000	-	-	-
4		\$ 43,827,084	\$ 39,551,124	\$ 40,651,124	\$ 41,559,927	\$ 38,850,783	\$ 39,628,783	\$ 38,850,783	\$ -	\$ 778,000	\$ -	\$ -
5	State Fee for Service Revenue (with COF)											
6	State Funding		8,944,326	8,944,326	22,541,141	22,541,141	23,500,370	23,792,309	25,460,533	959,229	1,251,168	2,919,392
7	CARES/HEERF (1X) <sup>2</sup>		10,849,369	5,993,523								
8	FFS (1X) <sup>2</sup>			4,855,846								
9		\$ 20,852,203	\$ 19,793,695	\$ 19,793,695	\$ 22,541,141	\$ 22,541,141	\$ 23,500,370	\$ 23,792,309	\$ 25,460,533	\$ 959,229	\$ 1,251,168	\$ 2,919,392
10	Sales and Services of Educational Activities											
11	Fee Revenue (transcripts other processing fees)	\$ 745,000	\$ 630,000	\$ 525,000	\$ 550,000	\$ 550,000	\$ 550,000	\$ 550,000	\$ 550,000	-	-	-
12	Auxiliary Enterprises											
13	Housing and Dining Services	6,658,100	5,605,249	4,400,000	4,939,156	4,939,156	4,939,156	4,939,156	4,939,156	-	-	-
14	Occhiato Student Center	92,500	146,500	-	148,000	148,000	148,000	148,000	148,000	-	-	-
15	Athletics	6,686,226	6,521,740	6,026,740	7,301,990	7,301,990	7,301,990	7,301,990	7,301,990	-	-	-
16	Other ( Parking, Student Rec Center)	2,204,040	1,829,100	1,300,084	1,838,100	1,838,100	1,838,100	1,838,100	1,838,100	-	-	-
		\$ 17,091,461	\$ 16,739,105	\$ 11,726,824	\$ 14,227,246	\$ 14,227,246	\$ 14,227,246	\$ 14,227,246	\$ 14,227,246	\$ -	\$ -	\$ -
17	Other Operating Revenue											
18	Board Support(Housing Debt Service)	1,450,595	2,636,516	2,000,000	2,790,856	3,200,000	3,200,000	3,200,000	3,200,000	-	-	-
19	Extended Studies Transfer	1,155,000	1,155,000	1,250,000	1,500,000	1,500,000	2,800,000	2,800,000	2,800,000	-	-	-
20	Permanent Increase of ES Transfer					1,300,000						
21	<b>Total Resources</b>	\$ 85,121,343	\$ 80,505,440	\$ 75,946,643	\$ 83,169,170	\$ 82,169,170	\$ 83,128,399	\$ 84,198,338	\$ 85,088,562	\$ 959,229	\$ 2,029,168	\$ 2,919,392
<b>Expenses</b>												
22	Total Expenses (includes Financial Aid)	\$ 85,621,680	\$ 86,856,335	\$ 80,002,714	\$ 86,641,838	\$ 86,641,838	\$ 87,641,838	\$ 88,436,838	\$ 88,241,838	\$ 2,000,000	\$ 2,795,000	\$ 2,600,000
23	COVID Expenses (Screening, testing, etc.)			3,301,638								
24	Permanent Base Reductions					(1,000,000)						
25	<b>Total</b>	\$ 85,621,680	\$ 86,856,335	\$ 83,304,352	\$ 86,641,838	\$ 85,641,838	\$ 87,641,838	\$ 88,436,838	\$ 88,241,838	\$ 2,000,000	\$ 2,795,000	\$ 2,600,000
26	<b>Net Impact resources less expenses</b>	\$ -	\$ (6,350,895)	\$ (7,357,709)	\$ (3,472,668)	\$ (3,472,668)	\$ (4,513,439)	\$ (4,238,500)	\$ (3,153,276)	\$ (1,040,771)	\$ (765,832)	\$ 319,392
27	<b>One-Time Resources</b>											
28	Planned Board Reserve Deployment		3,000,000			-						
29	Planned Strategic Financing Resources		3,350,895									
30	HEERF II&III			7,357,709								
31	HEERF III			-	3,472,668	3,472,668						
32		-	6,350,895	7,357,709	3,472,668	3,472,668	-	-	-			
33	<b>Net Shortfall</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (4,513,439)	\$ (4,238,500)	\$ (3,153,276)	\$ (1,040,771)	\$ (765,832)	\$ 319,392

<sup>1</sup> Includes all tuition revenue including Extended Studies

<sup>2</sup> A reallocation in CARES funding reduces this to \$5,993,523; difference made up with Fee for Service Funds.



**Colorado State University - Global Campus**  
**FY2022 Budget vs FY2023 Pro Forma Budget**  
**February 2022 Board of Governor's Meeting**  
**January 17, 2022**

	Budget FY22	Percent of Revenue	Pro Forma FY23	Percent of Revenue	Incremental Increase
<b>Operating Revenues</b>					
Student Tuition and Fees, net <sup>1</sup>	93,539,908	94.23%	94,436,645	94%	896,737
Other Operating Income	5,728,255	5.77%	6,301,081	6%	572,826
Total Operating Revenues	<u>99,268,163</u>		<u>100,737,726</u>		<u>1,469,563</u>
<b>Operating Expenses</b>					
Instruction <sup>2</sup>	20,662,148	28.96%	21,098,002	29.0%	435,854
Academic Support <sup>2</sup>	7,964,210	11.16%	8,310,474	11.4%	346,264
Student Services <sup>2</sup>	32,301,883	45.27%	32,715,480	45.0%	413,597
Institutional Support	9,459,209	13.26%	9,852,080	13.6%	392,871
Operation and Maintenance of Plant <sup>3</sup>	559,000	0.78%	290,000	0.4%	(269,000)
Depreciation	408,000	0.57%	375,975	0.5%	(32,025)
Total Operating Expenses	<u>71,354,450</u>	<b>100.00%</b>	<u>72,642,011</u>	<b>100.00%</b>	<u>1,287,561</u>
Operating Income	<u>27,913,713</u>		<u>28,095,714</u>		<u>182,001</u>
Operating Margin	28%		28%		

1 - Increase in Operating Revenue is due to an expected growth in new and continuing student enrollments

2 - Increase due to anticipated growth in student enrollments.

3 - In January 2022, CSU Global relinquished 50% of its office space to the tenant, giving rise to a corresponding decrease in office rent

**Projections:**

New Student Undergraduate/Graduate tuition rate per credit      \$350 / \$500

Undergraduate to Graduate ratio projection                              67% / 33%

Action – Amendment to the  
2-Year Cash List - CSU



**Board of Governors of the  
Colorado State University System  
Meeting Date: Feb 2-4, 2022  
Action Item**

MATTER FOR ACTION:

Approval of the amended FY 21-22 2-year Cash List for CSU

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the attached amended FY 21-22 2-year cash list for CSU.

FURTHER, that staff is authorized to submit any and all documents required by the Department of Higher Education, Governor's Office, and General Assembly.

EXPLANATION:

Presented by Lynn Johnson, Chief Financial Officer, Colorado State University System.

The state 2-year cash list is being amended to request cash spending authorization for the following projects: Chiropteran Research Facility and Westfall Hall abatement and window replacement. The projects are pending approval by the Board of Governors at this meeting.

This item is recommended by the Board of Governors Audit and Finance Committee.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date

CSU Fort Collins FY 21-22 2-year Cash List Amendment

2/3/2022

Campus	Project Name	Cash Funds	BOG program plan approval
CSU	Chiropteran Research Facility	\$8.0M- (\$6.75M NIH Grant, \$1.25M CSU match)	Feb 2022-pending
CSU	Westfall Hall abatement and window replacement	\$15.7M	NA



# CSU System Treasury



# CSU SYSTEM TREASURY PERFORMANCE

Colorado State University System								
Operating Portfolio								
December 31, 2021								
						Returns		
	Market Value	Market Value	Market Value	Market Value	Last	Last	Last	
	Dec 31, 2020	June 30, 2021	Sept. 30, 2021	Dec 31, 2021	Quarter	6 months	Year	
<b>Tier 1</b>								
<b>State Treasury Pool *</b>	<b>255,499,104</b>	<b>261,485,755</b>	<b>439,500,016</b>	<b>380,994,461</b>	0.23%	0.47%	1.05%	
Money Market Funds	61,595,728	61,443,198	61,436,934	<b>61,340,276</b>	0.01%	0.02%	0.01%	
<i>3-mo T-Bill</i>					<i>0.01%</i>	<i>0.02%</i>	<i>0.05%</i>	
<b>Tier 2</b>								
Separately Managed - BBH	59,024,221	59,468,485	59,563,733	<b>59,347,825</b>	<b>-0.36%</b>	<b>-0.15%</b>	0.70%	
<i>Bloomberg Gov/Cred 1-5 Yr</i>					<i>-0.72%</i>	<i>-0.67%</i>	<i>-0.97%</i>	
<b>Tier 3</b>								
Fidelity 500 Index	98,644,952	113,688,506	114,343,996	<b>126,946,972</b>	11.02%	11.66%	28.69%	
<i>S&amp;P 500 Index</i>					<i>11.03%</i>	<i>11.67%</i>	<i>28.71%</i>	
Vanguard Extended Market Index	34,256,503	39,552,882	38,259,763	<b>38,527,321</b>	0.70%	<b>-2.59%</b>	12.47%	
<i>Vanguard Spliced Ext Mkt Index</i>					<i>0.67%</i>	<i>-2.65%</i>	<i>12.35%</i>	
Vanguard Total Intl Stock Index	77,821,908	85,374,187	82,816,712	<b>88,583,732</b>	2.12%	<b>-0.94%</b>	8.68%	
<i>Vanguard Spliced Intl Index</i>					<i>1.76%</i>	<i>-0.79%</i>	<i>8.83%</i>	
Vanguard Total Bond Market Index	121,863,098	119,815,731	-					
Separately Managed - PGIM			119,810,904	<b>115,769,874</b>	0.01%	0.00%	-	
<i>Bloomberg Aggregate</i>					<i>0.01%</i>	<i>0.06%</i>	<i>-1.54%</i>	
Total Operating Less State Treasury Pool	\$ 453,206,409	\$ 479,342,989	\$ 476,232,042	\$ 490,515,999	3.03%	2.34%	8.29%	
Total Operating Portfolio	\$ 708,705,513	\$ 740,828,743	\$ 915,732,058	\$ 871,510,460				
*Return represents "net credit rate" from State Treasury Pool								

## Investment Objectives

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

### Tier 1

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

### Tier 2

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

### Tier 3

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



# CSU System Treasury Update

- Operating Portfolio Performance less State Treasurer Pool (daily liquidity)
  - Market value as of Dec. 31, 2021: \$490,515,999
    - 8.29% return for last year (January - December 2021)
    - 2.34% return for the last 6 months (Fiscal Year 2022)
    - 3.03% for last quarter (October – December 2021)
- The State Treasurer Pool distributed a “net credited rate” of 1.05% over the last year (January - December 2021).
- The portfolio has grown by over \$94.8 M from gains since inception, July 2018. \$21 M of those gains have been earmarked to fund the Board of Governors’ initiatives for Rural Colorado and Student Success.
- Investment Advisory Committee
  - Met January 26, 2022

# Series 2021 C,D,E Update

Summary of Series 2021CDE					
Authorized by 22nd Supplemental Resolution					
Taxable Refunding and Tax-Exempt "New Money"					
	Refunding				New Money
	Series 2021D-2 Taxable Public Offering	Series 2021E Cinderella Direct Purchase with JP Morgan	Series 2021D-1 Taxable Public Offering	Total	Series 2021C Tax Exempt Public Offering
Refunded Series	2013D, 2016B	2015C	2015C, 2017C, 2018A		
Refunded Bonds	25,595,000	25,945,000	40,390,000	91,930,000	
Refunded Bond Ave. Coupon	4.31%	4.00%	4.30%		
Refunding Series	28,870,000	27,695,000	46,045,000	102,610,000	38,580,000
All-in True Interest Cost	2.67%	2.03%	2.75%		2.46%
Present Value Savings	1,791,057	4,359,729	2,977,344	9,128,130	
NPV Savings % Refunded Principal	6.99%	16.80%	7.37%		
Cash Savings	2,557,952	5,254,546	4,721,215	12,533,713	
Final Maturity	2041	2037	2048	2048	2051

- Series 2021D-1 closed on December 30th
- Total cash savings on \$102,610,000 refunding: \$12.5 M
- 22nd Supplemental Resolution authorized up to \$175 M refunding; there is still \$72M authorization available should rates return to lower levels



# Section 9

*Academic and Student Affairs  
Committee*



# Academic and Student Affairs Committee

Board of Governors Regular Meeting – February, 2022

Rick Miranda, Chief Academic Officer



# CSU New Degrees



- **Masters in Addictions Counseling and Social Work**
  - Plan C, coursework only Master's program
  - Actually a joint program combining two Master's degrees:
    - Master's in Addiction Counseling (Psychology, 42 credits)
    - Master of Social Work (Social Work, 64 credits)
  - A single program combining the two, leading to a single Master's degree
  - 82 credits
  - Leads to licensure in two areas:
    - Licensed Addiction Counselor
    - Licensed Clinical Social Worker
  - First of its kind in the country
  - Leverages the existing MAC and MSW programs; no additional budget needed

# CSU-Pueblo New Undergraduate Certificates



- **Certificate: Diversity Studies**

- Undergraduate, 9 credit certificate
- Dept of Sociology, Criminology, & Anthropology
- Restructuring of former 15-credit certificate which was not well subscribed
- Resonates with Pueblo's HSI status

- **Certificate: Creative Industry Essentials**

- Undergraduate, 12 credit certificate,
- Depts of Media and Entertainment, Art and Creative Media; School of Creativity and Practice, may include Music in the future
- No additional resources needed



# CSU-Pueblo New Degrees



- **BS in Media and Entertainment (Renaming of BS in Media Communication)**
  - Also informed by same Hanover study
  - Will share faculty and other resources with the GIM new degree now
- **BFA in Gaming and Immersive Media**
  - BFA program, out of C of Humanities, Arts, and Social Sciences, School of Creativity and Practice
  - Development was informed by a Hanover study: there is need & jobs in this area
  - ~200 majors in five years
  - Good ROI financially, profitable in second year

# CSU Academic Calendar



- Extending the published calendar from 2026 to 2028.
- No real changes in the semester/summer term structures.



# CSU Faculty Manual Changes

- **C.2.1.9.2 and C.2.1.9.5:**
  - Creates a new standing committee of Faculty Council, the Committee on Information Technology. Advises campus leadership on academic and research needs in the IT arena.
  
- **D.4:**
  - Clarifies the roles and procedures concerning Letters of Expectation and Letters of Reprimand
  
- **E.15:**

Clarification of procedures related to disciplinary actions; notifications, response opportunities, use of email, recordings of Hearings, and UGO participation.



# CSU Sabbatical Summary Reports (report item)

- Sabbaticals are a legitimate expectation of tenured faculty, not a right
- There is a robust application process each year; faculty must submit a detailed plan
- The requests are recommended by Chair, Dean, and Provost, and approved by the President
- Following the sabbatical, each faculty member submits a sabbatical report, and the Board sees the Sabbatical Reports Summary upon completion. **This is that report.**
- This year: 46 sabbatical reports submitted.

# CSU-Pueblo Sabbatical Reports and Requests (report item)



- Sabbaticals are a legitimate expectation of tenured faculty, not a right
- There is a robust application process each year; faculty must submit a detailed plan
- The requests are recommended by Chair, Dean, and Provost, and approved by the President; those approved are submitted in a report to the Board. **This is that report.**
- Following the sabbatical, each faculty member submits a sabbatical report, and the Board sees the Sabbatical Reports Summary upon completion.
- This year: Sabbatical Reports from six faculty are submitted.
- Sabbatical Requests for next year from seven faculty are approved.

# CSU Avenir Museum Statement



- Required for their museum accreditation
- Want to make sure that the CSU Administration and the Board does not view the museum collections as fungible assets to be liquidated for short-term budgetary reasons.



# QUESTIONS?



**CSU SYSTEM**  
COLORADO STATE UNIVERSITY



BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA  
February 3, 2022

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

**Assigned Staff:** Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Master of Addiction Counseling in Psychology and Social Work

Colorado State University Global Campus

- None

Colorado State University Pueblo

- Certificate: Diversity Studies
- Certificate: Creative Industry Essentials
- Retitle Degree Program: Bachelor of Science in Media and Entertainment
- Bachelor of Fine Arts in Gaming and Immersive Media

II. Miscellaneous Items

Colorado State University

- Academic Calendar Fall 2026 – Summer 2028
- Faculty Manual Changes:
  - Faculty Manual Section C.2.1.9.2 and C.2.1.9.5, The Standing Committees of Faculty Council
  - Faculty Manual Section D.4, Letters Regarding Performance and/or Behavior
  - Faculty Manual Section E.15, Disciplinary Action for Tenured Faculty
- Sabbatical Summaries 2020-2021
- Avenir Museum Statement of Permanence

Colorado State University Global Campus

- None

Colorado State University Pueblo

- Sabbatical Reports and Requests



## MATTERS FOR ACTION

### New Degree: Master of Addiction Counseling in Psychology and Social Work, Plan C

#### RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College to establish an Intra-University degree: New Degree Program: Master of Addiction Counseling in Psychology and Social Work, Plan C. If approved, this degree will be effective Fall Semester 2022.

#### EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President

There is a shortage of healthcare workers who are adequately trained in empirically supported practices for identifying and treating substance use disorders (SUDs). In many instances, SUD treatment is delivered by addiction counselors; however, current training models for addiction counselors do not provide adequate education/training in treating co-occurring mental health disorders. The opposite is often true in social work training programs, which offer training in treating mental health disorders, however, often do not offer specialized training to treat co-occurring SUDs. This creates a significant treatment gap, whereby treatment of co-occurring SUDs and mental health disorders is limited to only those who reach beyond their program to receive specialized training in co-occurring disorders. The Master in Addiction Counseling and the Master in Social Work programs at CSU are uniquely positioned to address this workforce gap through an innovative Joint MACP/MSW degree program.

This joint degree program combines the Master in Addiction Counseling in Psychology (MACP) and the Master of Social Work (MSW). These are offered respectively by the Department of Psychology and the School of Social Work at Colorado State University. The free-standing MSW is comprised of 64 semester credits of coursework (Advanced Standing students, 39 semester credits), and the MACP, 42 semester credits. Students in the joint degree program will earn the combined degree upon completion of a total of 82

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semester credits (Advanced Standing students, 63 credits). Each degree accepts credits earned in the other degree. The MSW accepts up to 9 semester credit hours of MACP coursework. The MACP accepts up to 16 semester credit hours of field education/internship. Upon completion of the program, graduates will have completed all educational requirements to become both a Licensed Addiction Counselor and a Licensed Clinical Social Worker.



**NEW PROGRAM PROPOSAL**

**Master of Addiction Counseling in Psychology and Social Work, Plan C**

**Program Title:** Master of Addiction Counseling in Psychology and Social Work, Plan C

**Academic Level:** Graduate

**Program Type:** Degree

**Degree Type:** Plan C Master's

**College:** Intra-University

**Offered as:** Main Campus Face-to-Face

**CIP Code:**

**Program available to students:** Fall 2022

**Program Description:**

There is a shortage of healthcare workers who are adequately trained in empirically supported practices for identifying and treating substance use disorders (SUDs). In many instances, SUD treatment is delivered by addiction counselors, however, current training models for addiction counselors do not provide adequate education/training in treating co-occurring mental health disorders. The opposite is often true in social work training programs, which offer training in treating mental health disorders, however, often do not offer specialized training to treat co-occurring SUDs. This creates a significant treatment gap, whereby treatment of co-occurring SUDs and mental health disorders is limited to only those who reach beyond their program to receive specialized training in co-occurring disorders. The Master in Addiction Counseling and the Master of Social Work programs at CSU are uniquely positioned address this workforce gap through an innovative Joint MACP/MSW degree program. This joint degree

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program combines the Master in Addiction Counseling in Psychology (MACP) and the Master of Social Work (MSW). These are offered respectively by the Department of Psychology and the School of Social Work at Colorado State University. The free-standing MSW is comprised of 64 semester credits of coursework (Advanced Standing students, 39 semester credits), and the MACP, 42 semester credits. Students in the joint degree program will earn the combined degree upon completion of a total of 82 semester credits (Advanced Standing students, 63 credits). Each degree accepts credits earned in the other degree. The MSW accepts up to 9 semester credit hours of MACP coursework. The MACP accepts up to 16 semester credit hours of field education/internship. Upon completion of the program, graduates will have completed all educational requirements to become both a Licensed Addiction Counselor and a Licensed Clinical Social Worker.

**Program Catalog Copy:**

The Masters in Addiction Counseling and Social Work Program (MACP/MSW) is uniquely positioned to address the workforce gap that exists to treat co-occurring substance use and mental health disorders. This joint degree program combines the Master in Addiction Counseling in Psychology (MACP) and the Master of Social Work (MSW), which are offered respectively by the Department of Psychology and the School of Social Work at Colorado State University. The free-standing MSW is comprised of 64 semester credits of coursework (Advanced Standing students, 39 semester credits), and the MACP, 42 semester credits. Students in the joint degree program will earn the combined degree upon completion of a total of 82 semester credits (Advanced Standing students, 63 credits). Each degree accepts credits earned in the other degree. Upon completion of the program, graduates will have completed all educational requirements to become both a Licensed Addiction Counselor and a Licensed Clinical Social Worker and will be able to treat those suffering with co-occurring substance use and mental health disorders.

**Evidence of Need:**

There is a shortage of healthcare workers who are adequately trained in empirically supported practices for identifying and treating substance use disorders (SUDs). In many instances, SUD treatment is delivered by addiction counselors, however, current training models for addiction counselors do not provide adequate education/training in treating co-occurring mental health disorders. The opposite is often true in social work training programs, which offer training in treating mental health disorders however, often do not offer specialized training to treat co-occurring SUDs. This creates a significant treatment gap, whereby treatment of co-occurring SUDs and mental health disorders is limited to only those who reach beyond their program to receive specialized training in co-occurring disorders. The Masters in Addiction Counseling and the Master of Social Work programs at CSU are uniquely positioned address this workforce gap through an innovative Joint MACP/MSW degree program. This joint degree program combines the Master in Addiction Counseling in Psychology (MACP) and the Master of Social Work (MSW) offered respectively by the Department of Psychology and the School of Social Work at Colorado State University. This program is unique in that it uses the newly created Joint Degree Program processes at Colorado State University to create the first of its kind MACP/MSW

program in the country. Upon completion of the program, graduates will have completed all educational requirements to become both a Licensed Addiction Counselor and a Licensed Clinical Social Worker. We will provide superior education and training to address workforce shortages in Colorado and across the nation.

**Student Population in Five Years and Profile:**

	<b>AY 2022- 2023</b>	<b>AY 2023- 2024</b>	<b>AY 2024- 2025</b>	<b>AY 2025- 2026</b>	<b>AY 2026- 2027</b>
<b># of Resident</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b># of Non-Resident</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b># of International</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

**Admissions Requirements:** There are no admission requirement that are higher than CSU’s minimum requirements.

**Curriculum:**

	<b><u>First Year</u></b>	
<b><u>Fall</u></b>		<b>Credits</b>
SOWK 500	Principles and Philosophy of Social Work	3
SOWK 511	Small Systems Practice Skills	3
SOWK 515	Theoretical Foundations for Social Work	3
SOWK 530	Anti-Oppressive Social Work Practice	3
	Total Credits	12
<b><u>Spring</u></b>		
SOWK 520	Social Welfare Policy and Advocacy	3
SOWK 588	Field Placement	6
SOWK 592	Integrative Foundation Field Seminar	1
SOWK 677	Trauma-Informed Care (optional)	
	Total Credits	10

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	<b><u>Second Year</u></b>	
	<b><u>Fall</u></b>	
PSY 612	Introduction to Addiction Counseling	3
PSY 675	Ethics and Professional Psychology Practice	3
PSY 724	Motivational Interviewing	3
PSY 726	Neuropharmacology of Addiction	3
SOWK 630	Advanced Generalist Practice with Individuals	3
	Total Credits	15
	<b><u>Third Year</u></b>	
	<b><u>Fall</u></b>	
PSY 787 or SOWK 688	Internship Field Placement	9
SOWK 600	Methods of Research	3
SOWK 633	Contemporary Issues in Social Welfare Policy	3
	Total Credits	15
	<b><u>Spring</u></b>	
PSY 710	Advanced Addiction Treatments	3
PSY 787 or SOWK 688	Internship Field Placement	9
SOWK 698	Advanced Research and Social Work Capstone	3
	Total Credits	15
	<b>Program Total Credits</b>	<b>82</b>

**Faculty Resources, Current and Required:**

This is a joint degree program that combines the existing Master in Addiction Counseling in Psychology (MACP) and the Master of Social Work (MSW). No new faculty resources are required.

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

This is a joint degree program that combines the existing Master in Addiction Counseling in Psychology (MACP) and the Master of Social Work (MSW). No new library resources, facilities, equipment, etc. are required.

**Overall Budget Summary**

This is a joint degree program that combines the existing Master in Addiction Counseling in Psychology (MACP) and the Master of Social Work (MSW). No additional budget is needed.

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MATTERS FOR CONSENT:

New Certificate Program: Diversity Studies

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Humanities, Arts & Social Sciences to establish a new certificate in Diversity Studies. If approved, this certificate will be effective in Fall 2022.

EXPLANATION:

Presented by Dr. Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

This Diversity Studies certificate provides an enriching, multidisciplinary experience for students through exposure to a variety of cultures, diverse social contexts, and lived experiences within the academic context. It will further prepare students for the social and cultural diversity of the world in which they live and work.

**1. Specific Identifiers**

- a. Name of Program: **Diversity Studies**
- b. Degree type: **Certificate**
- c. Recommended CIP code: **30.2301**
- d. College/School /Department: **College of Humanities, Arts & Social Sciences/  
Department of Sociology, Criminology and Anthropology**

**2. Overview of Program**

The CSU-Pueblo Diversity Studies certificate program is a 9-credit hour certificate program housed in the College of Humanities, Arts and Social Science (CHASS) under the department of Sociology, Criminology, and Anthropology, which also coordinates the Women's Studies minor program.

Upon completion of this certificate, students will understand the differences in various social and cultural experiences, which contribute to shaping their awareness and ability to connect with a worldview that values diversity and inclusivity for all. Students will have developed theoretical awareness and practical knowledge to thrive in diverse local, national and international environments. They will also be better prepared to address the needs of

CSU-Pueblo New Certificate Program: Diversity Studies

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community and society, and to assume leadership roles in their field of specialization with consideration to issues revolving around diversity and inclusion.

### **3. Fit with Campus Mission**

Colorado State University-Pueblo is a regional, comprehensive university with the following Mission and Vision Statements:

#### **Mission Statement**

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

#### **Vision Statement**

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

The Diversity Studies certificate fulfills the CSU Pueblo mission by shaping the awareness and ability of the university's diverse student body to connect with a worldview that values diversity and inclusivity for all. Students will have developed theoretical awareness and practical knowledge to thrive in diverse local, national and international environments. They will also be better prepared to address the needs of community and society, and to assume leadership roles in their field of specialization with consideration to issues revolving around diversity and inclusion. This certificate will enable students to be resilient, agile and develop problem-solving abilities crucial to adopt to work environments in a rapidly changing world.

### **4. Evidence of Need**

This is a modification of a previous certificate (15 credits) which was first made available in 2012-2013 but no resources were committed to support or promote the certificate, and no students pursued the certificate. Rather than removing the certificate from the curriculum completely, it has been restructured and modernized to better fit with the CSU Pueblo vision and mission. It is imperative that a diversity studies certificate is offered at CSU Pueblo because of the university's designation as an Hispanic Serving Institution, because of CSU Pueblo's No. 1 ranking as Colorado's most diverse college (Niche.com, 2022 rankings) and because of the need to train students to be prepared for diverse work environments. This newly revised 9-credit certificate complements any existing major program of study.

### **5. Student Population in Five Years and Profile:**

We anticipate that this certificate program will attract students from a variety of majors who aspire to work in any number of helping and public service professions, including but not limited to all majors in healthcare, humanities, nursing, and social sciences.

We anticipate enrollment growth from 0 students (currently) to 12 students (minimum) over the course of the next 5 years.

**6. Admissions Requirements**

Fulfill eligibility for admission to CSU Pueblo.

**7. Curriculum**

PSYCH/ANTH /SOC/WS/DS	105	Understanding Human Diversity	3cr
DS	201	Diversity and Inclusion 1: Individual and Social Identities	3cr
DS	202	Diversity and Inclusion 2: Community and Global Perspectives	3cr
Total Credits			9cr

**DS/PSYCH/ANTH /SOC/WS 105\* Understanding Human Diversity**

Americans live in a complex and diverse society. This course examines the nature, impact and strategies for dealing with diversity in personal and social contexts.

\*For degree students only, if approved by a faculty advisor, another course which focuses on social diversity e.g. WS100, ANTH100, can be substituted for this course.

**DS 201 Diversity and Inclusion 1: Perspectives of Class, Race, Gender, and Sexuality**

This course introduces the key dimensions related to social diversity. It will explore individual identity and the intersectionality of social identities focusing on social class, race, ethnicity, nationality, gender, and sexual orientation while incorporating relevant sociological theories and methods. Students will also be encouraged to explore their own experiences and perceptions of diverse social environments to develop critical awareness.

**DS 202 Diversity and Inclusion 2: Perspectives of Disability, Age, Religion, and the Path to Inclusivity**

This course introduces more key dimensions related to social diversity. It will explore individual identity and the intersectionality of social identities focusing on disability, religion, and age while incorporating relevant sociological theories and methods. It will also consider frameworks towards a more inclusive society. Students will also be encouraged to explore their own experiences and perceptions of diverse social environments to develop critical awareness.

**8. Faculty resources, Current and Required**

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

**9. Library Resources, Facilities, Eqpt., etc., Current and Required**

Current resources are sufficient. No additional resources are required.

## **10. Overall Budget Summary**

The newly restructured Diversity Studies certificate will be promoted on campus once its redesign is approved. No additional resources are required to offer the certificate. The certificate will follow current practices for certificate programs housed within CSU Pueblo's College of Humanities, Arts and Social Sciences in not having a separate budget line. Because resources to meet the needs of the certificate program are in place, we do not anticipate additional operating costs.

MATTERS FOR CONSENT:

New Certificate Program: Creative Industry Essentials

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Humanities, Arts & Social Sciences to establish a new certificate in Creative Industry Essentials. If approved, this certificate will be effective in Fall, 2022.

EXPLANATION:

Presented by Dr. Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

The Creative Industry Essentials provides students across the university an opportunity to enhance their degrees and become better positioned for communicating effectively using a variety of creative concepts and tools (audio, video, art & design, immersive media, photography).

**1. Specific Identifiers:**

- a. Name of Program: **Creative Industry Essentials** (12 credits)
- b. Degree Type: Certificate
- c. Recommended CIP Code: **50.0706**
- d. College/School/Dept.: **College of Humanities, Arts and Social Sciences/School of Creativity & Practice, Departments of Media & Entertainment and Art & Creative Media**

**2. Overview of Program:**

This certificate provides a new opportunity for students in Creative Industry Essentials, to complement their major discipline of study. The School of Creativity + Practice (SoCaP) seeks to establish a certificate in Creative Industry Essentials so students across the university can enhance their degrees to become better positioned for communicating effectively using a variety of creative concepts and tools (audio, video, art & design, immersive media, photography). These intersecting areas provide important and enriching skills that enhance any field of study. The coursework within the certificate coincides with other SoCaP program core requirements and offers majors outside SoCaP the ability to complement their studies with creative digital media.

**3. Fit with Campus Mission:**

The creation of the Creative Industry Essentials certificate is central to the mission of Colorado State University Pueblo and actively addresses at least three of the eight guiding principles of CSU Pueblo's Vision 2028 plan:

***Transform Learning:*** CSU-Pueblo creates new opportunities by reimagining academic experiences.

***Empower Students:*** CSU-Pueblo empowers whole-student success in and out of the classroom.

**Cultivate Entrepreneurship:** CSU-Pueblo creates educational, economic, cultural, and global innovators.

**Mission Statement**

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

**Vision Statement**

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

Successful completion of the certificate will demonstrate sufficient knowledge, comprehension, and skills by the ability to integrate basic multimedia production into their existing major or career.

**4. Evidence of Need:**

The pandemic further demonstrated the ubiquity of media and the need for people from all career paths to understand, and in many cases produce, media content. We are introducing the certificate for current students and postgraduates to enhance their skills by adding this certificate as an additional credential. This certificate is also strategic because it provides an alternative path for students who may enroll in, or want to try media and art, without committing to an entire minor or major. This certificate is a foundation to both minor and majors in Media & Entertainment (all concentrations) and Art & Creative Media (BFA, Gaming & Immersive Media).

**5. Student Population in Five Years and Profile**

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

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

**6. Admission Requirements**

Eligibility for admission to CSU Pueblo.

**7. Curriculum**

Course	Title	Credits
ME 230	Sound, Radio, & Podcasting Essentials	3
ME 240	Film & Video Essentials	3
ME 251	Gaming & Immersive Media Essentials	3
ART 274	Art & Design Essentials	3
ART 276	Photography: Creative Lighting	3
Total Credits (choose any four courses from above)		12

**ME 230 Sound, Radio, & Podcasting Essentials**

An introductory course examining audio technology and recording techniques as they apply to radio and podcasting production. Students receive instruction and hands-on experience utilizing professional-grade studio equipment.

**ME 240 Film & Video Essentials**

An introductory video course designed to provide students with an overview of field and studio production including terminology, positions, cameras, lighting, editing, and distribution.

**ME 251 Gaming & Immersive Media Essentials**

An introduction to gaming and interactive technologies and platforms through hands-on experience with fundamental coding for websites, gaming, immersive, and interactive media.

**ART 274 Art & Design Essentials**

This course expands on the concepts of ARC 174 toward incorporating industry standard digital tool-sets into the creative process as well as exploring the dynamics of visual communication.

**ART 276 Photography: Creative Lighting**

Explore the fundamental characteristics of light & its effect on the photographic image. Use the 5 characteristics of light to direct every aspect of the process from basic studio sets to large scale location works.

**8. Faculty Resources, Current and Required**

This certificate is supported by the School of Creativity + Practice, so resources from the affiliated departments (Art & Creative Media, Media & Entertainment, and Music) will be utilized in support of this new certificate.

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

This certificate is supported by the School of Creativity + Practice, so resources from the affiliated departments (Art & Creative Media, Media & Entertainment, and Music) will be utilized in support of this new certificate. Additional resource needs are outlined in the budget below, however, they are required for the M&E program overhaul and the new B.F.A. in Gaming & Immersive Media degree from which the certificate is derived.

**10. Overall Budget Summary:**

The new Creative Industry Essentials certificate will be promoted on campus and in the community once approved. We anticipate enrollment growth from 0 students (currently) to 12 students (minimum) over the course of the next 5 years. No additional resources are required to offer the certificate. The certificate will not have a separate budget line in following current practices for certificate programs housed within CSU Pueblo's College of Humanities, Arts and Social Sciences. Because resources to meet the needs of the certificate program are in place, we do not anticipate additional operating costs.

MATTERS FOR CONSENT:

Updated Degree Program Title: Media & Entertainment

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Humanities, Arts & Social Sciences to update the title of our existing Bachelor of Science in Media Communication to a Bachelor of Science in Media & Entertainment. If approved, this new degree title will be effective in Fall 2022.

EXPLANATION:

Presented by Dr. Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

This is a retitling of the Media Communication Bachelor's Programs to further align with the structure of our School of Creativity and Practice. The program has been updated to prepare students to align with trends in the Media & Entertainment industry, for current professional requirements, and refers to current terminology and practices in the field. Students may choose one of five concentrations in the BS degree. The associated Media Communication BA degree will put on hiatus for future collaborative development.

**1. Specific Identifiers**

- a. Name of Major/Program: **Media & Entertainment**
- b. Degree type: **Bachelor of Science (BS)**
- c. Recommended CIP code: **09.0702**
- d. College/School/Dept. **College of Humanities, Arts and Social Sciences/School of Creativity & Practice**

**2. Overview of Program**

As increasingly diverse and digitally-connected generations enter the workforce, the role of media across all industry sectors will continue to expand, changing the way information and data is packaged, presented, and distributed. The proposed changes are based on industry forecasts and feedback from current students, alumni, local businesses, and faculty. This provides students experiential and applied learning across multiple related media and entertainment subsectors that give students the ability to tailor their plan of study to their career goals. The department will be renamed the Department of Media & Entertainment and will offer a B.S. in Media and Entertainment, with five different concentrations from which to choose:

Multimedia Journalism & Storytelling  
Sports and Esports Media  
Strategic Communication  
Media & Entertainment Production, and Media  
Entertainment, & Arts Management

### **3. Fit With Campus Mission**

The Department of Media & Entertainment revision is central to the mission of Colorado State University Pueblo and actively addresses at least three of the eight guiding principles of CSU Pueblo's Vision 2028 plan:

*Transform Learning:* CSU-Pueblo creates new opportunities by reimagining academic experiences.

*Empower Students:* CSU-Pueblo empowers whole-student success in and out of the classroom.

*Cultivate Entrepreneurship:* CSU-Pueblo creates educational, economic, cultural, and global innovators.

#### **Mission Statement**

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

#### **Vision Statement**

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

Successful Media & Entertainment majors will demonstrate sufficient knowledge, comprehension, and skills by the ability to evaluate, create, and critique media and entertainment content in the proper context of their emphasis area.

### **4. Evidence of Need**

The Department of Mass Communication underwent a program review (completed by Dr. Scott Titsworth, Dean of the Scripps College of Communication at Ohio University) in 2019 which directly informed the proposed additional modifications that have been made this year to update the Media Communication Department to a Media & Entertainment Department. We had a follow-up meeting with Dr. Titsworth in November 2021 to discuss the proposed Media & Entertainment curricular changes. He expressed his full support for the changes and felt that the changes aligned not only with the recommendations he made in his 2019 program review but also with innovative efforts being made at higher education institutions across the country at this time.

While the curricular changes may appear to be extensive, we note that several tracks are expansions of what we currently offer, and the proposed changes are influenced by trends in pedagogy/learning to ensure our students will meet competencies as they prepare to enter the expanding media universe.



In addition, the proposed modifications to the Department of Media & Entertainment will further strengthen ties between it and the other departments (Art & Creative Media, Music) within the School of Creativity & Practice.

In December 2020, we received the results from Hanover Research summarizing opportunities in higher education to develop programs/degrees supporting the Creative Industries. The study found that development of programs around “creative industries” is a growing trend in the United States; the inter-, multi-, and cross-disciplinary approach informs these programs BUT no institution has yet developed a program comparable to our School of Creativity + Practice; there is a positive trend in bachelor’s degrees awarded in these programs. The proposed change to a Department of Media & Entertainment will provide CSU Pueblo students with valuable experiences through access to innovative degree offerings and through strong career preparation pathways in conjunction with the School of Creativity & Practice.

### 5. Student Population in Five Years and Profile

The refreshed Media & Entertainment program is positioning itself to offer multiple career options through the curriculum. Our goal is to provide experiential learning from experts and professionals in media, entertainment, art, music, and other creative fields. In five years, our student profile will be comprised of students from Colorado, with a significant portion coming from southern Colorado, and from surrounding states. In addition, we are strategically realigning our programs to recruit more students from underrepresented populations. In five years, we anticipate a more diverse student body across M&E and SoCaP programs. Changes across all industries have increased the need for a more media and technology-literate workforce. Recognizing this, we are also anticipating an increase in non-traditional and part-time enrollments to meet demands.

In summary, we believe that the M&E curricular changes, the B.F.A. in Gaming & Immersive Media, and the School of Creativity and Practice converged structure, position us to offer a unique educational experience that *students will want*. Enrollment projections reflect new students across tracks in the Bachelor of Science in Media & Entertainment. Estimated totals are based on university retention averages (68%, 51%, 43%, 40%) with the past four Fall new student enrollment totals as follows:

- Fall ‘21 - 19
- Fall ‘20 - 19
- Fall ‘19 - 29
- Fall ‘18 - 40

Unshaded areas below reflect enrollment based on existing students who began Fall 2018. Shadings reflect the enrollment and persistence projections based on the new curriculum. We do anticipate converting new students from AY20 and AY21 into the new curriculum. With our new curriculum and resources in place, we hope to increase retention averages across all years.

M&E Estimates	AY 22-23	AY 23-24	AY 24-25	AY 25-26	AY 26-27
<b><i>B.S., M&amp;E New Freshman</i></b>	<b>18</b>	<b>26</b>	<b>36</b>	<b>48</b>	<b>56</b>
<b><i>B.S., M&amp;E New Transfers</i></b>	<b>4</b>	<b>8</b>	<b>10</b>	<b>13</b>	<b>15</b>
<i>Continuing to Year 2 (68%)</i>	13	15	23	31	41
<i>Continuing to Year 3 (51%)</i>	10	10	11	17	23

<i>Continuing to Year 4 (43%)</i>	12	8	8	9	15
<i>Continuing to Year 5 (40%)</i>	17	12	8	8	9
<b>Estimated Total Program Enrollment</b>	<b>74</b>	<b>78</b>	<b>96</b>	<b>127</b>	<b>159</b>

## 6. Admission Requirements

Fulfill eligibility for admission to CSU Pueblo.

## 7. Curriculum

Media & Entertainment BS Degree Requirements (120 cr)

- 46 credits of shared core, inclusive of:
  - 11 credits of ARC/SoCaP requirements
  - 29 hours of theory, culture, and creative process courses
  - 6 credits of Practicum across four student media areas (Journalism & Print, Sound/Radio/Podcasting, Video & Film, Art/Advertising/Design)
- 39 credits in concentration area;
- 35 credits of general education courses (COMID 103 is required, and MAE 101 does not count toward social science for M&E majors).

Specific course requirements:

<b>Media &amp; Entertainment CORE</b>		
<i>Course</i>	<i>Title</i>	<i>Credits</i>
ARC 110	Integrated Studies	3
ARC 174	Fundamentals of Digital Media	3
ARC 210	Design Frameworks	3
ARC 310	Critical Fundamental Skills Review	1
ARC 410	Senior Capstone Presentation	1
MAE 101	Media & Society (Cannot count for both social science and program requirement)	3
Diversity and Cultural Course <small>Choose from the following 3 or other approved diversity and cultural course</small>		3
	MAE 210 Hispanic, Chicax, & Indigenous Media	
	MAE 211 Women & Media	
	MAE 311 Gender & Film	
ART 274	Art & Design Essentials	3
MAE 220	Professional Media Writing	3
MAE 230	Sound, Radio, & Podcasting Essentials	3
MAE 240	Film & Video Essentials	3
MAE 370	Social Media & Online Strategies	3
MAE 401	Law, Ethics, & Regulation of Media	3
MAE 499	Senior Capstone Seminar	2
Additional MAE 3XX/4XX Business/Theory/History Course (with advisor approval)		3
Practicum (minimum 6 hours from list below)		6
ARC 229 Practicum - Journalism & Print Publications		
ARC 239 Practicum - Sound, Radio, & Podcasting		

ARC 249 Practicum - Film, Video, & Television	
ARC 259 Practicum - Art, Advertising, & Design	
ARC 329 Advanced Practicum -Journalism & Print Publication	
ARC 339 Advanced Practicum - Sound, Radio, & Podcasting	
ARC 349 Advanced Practicum - Film, Video, & Television	
ARC 359 Advanced Practicum - Art, Advertising, & Design	
<b>Total Core Credits</b>	<b>46</b>

<b>SPORTS &amp; ESPORTS MEDIA CONCENTRATION</b>		
EPER 470	Methods of Coaching (or other approved coaching course)	3
MAE 320	Reporting & Copy Writing	3
MAE 360	Sports Reporting	3
PSYC 205	Introduction to Sport Psychology	3
Sports Media Courses <small>Select one of the following:</small>		3
	MAE 361 Sportscasting & Gameday Announcing	
	MAE 460 Sports & Esports Production	
	MAE 322 Photojournalism	
	Other Approved SoCaP Elective <small>In consultation with advisor.</small>	3
	Open electives	21
<b>Total Credits (Concentration)</b>		<b>39</b>

<b>MULTIMEDIA JOURNALISM &amp; STORYTELLING CONCENTRATION</b>		
MAE 320	Reporting & Copy Writing	3
MAE 321	Data Journalism & Visualization	3
MAE 322	Photojournalism	3
MAE 420	Advanced Reporting	3
Specialty Reporting/Writing Elective <small>In consultation with advisor.</small>		3
Other Approved SoCaP Elective <small>In consultation with advisor.</small>		3
	Open electives	21
<b>Total Credits (Concentration)</b>		<b>39</b>

<b>STRATEGIC COMMUNICATION CONCENTRATION</b>		
MAE 320	Reporting & Copy Writing	3
MAE 371	Public Relations	3
MAE 372	Branding & Advertising	3
MAE 475	Strategic Communication Campaigns	3
SoCaP Elective <small>In consultation with advisor.</small>		3
Choose one of the following:		3
	MAE 470 Image & Influencers	
	MAE 471 Crisis Communications	
Communication & Information Design or User Experience		
Choose one of the following:		21
Communication & Information Design Minor		
<small>Additional 3 credit hours of university electives required to meet 120 hours.</small>		

Communication & Information Design Certificate or User Experience Certificate	
Additional 12 hours of university electives required to meet 120 hours.	
<b>Total Credits (Concentration)</b>	<b>39</b>

<b>MEDIA &amp; ENTERTAINMENT PRODUCTION CONCENTRATION</b>	
Writing/Performance Requirement (choose 1 from below)	3
<i>MAE 305 Scriptwriting</i>	3
<i>MAE 306 Media Performance</i>	3
<i>MAE 405 Screenwriting</i>	3
Choose the Film & Video or Sound, Radio, & Podcasting Track	15
Film & Video Track	
MAE 340 Advanced Film & Video Production	
MAE 440 Multi Camera Production	
Elective <small>Must be Film &amp; Video course.</small>	
Elective <small>Must be Sound, Radio, and Podcasting course.</small>	
Other Approved SoCaP Elective	
Sound, Radio, & Podcasting Track	15
MAE 330 Sound Recording & Technology or MAE 335 Advanced Radio & Podcasting	
MAE 333 Sound Reinforcement	
Elective <small>Must be Sound, Radio, and Podcasting course.</small>	
Elective <small>Must be Film &amp; Video course.</small>	
Other Approved SoCaP Elective	
Open electives	21
<b>Total Credits (Concentration)</b>	<b>39</b>

<b>MEDIA, ENTERTAINMENT &amp; ARTS MANAGEMENT CONCENTRATION</b>		
MAE 380	The Business of Media, Entertainment, & the Arts	3
MAE 381	Creative Careers & Talent Management	3
MAE 382	Concerts, Festivals, & Events	3
MAE 480	Copyright, Licensing, & Publishing	3
	Other Approved SoCaP Electives <small>In consultation with advisor.</small>	6
Business Related Requirements		21
	Foundations of Business Certificate <small>Plus additional 5 hours of university electives required to meet 120 hours.</small>	
	Business Administration Minor <small>Or other minor in consultation with advisor.</small>	
<b>Total Credits (Concentration)</b>		<b>39</b>

8. **Faculty Resources, Library Resources, Facilities, Equipment, Technology, and Budget\***

Existing resources will help to support this program in the new structure, however, significant updates are necessary due to RMPBS changes (no longer producing content in Pueblo).. Resources will be strategically used in conjunction with the proposed B.F.A. in Gaming & Immersive Media program to maximize resource use across the school. Courses will be covered by existing faculty and

adjunct lines. Additional full-time faculty and staff will eventually be needed as the program grows to fill in voids left by RMPBS' production departure.

Faculty members: Existing faculty come from School of Creativity and Practice (SoCaP) areas of Art (3.5 FTE equivalent), Media & Entertainment (3 FTE equivalent), and Music. We will need a gaming/animation/immersive-media specific faculty line that will support courses in Art and Media & Entertainment (included in table below). Additional teaching demands will be met through adjunct lines until the program grows.

## 9. Library, Facilities, Eqpt., etc., Current and Required\*

No additional library resources are required at this time. See expenses in table below for other needs.

## 10. Budget\*

The table below shows a summary of the expenses and revenue over the first five years of the program. New expenses indicate funding for instructional support and facilities/technology upgrades across SoCaP. We anticipate collateral improvements to our enrollment across all SoCaP programs, which are not accounted for herein.

<b>EXPENSES, ENROLLMENTS, &amp; REVENUE PROJECTIONS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
<b>PROJECTED EXPENSES</b>					
Existing Expenses (faculty, operating)	\$299,000	\$299,000	\$299,000	\$299,000	\$299,000
New expenses (equipment/tech; B.S., B.F.A., Cert.)	\$175,000	\$200,000	\$175,000	\$190,000	\$150,000
SoCaP/M&E Faculty Hires (+31% fringe)	\$78,600	\$157,200	\$157,200	\$235,800	\$235,800
SoCaP/M&E Admin Hires (+31% Fringe)	0	\$58,950	\$58,950	\$117,900	\$117,900
<b>TOTAL PROJECTED EXPENSES</b>	<b>\$552,600</b>	<b>\$715,150</b>	<b>\$690,150</b>	<b>\$842,700</b>	<b>\$802,700</b>
<b>ENROLLMENT PROJECTIONS</b>					
Projected New Majors in M&E	18	26	36	48	56
Projected Transfer Majors in M&E	4	8	10	13	15
Projected Continuing Majors in M&E	52	44	48	64	81
Projected New Majors in G&IM	16	32	48	64	80
Projected Transfer Majors in G&IM	6	12	15	20	20
Projected Continuing Majors in G&IM	0	15	41	75	117
Projected Certificates in CIE	2	3	6	8	8

<b>TUITION REVENUE PROJECTIONS (@366.47/CH)</b>					
M&E (15 ACH/year)	\$98,947	\$142,923	\$197,894	\$263,858	\$307,835
M&E Transfer Credits (30 ACH/year)	\$43,976	\$87,953	\$109,941	\$142,923	\$164,912
M&E Continuing Student Credits (15 ACH/year)	\$285,847	\$241,870	\$263,858	\$351,811	\$445,261
G&IM (22 ACH/year)	\$128,997	\$257,995	\$386,992	\$515,990	\$644,987
G&IM Transfer Credits (30 ACH/year)	\$65,965	\$131,929	\$164,912	\$219,882	\$219,882
G&IM Continuing Student Credits (22 ACH/year)	\$0	\$120,613	\$331,685	\$602,579	\$943,052
CIE Certificate (12 hours)	\$8,795	\$13,193	\$26,386	\$35,181	\$35,181
<b>GROSS TUITION REVENUE</b>	<b>\$632,527</b>	<b>\$996,476</b>	<b>\$1,481,668</b>	<b>\$2,132,225</b>	<b>\$2,761,110</b>
<b>TUITION SHARE AFTER FINANCIAL AID</b>	<b>\$468,070</b>	<b>\$737,392</b>	<b>\$1,096,434</b>	<b>\$1,577,847</b>	<b>\$2,043,221</b>
<b>NET REVENUE (excluding program fees as offset towards equipment expenses)</b>	<b>-\$84,530</b>	<b>\$22,242</b>	<b>\$406,284</b>	<b>\$735,147</b>	<b>\$1,240,521</b>

**\*Note that expenses are representative of all three newly proposed endeavors through the School of Creativity and Practice (BFA in Gaming and Immersive Media, the Media & Entertainment BS Program revision, and the Creative Industry Essentials Certificate).**

MATTERS FOR CONSENT:

New Degree Program: Gaming & Immersive Media

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Humanities, Arts & Social Sciences to establish a new Bachelor of Fine Arts in Gaming & Immersive Media. If approved, this degree will be effective in Fall 2022.

EXPLANATION:

Presented by Dr. Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

The Gaming & Immersive Media BFA is an intensive professional degree pathway designed to expose students to a breadth and depth of study in the areas of Game Development and Programing, Character Design, Animation, Sound for Games, and User Experience research. Students complete a core foundation that includes integrated studies along with an exploration of Art, Design and Media Entertainment Essentials and then move into Upper Division studies. Senior BFA candidates prepare and present a showcase portfolio and exhibition in their final term.

**1. Specific Identifiers:**

- a. Name of Program: **Gaming & Immersive Media**
- b. Degree Type : **Bachelor of Fine Arts (BFA)**
- c. Recommended CIP code: **14.2701**
- d. College, School, Dept.: **College of Humanities, Arts and Social Sciences; School of Creativity + Practice**

**2. Overview of Program**

The Gaming & Immersive Media pathway will dovetail with the other Bachelor of Fine Arts pathways; taking advantage of a shared foundation and integrated 200 level exploration experience. The Gaming & Immersive Media pathway will propose collaborations with Communication, English/Creative Writing and Psychology departments. Successful student presentations demonstrate viability to function effectively within appropriate creative industries based on pathway emphasis

**3. Fit With Campus Mission**

The addition of a B.F.A. in Gaming & Immersive Media is central to the mission of Colorado State University Pueblo and actively addresses at least three of the eight guiding principles of CSU Pueblo's Vision 2028 plan:

**Transform Learning:** CSU-Pueblo creates new opportunities by reimagining academic experiences.

**Empower Students:** CSU-Pueblo empowers whole-student success in and out of the classroom.

**Cultivate Entrepreneurship:** CSU-Pueblo creates educational, economic, cultural, and global innovators.

### **Mission Statement**

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

### **Vision Statement**

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

Successful B.F.A. majors will demonstrate sufficient knowledge, comprehension, and skills by the ability to develop, create, and critique gaming and/or immersive media content.

## **4. Evidence of Need**

In December 2020, we received the results from Hanover Research summarizing opportunities in higher education to develop programs/degrees supporting the Creative Industries. The study found that development of programs around “creative industries” is a growing trend in the United States; the inter-, multi-, and cross-disciplinary approach informs these programs BUT no institution has yet developed a program comparable to our School of Creativity + Practice; there is a positive trend in bachelor's degrees awarded in these programs; job placement data is sparse (this data has been supplemented by local/regional information gathered by our SoCaP team and shows a clear demand for these jobs, with over 109,000 gaming and creative industries related job postings nationally [ziprecruiter.com 09/27/21] and an average salary of \$74,000 in Colorado Springs); institutions market their programs highlighting the quality of faculty/degrees/experiential learning opportunities/career preparation; institutions cater to students who wish to pursue artistic/creative careers but don't know yet exactly which path is the best for them.

The development of a Bachelor of Fine Arts degree in Gaming and Immersive Media is expected to provide CSU Pueblo students with valuable experiences through access to innovative degree offerings and through strong career preparation pathways.

## **5. Student Population in Five Years and Profile:**

We have met with area community colleges who have expressed an interest in sending their graduating students into our program. We will share information once this degree is approved with those programs. We will also work with the Admissions Office and our Academic Marketing liaison, pending approval of the program, to promote this new degree to potential freshmen and transfer students. We anticipate



a mix of freshmen and transfer students totaling 22 students in the first year. We anticipate annual growth of 16 more students each subsequent year as the program is established and prospective students become aware of it.

Enrollment Estimates	AY 22-23	AY 23-24	AY 24-25	AY 25-26	AY 26-27
<b><i>B.F.A. New Freshman</i></b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
<b><i>B.F.A. New Transfers</i></b>	<b>6</b>	<b>12</b>	<b>15</b>	<b>20</b>	<b>20</b>
<i>Continuing to Year 2 (68%)</i>	–	15	30	43	57
<i>Continuing to Year 3 (51%)</i>	–	–	11	22	32
<i>Continuing to Year 4 (43%)</i>	–	–	–	9	19
<i>Continuing to Year 5 (40%)</i>	–	–	–	–	9
<b>Estimated Total Program Enrollment</b>	<b>22</b>	<b>59</b>	<b>104</b>	<b>159</b>	<b>217</b>

## 6. Special Undergraduate Admissions standards

N.A.

## 7. Curriculum and Program Outcomes

Course	Title	Credits
FOUNDATIONS		21
ARC 110	INTEGRATED STUDIES	3
ARC 174	FUNDAMENTALS OF DIGITAL MEDIA	3
ARC 210	DESIGN FRAMEWORKS	3
ART 141	DRAWING I	3
ART 176	PHOTOGRAPHY: EXPRESSIVE COMPOSITION	3
ARH 211	GLOBAL ART I	3
ARH 212	GLOBAL ART II	3
EXPLORATIONS <small>Choose 4 of the following:</small>		12
ART 274	Art & Design Essentials	3

ART 276	PHOTOGRAPHY: CREATIVE LIGHTING	3
ME 240	Film & Video Essentials	3
ME 230	Sound, Radio, & Podcasting Essentials	3
ME 251	Gaming & Immersive Media Essentials	3
Upper Division PATHWAY CORE REQUIREMENTS <small>Must be 300/400 ART and ME subjects.</small>		18
Upper Division PATHWAY ELECTIVES <small>Must be 300/400 ART and ME subjects or other relevant departments</small>		21
Upper Division ART HISTORY		6
ARC PRACTICUM COURSEWORK <small>Choose from these, courses are repeatable.</small>		5
ARC 229	Practicum - Journalism & Print Publications	1
ARC 239	Practicum - Sound, Radio, & Podcasting	1
ARC 259	Practicum - Art, Advertising, & Design	1
ARC 249	Practicum - Film, Video, & Television	1
ARC 329	Advanced Practicum -Journalism & Print Publication	2
ARC 339	Advanced Practicum - Sound, Radio, & Podcasting	2
ARC 349	Advanced Practicum - Film, Video, & Television	2
ARC 359	Advanced Practicum - Art, Advertising, & Design	2
ARC PORTFOLIO WORKSHOPS		2
ARC 310	Critical Fundamental Skills Review	1
ARC 410	Senior Capstone Presentation	1
<b>Total Credits</b>		<b>85</b>

#### ADDITIONAL REQUIREMENTS

Course	Title	Credits
University General Education Requirements		35

**LEARNING OUTCOMES:** Each B.F.A. graduate will be able to:

1. Exploration of the Creative Process: Experiment with and adopt a variety of processes, methods, and interpretations to explore innovative solutions to creative challenges.
2. Development of Skills & Techniques: Exhibit sufficient fluency in one or more media to craft work that meets appropriate professional standards for the scale and scope of a project. Demonstrate an ability to adapt techniques and formal methods to serve the objectives of the work.
3. Communication of Ideas & Context: Clearly articulate visually, orally, and in writing the content and context of art historical research and creative work.
4. Demonstrate Awareness & Intellectual Maturity: Display a willingness to question one's own perspective. Approach a creative and scholarly process with curiosity and persistence. Take initiative, working independently or collaboratively, to achieve stated objectives.

### **8. Faculty resources\***

Faculty members: Existing faculty come from School of Creativity and Practice (SoCaP) areas of Art (3.5 FTE equivalent), Media & Entertainment (3 FTE equivalent), and Music. We will need a gaming/animation/immersive-media specific faculty line (included in expenses in table below). Additional teaching demands will be met through adjunct faculty lines until the program grows.

### **9. Library, Facilities, Eqpt., etc., Current and Required\***

No additional library resources are required. See expenses in table below for other needs.

### **10. Budget\***

The table below shows a summary of the expenses and revenue over the first five years of the program. New expenses indicate funding for instructional support and facilities/technology upgrades across SoCaP. We anticipate collateral improvements to our enrollment across all SoCaP programs, which are not accounted for herein.

**\*Note that expenses are representative of all three newly proposed endeavors through the School of Creativity and Practice (BFA in Gaming and Immersive Media, the Media & Entertainment BS Program revision, and the Creative Industry Essentials Certificate).**

**Budget**

<b>EXPENSES, ENROLLMENTS, &amp; REVENUE PROJECTIONS</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
<b>PROJECTED EXPENSES</b>					
Existing Expenses (faculty, operating)	\$299,000	\$299,000	\$299,000	\$299,000	\$299,000
New expenses (equipment/tech; B.S., B.F.A., Cert.)	\$175,000	\$200,000	\$175,000	\$190,000	\$150,000
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<b>TOTAL PROJECTED EXPENSES</b>	<b>\$552,600</b>	<b>\$715,150</b>	<b>\$690,150</b>	<b>\$842,700</b>	<b>\$802,700</b>
<b>ENROLLMENT PROJECTIONS</b>					
Projected New Majors in M&E	18	26	36	48	56
Projected Transfer Majors in M&E	4	8	10	13	15
Projected Continuing Majors in M&E	52	44	48	64	81
Projected New Majors in G&IM	16	32	48	64	80
Projected Transfer Majors in G&IM	6	12	15	20	20
Projected Continuing Majors in G&IM	0	15	41	75	117
Projected Certificates in CIE	2	3	6	8	8
<b>TUITION REVENUE PROJECTIONS (\$366.47/CH)</b>					
M&E (15 ACH/year)	\$98,947	\$142,923	\$197,894	\$263,858	\$307,835
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<b>GROSS TUITION REVENUE</b>	<b>\$632,527</b>	<b>\$996,476</b>	<b>\$1,481,668</b>	<b>\$2,132,225</b>	<b>\$2,761,110</b>
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Board of Governors of the Colorado State University System  
Meeting Date: February 3, 2022  
Report Item

REPORT ITEM:

Colorado State University – Academic Calendar – Fall Semester 2026 through Summer Semester 2028

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President

The Colorado State University Academic Calendar, approved by the Colorado State University Faculty Council at its December, 2021 meeting, for Fall Semester 2026 through Summer Semester 2028 is as follows:

MATTERS FOR CONSENT:

New Degree Program: Gaming & Immersive Media

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Humanities, Arts & Social Sciences to establish a new Bachelor of Fine Arts in Gaming & Immersive Media. If approved, this degree will be effective in Fall 2022.

EXPLANATION:

Presented by Dr. Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

The Gaming & Immersive Media BFA is an intensive professional degree pathway designed to expose students to a breadth and depth of study in the areas of Game Development and Programing, Character Design, Animation, Sound for Games, and User Experience research. Students complete a core foundation that includes integrated studies along with an exploration of Art, Design and Media Entertainment Essentials and then move into Upper Division studies. Senior BFA candidates prepare and present a showcase portfolio and exhibition in their final term.

**1. Specific Identifiers:**

- a. Name of Program: **Gaming & Immersive Media**
- b. Degree Type : **Bachelor of Fine Arts (BFA)**
- c. Recommended CIP code: **14.2701**
- d. College, School, Dept.: **College of Humanities, Arts and Social Sciences; School of Creativity + Practice**

**2. Overview of Program**

The Gaming & Immersive Media pathway will dovetail with the other Bachelor of Fine Arts pathways; taking advantage of a shared foundation and integrated 200 level exploration experience. The Gaming & Immersive Media pathway will propose collaborations with Communication, English/Creative Writing and Psychology departments. Successful student presentations demonstrate viability to function effectively within appropriate creative industries based on pathway emphasis

**3. Fit With Campus Mission**

The addition of a B.F.A. in Gaming & Immersive Media is central to the mission of Colorado State University Pueblo and actively addresses at least three of the eight guiding principles of CSU Pueblo's Vision 2028 plan:

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### **Mission Statement**

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

### **Vision Statement**

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

Successful B.F.A. majors will demonstrate sufficient knowledge, comprehension, and skills by the ability to develop, create, and critique gaming and/or immersive media content.

## **4. Evidence of Need**

In December 2020, we received the results from Hanover Research summarizing opportunities in higher education to develop programs/degrees supporting the Creative Industries. The study found that development of programs around “creative industries” is a growing trend in the United States; the inter-, multi-, and cross-disciplinary approach informs these programs BUT no institution has yet developed a program comparable to our School of Creativity + Practice; there is a positive trend in bachelor's degrees awarded in these programs; job placement data is sparse (this data has been supplemented by local/regional information gathered by our SoCaP team and shows a clear demand for these jobs, with over 109,000 gaming and creative industries related job postings nationally [ziprecruiter.com 09/27/21] and an average salary of \$74,000 in Colorado Springs); institutions market their programs highlighting the quality of faculty/degrees/experiential learning opportunities/career preparation; institutions cater to students who wish to pursue artistic/creative careers but don't know yet exactly which path is the best for them.

The development of a Bachelor of Fine Arts degree in Gaming and Immersive Media is expected to provide CSU Pueblo students with valuable experiences through access to innovative degree offerings and through strong career preparation pathways.

## **5. Student Population in Five Years and Profile:**

We have met with area community colleges who have expressed an interest in sending their graduating students into our program. We will share information once this degree is approved with those programs. We will also work with the Admissions Office and our Academic Marketing liaison, pending approval of the program, to promote this new degree to potential freshmen and transfer students. We anticipate

a mix of freshmen and transfer students totaling 22 students in the first year. We anticipate annual growth of 16 more students each subsequent year as the program is established and prospective students become aware of it.

Enrollment Estimates	AY 22-23	AY 23-24	AY 24-25	AY 25-26	AY 26-27
<b><i>B.F.A. New Freshman</i></b>	<b>16</b>	<b>32</b>	<b>48</b>	<b>64</b>	<b>80</b>
<b><i>B.F.A. New Transfers</i></b>	<b>6</b>	<b>12</b>	<b>15</b>	<b>20</b>	<b>20</b>
<i>Continuing to Year 2 (68%)</i>	–	15	30	43	57
<i>Continuing to Year 3 (51%)</i>	–	–	11	22	32
<i>Continuing to Year 4 (43%)</i>	–	–	–	9	19
<i>Continuing to Year 5 (40%)</i>	–	–	–	–	9
<b>Estimated Total Program Enrollment</b>	<b>22</b>	<b>59</b>	<b>104</b>	<b>159</b>	<b>217</b>

## 6. Special Undergraduate Admissions standards

N.A.

## 7. Curriculum and Program Outcomes

Course	Title	Credits
FOUNDATIONS		21
ARC 110	INTEGRATED STUDIES	3
ARC 174	FUNDAMENTALS OF DIGITAL MEDIA	3
ARC 210	DESIGN FRAMEWORKS	3
ART 141	DRAWING I	3
ART 176	PHOTOGRAPHY: EXPRESSIVE COMPOSITION	3
ARH 211	GLOBAL ART I	3
ARH 212	GLOBAL ART II	3
EXPLORATIONS <small>Choose 4 of the following:</small>		12
ART 274	Art & Design Essentials	3



ART 276	PHOTOGRAPHY: CREATIVE LIGHTING	3
ME 240	Film & Video Essentials	3
ME 230	Sound, Radio, & Podcasting Essentials	3
ME 251	Gaming & Immersive Media Essentials	3
Upper Division PATHWAY CORE REQUIREMENTS <small>Must be 300/400 ART and ME subjects.</small>		18
Upper Division PATHWAY ELECTIVES <small>Must be 300/400 ART and ME subjects or other relevant departments</small>		21
Upper Division ART HISTORY		6
ARC PRACTICUM COURSEWORK <small>Choose from these, courses are repeatable.</small>		5
ARC 229	Practicum - Journalism & Print Publications	1
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ARC 259	Practicum - Art, Advertising, & Design	1
ARC 249	Practicum - Film, Video, & Television	1
ARC 329	Advanced Practicum -Journalism & Print Publication	2
ARC 339	Advanced Practicum - Sound, Radio, & Podcasting	2
ARC 349	Advanced Practicum - Film, Video, & Television	2
ARC 359	Advanced Practicum - Art, Advertising, & Design	2
ARC PORTFOLIO WORKSHOPS		2
ARC 310	Critical Fundamental Skills Review	1
ARC 410	Senior Capstone Presentation	1
<b>Total Credits</b>		<b>85</b>

#### ADDITIONAL REQUIREMENTS

Course	Title	Credits
University General Education Requirements		35

**LEARNING OUTCOMES:** Each B.F.A. graduate will be able to:

1. Exploration of the Creative Process: Experiment with and adopt a variety of processes, methods, and interpretations to explore innovative solutions to creative challenges.
2. Development of Skills & Techniques: Exhibit sufficient fluency in one or more media to craft work that meets appropriate professional standards for the scale and scope of a project. Demonstrate an ability to adapt techniques and formal methods to serve the objectives of the work.
3. Communication of Ideas & Context: Clearly articulate visually, orally, and in writing the content and context of art historical research and creative work.
4. Demonstrate Awareness & Intellectual Maturity: Display a willingness to question one's own perspective. Approach a creative and scholarly process with curiosity and persistence. Take initiative, working independently or collaboratively, to achieve stated objectives.

### **8. Faculty resources\***

Faculty members: Existing faculty come from School of Creativity and Practice (SoCaP) areas of Art (3.5 FTE equivalent), Media & Entertainment (3 FTE equivalent), and Music. We will need a gaming/animation/immersive-media specific faculty line (included in expenses in table below). Additional teaching demands will be met through adjunct faculty lines until the program grows.

### **9. Library, Facilities, Eqpt., etc., Current and Required\***

No additional library resources are required. See expenses in table below for other needs.

### **10. Budget\***

The table below shows a summary of the expenses and revenue over the first five years of the program. New expenses indicate funding for instructional support and facilities/technology upgrades across SoCaP. We anticipate collateral improvements to our enrollment across all SoCaP programs, which are not accounted for herein.

**\*Note that expenses are representative of all three newly proposed endeavors through the School of Creativity and Practice (BFA in Gaming and Immersive Media, the Media & Entertainment BS Program revision, and the Creative Industry Essentials Certificate).**

**Budget**

<b>EXPENSES, ENROLLMENTS, &amp; REVENUE PROJECTIONS</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
<b>PROJECTED EXPENSES</b>					
Existing Expenses (faculty, operating)	\$299,000	\$299,000	\$299,000	\$299,000	\$299,000
New expenses (equipment/tech; B.S., B.F.A., Cert.)	\$175,000	\$200,000	\$175,000	\$190,000	\$150,000
SoCaP/M&E Faculty Hires (+31% fringe)	\$78,600	\$157,200	\$157,200	\$235,800	\$235,800
SoCaP/M&E Admin Hires (+31% Fringe)	0	\$58,950	\$58,950	\$117,900	\$117,900
<b>TOTAL PROJECTED EXPENSES</b>	<b>\$552,600</b>	<b>\$715,150</b>	<b>\$690,150</b>	<b>\$842,700</b>	<b>\$802,700</b>
<b>ENROLLMENT PROJECTIONS</b>					
Projected New Majors in M&E	18	26	36	48	56
Projected Transfer Majors in M&E	4	8	10	13	15
Projected Continuing Majors in M&E	52	44	48	64	81
Projected New Majors in G&IM	16	32	48	64	80
Projected Transfer Majors in G&IM	6	12	15	20	20
Projected Continuing Majors in G&IM	0	15	41	75	117
Projected Certificates in CIE	2	3	6	8	8
<b>TUITION REVENUE PROJECTIONS (\$366.47/CH)</b>					
M&E (15 ACH/year)	\$98,947	\$142,923	\$197,894	\$263,858	\$307,835
M&E Transfer Credits (30 ACH/year)	\$43,976	\$87,953	\$109,941	\$142,923	\$164,912
M&E Continuing Student Credits (15 ACH/year)	\$285,847	\$241,870	\$263,858	\$351,811	\$445,261
G&IM (22 ACH/year)	\$128,997	\$257,995	\$386,992	\$515,990	\$644,987
G&IM Transfer Credits (30 ACH/year)	\$65,965	\$131,929	\$164,912	\$219,882	\$219,882
G&IM Continuing Student Credits (22 ACH/year)	\$0	\$120,613	\$331,685	\$602,579	\$943,052
CIE Certificate (12 hours)	\$8,795	\$13,193	\$26,386	\$35,181	\$35,181
<b>GROSS TUITION REVENUE</b>	<b>\$632,527</b>	<b>\$996,476</b>	<b>\$1,481,668</b>	<b>\$2,132,225</b>	<b>\$2,761,110</b>
<b>TUITION SHARE AFTER STUDENT FINANCIAL AID</b>	<b>\$468,070</b>	<b>\$737,392</b>	<b>\$1,096,434</b>	<b>\$1,577,847</b>	<b>\$2,043,221</b>
<b>NET REVENUE (excluding program fees as offset towards equipment expenses)</b>	<b>-\$84,530</b>	<b>\$22,242</b>	<b>\$406,284</b>	<b>\$735,147</b>	<b>\$1,240,521</b>

Board of Governors of the Colorado State University System  
Meeting Date: February 4, 2022  
Report Item

**ACADEMIC CALENDAR  
FALL SEMESTER 2026 THROUGH SUMMER 2028**

**Fall Semester 2026**

Aug. 20 - 21	Thursday - Friday	Orientation
Aug. 24	Monday	Classes Begin
Aug. 28	Friday	End Restricted Drop
Aug. 30	Sunday	End Regular Add
Sep. 7	Monday	Holiday - University Offices Closed - No Classes
Sept. 9	Wednesday	Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment
Oct. 19	Monday	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; University 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. 14 - 15	Thursday - Friday	Orientation, Advising & Registration for New Students
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, changes in grade option, and tuition and fee adjustment
Feb. 11	Thursday	Founder’s Day – CSU’s 157th birthday
Mar. 13	Saturday	Spring Break Begins – No Classes Next Week
Mar. 22	Monday	End Course Withdrawal (“W”) Period & Classes Resume
May 7	Friday	Last Day of Classes; University Withdrawal Deadline
May 10 - 14	Monday - Friday	Final Examinations

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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 and 12 Week Term Begins  
 May 31 Monday Holiday - University Offices Closed - No Classes  
 Jun. 11 Friday 1st 4 Week Term Ends  
 Jun. 14 Monday 2nd 4Week Term and 8 Week Terms Begin  
 Jun. 23 Wednesday Census  
 Jul. 5 Monday Holiday- University Offices Closed - No Classes  
 Jul. 9 Friday 2nd 4 Week Term Ends  
 Jul. 12 Monday 3rd 4 Week Term Begins  
 Aug. 6 Friday 8, 12 and 3rd 4 Week Terms End  
 Aug. 10 Tuesday Grades Due

**Fall Semester 2027**

Aug. 19 - 20 Thursday - Friday Orientation  
 Aug. 23 Monday Classes Begin  
 Aug. 27 Friday End Restricted Drop  
 Aug. 29 Sunday End Regular Add  
 Sep. 6 Monday Holiday - University Offices Closed - No Classes  
 Sept. 8 Wednesday Census and Registration Closes – last day  
 for dropping courses without record entry,  
 changes in grade option, and tuition and fee  
 adjustment  
 Oct. 18 Monday End Course Withdrawal (“W”) Period  
 Nov. 20 Saturday Fall Recess Begins, No Classes Next Week  
 Nov. 25 - 26 Thursday - Friday Holiday – University Offices Closed - No Classes  
 Nov. 29 Monday Classes Resume  
 Dec. 10 Friday Last Day of Classes; University 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  
 Dec. 31 Friday Holiday – University Offices Closed  
 (79 days, including Final Examinations)

Board of Governors of the Colorado State University System  
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### **Spring Semester, 2028**

Jan. 13 - 14	Thursday - Friday	Orientation, Advising & Registration for New Students
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, changes in grade option, and tuition and fee adjustment
Feb. 11	Friday	Founder’s Day – CSU’s 158th birthday
Mar. 11	Saturday	Spring Break Begins – No Classes Next Week
Mar. 20	Monday	End Course Withdrawal (“W”) Period & Classes Resume
May 5	Friday	Last Day of Classes; University Withdrawal Deadline
May 8 - 12	Monday - Friday	Final Examinations
May 12 - 14	Friday – Sunday	Commencement
May 16	Tuesday	Grades Due

(79 days including Final Examinations)

### **Summer Session 2028**

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

MATTERS FOR ACTION:

2021-2022 Academic Faculty and Administrative Professional Manual Revisions:  
Section C.2.1.9.2 & C.2.1.9.5 The Standing Committees of Faculty Council

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Sections C.2.1.9.2 & C.2.1.9.5 The Standing Committees of Faculty Council

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

This proposal derives from recommendations made to Executive Committee of Faculty Council by the Faculty Council IT Task Force in the fall of 2020. The task force specifically called for the creation of a new Faculty Council standing committee on institution-wide information technology. Subsequent to the task force's recommendations, VP Bernier and Chair Doe consulted with stakeholders, and these entities supported the creation of this committee, which aims to increase the faculty voice in improving processes around adoption, maintenance, improvements and sunsetting of IT services on the CSU campus.

Changes in the Standing Committees list in Section C.2.1.9.2 are to bring the list up-to-date with the most recent Code changes passed by Faculty Council.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
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**C.2.1.9.2 The Regular and Specialized Standing Committees and Advisory Committees Named** (*last revised August 8, 2014xxx*)

The following shall be the regular standing committees of the Faculty Council: Executive Committee; Committee on Faculty Governance; Committee on Information Technology; Committee on Intercollegiate Athletics; Committee on Libraries; Committee on Non-Tenure-Track Faculty; Committee on Responsibilities and Standing of the Academic Faculty; Committee on Scholarship, Research, and Graduate Education; Committee on Scholastic Standards and Awards; Committee on Strategic and Financial Planning; Committee on Teaching and Learning; Committee on University Programs; and University Curriculum Committee.

~~The following shall be a specialized standing committee of the Faculty Council: Committee on Non-Tenure-Track Faculty.~~

**C.2.1.9.5 Standing Committees: Membership and Function**

**a. Executive Committee** (*last revised August 9, 2019*)

The Executive Committee shall consist of the Chairperson of Faculty Council as Chairperson, the Vice Chairperson of Faculty Council as Vice Chairperson, the immediate past Chairperson of Faculty Council (*ex officio*), the Provost (*ex officio*), the faculty representative to the Board, and one (1) elected Faculty Council representative from each college and the Libraries. The continuing and newly-elected Faculty Council members from each college shall choose their representative from among themselves in April for a one (1) year term beginning July 1. The immediate past Chairperson of Faculty Council shall be a member of the Executive Committee for one (1) year immediately following the expiration of their term as Chairperson of Faculty Council. The duties of the Executive Committee shall be:

1. To receive, review, and evaluate all recommendations from the various standing committees, and to report them to the Faculty Council.
2. To refer matters to standing committees of the Faculty Council.



3. To act for the Faculty Council between meetings of that body.
4. To execute those duties as may from time to time be given it by the Faculty Council or by the Board.
5. To receive petitions for calling additional meetings of the Faculty Council (see Section C.2.1.10, Article I, Section I).
6. To prepare the agenda for Faculty Council meetings.
7. To participate in the evaluation of University officers.
8. To recommend policies pertaining to the University calendar.
9. When appropriate, to establish priorities when assigning issues to Faculty Council standing committees.
10. To meet periodically with the faculty representatives to the Benefits Committee in order to ensure timely Faculty Council input and dialogue concerning University benefits programs.
11. To meet periodically with the faculty representatives to the University Policy Review Committee in order to ensure timely Faculty Council input and dialogue concerning development of proposed new University policies and review of major revisions of existing University policies.

**b. Committee on Faculty Governance** (*last revised August 9, 2019*)

The Committee on Faculty Governance shall consist of one (1) faculty representative from each college and the Libraries and the Chairperson of Faculty Council (*ex officio*). The duties of this standing committee shall be:

1. To recommend to the Faculty Council amendments to the University Code, including revisions to update it.
2. To periodically review practices and procedures of the Faculty Council and its standing committees to assure compliance with the University Code.
3. To apportion annually the elected representatives of the colleges and University Libraries to the Faculty Council.

4. To provide interpretations of the University Code.
5. To establish uniform procedures for electing Faculty Council officers and members of its standing committees and to supervise the election of representatives to the Faculty Council.
  - a. To make and forward nominations for standing committees of the Faculty Council and faculty members of Benefits Committee (see Section D.2.1), University Policy Review Committee (see Section D.2.2), Grievance Panel (see Section K.15.1), Sexual Harassment Panel (see Appendix 2), and the University Discipline Panel (see Section I.7.3.2), and submit names of nominees for the offices of Faculty Council Chairperson, Vice Chairperson, and Representative to the Board and for other positions as requested by the Faculty Council.

**c. Committee on Information Technology (last revised xxx)**

The Committee on Information Technology shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (ex officio), the Vice President for Information Technology (ex officio), the Executive Director of The Institute for Learning and Teaching (ex officio), the Associate Vice-President for Research (ex officio), one (1) representative from the College IT Advisory Council (CITAC) (ex officio), one (1) representative from Administrative Professional Council (ex officio), one (1) graduate student, and one (1) undergraduate student. The duties of the standing committee shall be:

1. To provide consultation and recommendations on campus-wide policies, practices, and standards related to IT to the Faculty Council for maintaining and improving activities that affect the academic and research goals of the University.
2. To review and engage in the campus-wide IT strategic planning process, including developing recommendations for strategic initiatives, outcomes, and accountability mechanisms.
3. To recommend Division of IT priorities for resource allocations to the Vice President for IT to achieve university academic and research goals.

4. To annually review Division of IT services and make recommendations to the Vice President for IT regarding operational improvements, creation of new services, and sunseting of existing services as they relate to teaching & learning and research.

5. To advise the Vice President for IT on positions to be taken on national and international information technology issues.

6. To have a representative serve as a member of the IT Advisory Council (IAC) to ensure communication and alignment between CoIT and IAC.

**de. Committee on Intercollegiate Athletics** (*last revised December 6, 2018*)

The Committee on Intercollegiate Athletics shall consist of one (1) faculty representative from each college, and the Libraries, and the Chairperson of Faculty Council (*ex officio*), the Faculty Athletics Representative (*ex officio*), the Director of Athletics (*ex officio*), one (1) graduate student, and one (1) undergraduate student.

The Committee on Intercollegiate Athletics shall recommend to the Faculty Council policies pertaining to intercollegiate athletics, review compliance with policies adopted, and act in an advisory capacity to the Director of Athletics. Specifically, the standing committee shall have the following responsibilities:

1. To recommend to the Faculty Council policies pertaining to the operation of the Department of Athletics, including rules compliance, academic integrity, and the general welfare and equitable treatment of student-athletes and staff.

2. To review annually intercollegiate athletics' programs and make recommendations to the Director of Athletics regarding the operation of the Department, including selection and retention of sports, academic integrity, compliance, and the general welfare and equitable treatment of student-athletes and staff.

3. To advise the Director of Athletics and the Faculty Athletics Representative on positions to be taken on national and conference issues.

4. To advise the President on the selection of the Director of Athletics and the Faculty Athletics Representative.
5. To perform functions requested or required of a Faculty Intercollegiate Athletic Committee by the National Collegiate Athletic Association and/or any athletic conferences of which the University may be a member.
6. To review summaries of student-athlete exit surveys, academic progress reports, and other appropriate reports, and to include an assessment of this information in the Committee on Intercollegiate Athletics annual report to the Faculty Council.

**ed. Committee on Libraries** (*last revised December 6, 2018*)

The Committee on Libraries shall consist of one (1) faculty representative from each college, and the Libraries, the Chairperson of Faculty Council (*ex officio*), the Dean of Libraries (*ex officio*), one (1) representative from the Office of the Vice President for Research (*ex officio*), one (1) graduate student, and one (1) undergraduate student. The duties of this standing committee shall be:

1. To recommend to the Faculty Council policies affecting or impacting the operation of the Libraries.
2. To advise the Committee on Strategic and Financial Planning of the Library's budgetary and service requirements.
3. To advise the Dean of Libraries:
  - a. On strategies and policies for services and collections;
  - b. On the allocation of funds to support Library services; and
  - c. On the needs of its patrons (students, faculty, staff, community at large.)

**fe. Committee on Responsibilities and Standing of Academic Faculty** (*last revised December 6, 2018*)

The Committee on Responsibilities and Standing of Academic Faculty shall consist of one (1) faculty representative from each college and the Libraries and the Chairperson of Faculty Council (*ex officio*). The duties of this standing committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of faculty to the University, college, and department.
2. Policies related to the standing of the faculty including selection, appointment, evaluation, merit incentives, rank and promotion, tenure, termination of employment, leaves, and academic freedom.
3. Policies and procedures related to faculty grievances.

**gf. Committee on Scholarship, Research and Graduate Education** (*last revised December 18, 2018*)

The Committee on Scholarship, Research and Graduate Education shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), the Vice Provost for Graduate Affairs/Assistant Vice President for Research (*ex officio*), and one (1) graduate student. Annually, the standing committee, in consultation with the Provost and the Chairperson of Faculty Council, shall name *ex officio* members who are expected to actively participate in standing committee deliberations. The duties of this standing committee shall be:

1. To recommend to the Faculty Council policies concerning research and scholarly activities.
2. To recommend to the Faculty Council policies concerning the Graduate School.
3. To review and forward with recommendations to the University Curriculum Committee proposals for new graduate programs and changes in existing graduate programs.
4. To conduct inquiries/investigations of charges of misconduct in research, artistry, and other scholarly activities, including charges of misconduct in science as federally mandated. The standing committee will coordinate such inquiries/investigations with the VPR and will develop a pool of faculty from which specific panels will be selected. At the discretion of the standing committee, persons who are not members of the faculty may be included on inquiry/investigative panels.

**hg. Committee on Scholastic Standards** (*last revised December 6, 2018*)

The Committee on Scholastic Standards will consist of one (1) faculty member from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), and the Director of the Center for Advising and Student Achievement (CASA) (*ex officio*). The duties of this standing committee shall be to recommend to the Faculty Council policies related to undergraduate academic standards and regulations and procedures for implementing and enforcing these policies.

The standing committee shall also act as a hearing board and render decisions on:

1. Appeals of academic dismissal.
2. Appeals for retroactive withdrawal.

**ih. Committee on Strategic and Financial Planning** (*last revised December 6, 2018*)

The Committee on Strategic and Financial Planning shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), one (1) dean (*ex officio*), the Provost (*ex officio*), the Vice President for Finance (*ex officio*), the chair of the Administrative Professional Council (*ex officio* voting), the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (*ex officio* voting), and the Chair of the Classified Personnel Council (*ex officio*, voting)., one (1) undergraduate student, and one (1) graduate student. The duties of this standing committee shall be:

1. To recommend policies to the Faculty Council related to planning and budgeting activities that affect the academic function of the University.
2. To review the procedures, outcomes, and accountability of the University's strategic planning processes and plans.
3. To present the standing committee's evaluations and recommendations on such planning processes and plans to the Faculty Council for approval or disapproval on a semiannual basis.
4. To review University proposals, policies and procedures as they affect the academic programs and structure of the institution.

5. To review new academic program proposals from a strategic and financial planning perspective and report recommendations to Faculty Council.
6. To recommend priorities for resource allocations to achieve University academic planning goals.
7. To recommend policies for the distribution of faculty compensation increases.
8. To monitor the on-going financial status of the University and inform Faculty Council of any conditions likely to result in financial exigency. The Committee should collect information about procedures used in other universities faced with financial exigency and any other information that would aid in developing reasonable plans to deal with current conditions of financial exigency.
9. To consult with the President of the University regarding the declaration of the condition of financial exigency; should a recommendation of financial exigency be made by the President to the Board, the CoSFP chair shall present the views of the committee to the Board.

**ji. Committee on Teaching and Learning** (*last revised December 6, 2018*)

The Committee on Teaching and Learning shall consist of one (1) faculty member from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (*ex officio* voting), the Provost or the Provost's designee (*ex officio*), the Vice President for Student Affairs or the Vice President for Student Affairs' designee (*ex officio*), and the Director of The Institute for Learning and Teaching (*ex officio*), one (1) graduate student, and one (1) undergraduate student. The duties of this standing committee shall be to recommend to the Faculty Council:

1. Policies, practices, and standards for maintaining and improving the quality of teaching and learning.
2. Policies related to undergraduate advising.
3. Policies related to academic records and registration and undergraduate admissions.

4. Policies related to the activities of:
  - a. The Institute for Learning and Teaching
  - b. Academic Computing and Networking Services
  - c. Student Outcomes Assessment
  - d. Other offices and programs that directly support instruction and student development.
  
5. Policies related to standards of student behavior, academic honesty, co-curricular activities and other aspects of campus life.
  
6. In addition to the foregoing, the Committee on Teaching and Learning will oversee the selection of the University Distinguished Teaching Scholars. The criterion for selection is outstanding teaching. The Committee on Teaching and Learning will develop and publicize the selection process and the specific criteria for making the selection.

**kj. Committee on University Programs** (*last revised December 6, 2018*)

The Committee on University Programs shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), one (1) graduate student and one (1) undergraduate student. The duties of this standing committee shall be:

1. Concerning Centers, Institutes, and Other Special Units:
  - a. To develop and recommend to Faculty Council criteria for identifying university units subject to Section C.2.3.6 University Centers, Institutes, and Other Special Units.
  
  - b. To develop and recommend to Faculty Council policies and procedures for the establishment, continuance, and termination of centers, institutes, and other units meeting the established criteria.
  
  - c. In consultation with other standing committees as appropriate, to evaluate proposals for centers, institutes, and other units meeting the established criteria on the basis of (1) appropriateness and acceptability of the name of the unit and (2) consistency of the mission of the unit with the mission and strategic plan of the University, and to make recommendations based on these evaluations for action by Faculty Council.



2. To recommend policies to the Faculty Council related to University Advancement, Conference Services, and University facilities that affect the academic function of the University.

3. To recommend policies to the Faculty Council related to international activities, including international education, research and development, training, student services, and Intensive English.

**Ik. University Curriculum Committee (last revised December 6, 2018)**

The University Curriculum Committee shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), the Provost or the Provost's designee (*ex officio*), one (1) undergraduate student, and one (1) graduate student. The duties of this standing committee shall be:

1. To receive or initiate recommendations pertaining to each and every course and program offered for academic credit by any unit of the University.

2. To evaluate all proposals for new undergraduate courses and programs as well as changes in existing courses and programs for correlation with other departments before consideration and approval by the Faculty Council.

3. To evaluate all proposals for new graduate courses and programs as well as changes in existing courses and programs for correlation with other departments. Review of graduate programs is conducted after the Committee on Scholarship, Research, and Graduate Education has recommended approval prior to their submission to the Faculty Council for approval.

4. To develop necessary administrative procedures for informing interested colleges concerning courses under consideration.

5. To evaluate proposals for the establishment of new departments, and the change of academic name, change in college affiliation, dissolution, division, or merger of existing departments.

6. To recommend policies to the Faculty Council related to the operations of the Division of Continuing Education which impact curricula.

MATTERS FOR ACTION:

2021-2022 Academic Faculty and Administrative Professional Manual Revisions:  
Section D.4 Letters Regarding Performance and/or Behavior

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section D.4 Letters Regarding Performance and/or Behavior

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

Letters of Expectation and Letters of Reprimand are used regularly at CSU, but they are not described adequately in the Manual. This new language is intended to remedy this omission. **It was developed through discussions between Human Resources, the Office of General Counsel, and the University Grievance Officer (UGO).**

Sometimes, a Letter of Reprimand is mislabeled as a Letter of Expectations to attempt to prevent the recipient from filing a grievance. Since Section K charges the UGO with determining whether an action is grievable, the UGO needs the authority to allow a grievance when something mislabeled as a Letter of Expectations is punitive instead.

The earlier Section D.4 is not needed, since it simply points to Section E.8, which is where academic freedom is discussed.

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

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**D.4 Academic Freedom Letters Regarding Performance and/or Behavior**

~~See Section E.8 for the definition of Academic Freedom.~~

**D.4.1 Letter of Expectations**

A Letter of Expectations may be issued to an employee by their immediate supervisor or by someone further up in their supervisory chain. It must be clearly labeled as a Letter of Expectations, and it must be signed by the person who is issuing the Letter.

A Letter of Expectations shall identify problems with the employee's job performance and/or behavior that need to be corrected by the employee. It shall state clearly what expectations must be met by the employee in order to address these problems. The Letter shall not impose disciplinary action upon the employee. However, it can suggest, but not require, that the employee attend appropriate training, as specified in the letter, to address the performance and/or behavioral issues. The purpose of the Letter is to make it clear to the employee that certain expectations need to be met by the employee related to their position at CSU. The intention is that, if the employee meets the stated expectations, then the problems will have been resolved without the need for any disciplinary action. However, the Letter may state that a failure by the employee to meet the stated expectations may result in disciplinary action in the future.

Since the intention of a Letter of Expectations is to be informative, rather than punitive, then it is not grievable by the employee. However, the University Grievance Officer may decide that a letter which is labeled as a Letter of Expectations is mislabeled and is actually a Letter of Reprimand (see Section D.4.2). In this case, the letter is grievable.

**D.4.2 Letter of Reprimand**

A Letter of Reprimand may be issued to an employee by their immediate supervisor or by someone further up in their supervisory chain. It must be clearly labeled as a Letter of Reprimand, and it must be signed by the person who is issuing the Letter.

A Letter of Reprimand shall identify problems with the employee's job performance and/or behavior that need to be corrected by the employee. It shall state clearly what expectations must be met by the employee in order to address these problems. In addition, the Letter may impose disciplinary action upon the employee. The Letter may state that a failure by the employee to meet the stated expectations may result in additional disciplinary action in the future.

For tenured faculty, serious disciplinary action cannot be imposed without following the procedures in Section E.15. However, a Letter of Reprimand may require that a tenured faculty member attend appropriate training, as specified in the letter, to address the performance and/or behavioral issues without initiating the Section E.15 process. Any costs incurred for such training will be borne by the university. Also, a Letter of Reprimand may place limits on the ability of the tenured faculty member to interact with specific individuals at CSU or to be present at specific CSU locations without initiating the Section E.15 process, as long as those restrictions do not prevent the tenured faculty member from fulfilling their expected job duties.

Since the intention of a Letter of Reprimand is to be punitive, then it is grievable by the employee.

#### **D.4.3 Response from the Employee**

When an employee receives a Letter of Expectations or a Letter of Reprimand, they shall have ten (10) working days from the date of its receipt to submit a written and signed Response to the person who issued the Letter. This Response shall be attached to the Letter, and anyone seeing the content of the Letter shall also be provided with a copy of the Response.

If the employee decides not to provide a Response, then they shall sign the Letter within ten (10) working days of its receipt to indicate that they have received it. They shall return the signed copy to the person who issued the Letter.

#### **D.4.4 Documentation of Discussions**

The documentation of discussions with an employee regarding perceived problems is not considered either a Letter of Expectations or a Letter of Reprimand and is not grievable.

MATTERS FOR ACTION:

2021-2022 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.15 Disciplinary Action for Tenured Faculty

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.15 Disciplinary Action for Tenured Faculty

EXPLANATION:

Presented by Mary Pedersen, Provost and Executive Vice President.

Changes have been made to clarify the process and to make sure that all appropriate persons are notified of decisions and have a chance to respond to them.

Changes have been made due to the addition of Section D.4 to the Manual.

Changes have been made to acknowledge that email is now a standard means of communication.

It is now stated that hearings shall be recorded, rather than having a written transcript typed.

Since the University Grievance Officer (UGO) manages the Section E.15 process, it has been made clear that the UGO is present at all steps in the process.

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
REVISIONS AND ADDITIONS – 2021-2022

**E.15 Disciplinary Action for Tenured Faculty** (*last revised June 11, 2021*)

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

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

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

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

- a. Substantial neglect of assigned duties that prevents the Tenured Faculty Member from fulfilling their obligation to the University as stated in Section E.5.2 and impacts the department, college, or University; or actions that substantially impair the duties or responsibilities of others.
- b. Behavior of the Tenured Faculty Member that (1) presents significant risk to the safety or security of members of the University community (e.g., violence) and/or

(2) represents a serious violation of ethics (see Section D.9) and/or University policy (including, but not limited to, unlawful discrimination, research misconduct, harassment, bullying, retaliation, or misappropriation of funds).

There are ~~three (3)~~ two (2) avenues for discipline:

~~a. Disciplinary action involving the issuance of a Letter of Reprimand. The Tenured Faculty Member's Academic Supervisor (see Section E.14) may formally sanction the Tenured Faculty Member by placing a Letter of Reprimand (officially labeled as such) in their file and providing a copy to the Tenured Faculty Member. This action does not require a Hearing, but it is grievable by the Tenured Faculty Member (see Section K). However, documentation of discussions by the Academic Supervisor with a faculty member regarding perceived problems is not considered a Letter of Reprimand and is not grievable. The Letter of Reprimand shall be reviewed by the appropriate college dean (or by the Provost if the Academic Supervisor is a dean). If the dean or Provost determines that the Letter of Reprimand is not appropriate, the dean or Provost shall refer the matter to the appropriate avenue below for action.~~

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

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

### **E.15.1 Initiating the Process**

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

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

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

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

### **E.15.3 Discussions to Achieve a Resolution**

No later than three (3) working days after confirming the adequacy of the Statement and notifying the appropriate parties, the UGO shall direct the Academic Supervisor, the college dean, and/or the Provost to enter into discussions with the



Tenured Faculty Member in an effort to come to a resolution as to possible disciplinary action to be taken against the Tenured Faculty Member by mutual agreement.<sup>3</sup> The agreement by the Tenured Faculty Member to accept such action does not imply admission of responsibility for the charge(s).

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

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

#### **E.15.4 Hearing Process**

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

As appropriate, individuals appointed to serve on Hearing Committees assembled under the provisions of Section E.15 may have their effort distributions adjusted, as negotiated with their immediate supervisor, to reflect their involvement in the disciplinary process, or they may receive release time from some of their academic obligations, ~~or they may receive compensation if participation is required beyond their appointment periods, as determined by the Provost.~~

#### **E.15.4.1 Performance of Professional Duties**

For allegations involving performance of professional duties as described in Section E.15.a, the charges shall be considered in a Phase II Review (see Section

E.14.3.2) before they are considered in a formal disciplinary Hearing. The Phase II Review Committee shall determine whether or not a formal Hearing is warranted. The Provost may, for convincing reasons stated in writing, reverse the decision of the Phase II Review Committee, but this must be done within five (5) working days of being notified of the decision.

If the decision is made to conduct a formal disciplinary Hearing regarding allegations involving performance of professional duties, the Tenured Faculty Member's performance must be judged against the normal expectations within their department, taking into account the tenured faculty member's effort distribution (see Section E.9.1) and workload (see Section E.9.2). In this case, a Hearing Committee of at least six (6) members shall be formed, that consists of The persons eligible to serve on this Hearing Committee are the tenured faculty members of the Tenured Faculty Member's department who have the same or higher rank as the Tenured Faculty Member and who have no administrative duties (see Section K.11.2), but excluding the Tenured Faculty Member and their academic supervisor, or a committee thereof, as specified by the Department Code. The Department Code may specify the process for selecting the eligible faculty members to serve on the Hearing Committee. If the Department Code does not specify ~~the makeup of the Hearing Committee~~ this process, then ~~it~~ the Hearing Committee shall consist of six (6) ~~tenured eligible~~ eligible faculty members ~~having no administrative duties (see Section K.12.a) drawn by lot by the college dean. In no case may this committee consist of fewer than six (6) members.~~ If there are fewer than six (6) faculty members of the department eligible for the committee, then additional members shall be drawn by lot by the college dean from a pool consisting of all tenured faculty members of the college ~~having~~ who have the same or higher rank as the Tenured Faculty Member and who have no administrative duties (see Section K.12.a). ~~Neither the Tenured Faculty Member nor the Tenured Faculty member's Academic Supervisor may be a member of this committee.~~ The members of this Hearing Committee shall then select from their membership a chairperson who shall be a voting chair of the committee.

~~Members of a Hearing Committee who believe themselves sufficiently biased or interested that they cannot render an impartial judgment shall remove themselves from the case on their own initiative. Challenges for cause may be lodged with the UGO by the Tenured Faculty Member, the person(s) who submitted the Statement, or any member of the Hearing Committee. The UGO shall decide all challenges with such advice from legal counsel for the University or from the Colorado Department of Law (Office of the Attorney General) as the UGO deems necessary or advisable. The UGO may excuse a member of the Hearing Committee even though actual cause cannot be proven. The Tenured Faculty Member shall have a maximum of two (2) challenges without stated cause.~~

#### **E.15.4.2 Behavior**

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

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

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

~~If the Statement involves allegations of sexual harassment, discrimination, retaliation, or research misconduct, the procedures appropriate to those allegations shall be followed before conducting a Hearing as described in Section E.15.4.3 (see Appendices 1, 4, and 5).~~

#### **E.15.4.3 Removal of Hearing Committee Members**

Members of a Hearing Committee who believe themselves sufficiently biased or interested that they cannot render an impartial judgment shall remove themselves from the ~~case~~ committee on their own initiative. Challenges for cause may be lodged with the UGO by the Tenured Faculty Member, the person(s) who submitted the Statement, or any member of the Hearing Committee. The UGO shall decide all challenges with such advice from legal counsel for the University or from the

Colorado Department of Law (Office of the Attorney General) as the UGO deems necessary or advisable. The UGO may ~~excuse~~ remove a member of the Hearing Committee even though actual cause cannot be proven. The Tenured Faculty Member shall have a maximum of two (2) challenges without stated cause, but such challenges must be made within five (5) working days of receiving notification of the membership of the Hearing Committee. If a member is removed from the Hearing Committee, then a replacement member shall be chosen by following the same procedures as for the initial selection of the committee members in order to produce a Hearing Committee with six (6) members.

### **E.15.4.3 Hearing**

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

b. The Tenured Faculty Member shall be notified in writing of the Hearing and the specific allegations within five (5) working days following the formal decision to proceed with the Hearing. The Hearing shall commence no ~~less~~ sooner than twenty (20) working days following receipt of the notice by the Tenured Faculty Member, unless the Tenured Faculty Member requests an earlier Hearing and the Hearing Committee concurs. A notice is deemed to have been received when it is delivered personally to ~~a the Tenured Faculty Member, or recipient or five (5) working days after it is deposited in campus mail for transmission to the recipient when it has been sent to the Tenured Faculty Member via email to their official CSU email address, or when receipt has been confirmed to the UGO by the Tenured Faculty Member.~~

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

d. The Hearing shall be closed, and the proceedings shall remain confidential to the extent permitted by law. During the Hearing, the Tenured Faculty member and the UGO shall be present at all times. In addition, the Tenured Faculty Member and the Hearing Committee(s) shall each be permitted to have a maximum of two (2) advisors present, consisting of academic advisors and/or legal counsel. These

advisors may provide advice and assistance, but they may not actively participate in the proceedings, such as making objections or attempting to argue the case (however, if an advisor is called as a witness, the advisor is allowed to participate in this capacity). Advisors for any participant shall be free to advise the participant fully throughout the proceeding, including assisting the participant in formulating any required written documentation and helping the participant prepare for any oral presentations.

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

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

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

g. The Tenured Faculty Member and the Hearing Committee(s) shall have the right to see all written evidence presented, hear all testimony, and question all witnesses. Furthermore, the Tenured Faculty Member must be afforded the opportunity to question the person(s) filing the Statement. If any person filing the Statement refuses to appear as a witness, then the Hearing shall conclude immediately, and no disciplinary action shall be taken as a result of this Hearing (although the same allegations may be considered again in a newly initiated Hearing). However, harassment of witnesses by the Tenured Faculty Member, as determined by a concurrence of at least two-thirds (2/3) of the members of the Hearing

Committee(s) is prohibited. Also, if it is deemed appropriate by at least two-thirds (2/3) of the members of the Hearing Committee(s), the questioning of one (1) or more witnesses may occur with the parties being in different physical locations, but the questioning must occur in a real-time, spontaneous format (e.g., a video conference or a teleconference), unless at least two-thirds (2/3) of the members of the Hearing Committee concur that this is not feasible.

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

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

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

### **E.15.5 Procedures Following Completion of the Hearing**

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

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

the egregiousness of the Tenured Faculty Member's actions, the prior actions and history of the Tenured Faculty Member, and whether a pattern exists.

The written report of the Hearing Committee shall include a comprehensive and detailed summary of the relevant facts and the conclusions reached in assessing those facts. If any members of the Hearing Committee disagree with the Committee's recommendation, they shall jointly prepare a minority statement explaining their reasons for disagreement with the majority, and this shall be part of the Hearing Committee's report. The Hearing Committee shall issue its final report no later than ten (10) working days after the conclusion of the Hearing.

#### **E.15.6 Recommendations for Disciplinary Action**

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

A recommendation for revocation of tenure and/or termination of appointment requires the concurrence on at least two-thirds (2/3) of the members of the Hearing Committee.

If less than two-thirds (2/3) of the members of the Hearing Committee concur that disciplinary action is appropriate, a written report shall be prepared that recommends that no disciplinary action be taken.

#### **E.15.7 Disposition of the Hearing Committee's Report**

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

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

shall be attached to the recommendation of the Hearing Committee and considered together with this recommendation at each successive level in the administrative chain.

### **E.15.8 Administrative Action on the Hearing Committee Recommendations**

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

If the Provost must combine two separate recommendations into a single recommendation to the President, then the decision of the President is final. Otherwise, the decision of the Provost is final, unless the decision involves a demotion, reduction in pay, resignation, or other separation from the University. If the decision of the Provost involves a demotion, reduction in pay, resignation, or other separation from the University, then that decision shall be forwarded to the President as a recommendation, and the decision of the President is final. An alternate recommendation or final decision that is either more or less severe than the recommendation ~~received~~ made by the Hearing Committee(s) shall be issued at a higher administrative level only for compelling reasons that shall be stated in writing to the Tenured Faculty Member, the person(s) filing the Statement, the Hearing Committee(s), and all previous administrators in the administrative chain. In the case of an alternate recommendation, the Tenured Faculty Member, the person(s) filing the Statement, the Hearing Committee(s), and the previous administrators in the administrative chain shall be given five (5) working days from the date of notification of the alternate recommendation to object in writing to the administrator's reasons for making the alternate recommendation, and the alternate recommendation could be reversed at an even higher administrative level. If the Provost must ~~combine two separate recommendations~~ make a recommendation to the President, the Provost's ~~combined~~ recommendation shall be communicated in



writing to the Tenured Faculty Member, the person(s) filing the Statement, the Hearing Committee(s), and all previous administrators in the administrative chain, and it may be objected to the President in the same manner. Objections shall each be limited to five (5) typed pages with normal font size and shall be forwarded to each successive administrator along with the alternate recommendation and the rationale for it.

#### **E.15.9 Written Records**

The recording of the Hearing, and a the verbatim transcription if requested by the Tenured Faculty Member, and all AH written records of E.15 documents and proceedings, including the Statement and Response; ~~the verbatim record of the Hearing;~~ supporting documents; committee reports and recommendations, including any minority statement(s); administrative reviews of committee recommendations; alternate recommendations; objections to any recommendations; and final decisions, shall be kept on file in the archives of the UGO for the duration of the employment of the Tenured Faculty Member, and these shall be considered to be part of the Tenured Faculty Member's official Personnel File (see footnote #2 ~~regarding official~~ regarding the official Personnel File).

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

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

#### **E.15.11 Time Limit for Action by the Provost**

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

Board of Governors of the  
Colorado State University System  
Meeting Date: February 3, 2022  
Report Item

REPORT ITEM:  
CSU: Sabbatical Leave Summaries 2020-2021

Presented by: Mary Pedersen, Provost and Executive Vice President

## **Sabbatical Leave Policy**

The sabbatical leave policy for Colorado State University faculty is addressed in Section F.3.4 in the Academic Faculty and Administrative Professional Manual. CSU offers academic faculty members the possibility of sabbatical leaves at any time after six years have elapsed since the faculty member's initial appointment or most recent sabbatical leave.

The faculty member seeking sabbatical leave shall follow the procedures established by his/her academic unit. College Deans or the Dean of Libraries shall forward the names of faculty members recommended for sabbatical leave along with a detailed sabbatical plan to the Provost and Executive Vice President. The detailed plan shall specify how the sabbatical will result in the faculty member's professional growth, enhance the institution's reputation and the students' educational experience at the institution, and increase the overall level of knowledge in the faculty member's area of expertise. Faculty members cannot be absent for more than two academic semesters in cases of faculty on nine-month appointments, and no more than one calendar year for faculty on 12-month appointments. The following are the reports of individuals who took their sabbatical leave in the 2020-2021 academic year.

### **College of Agricultural Sciences**

#### **Jane Choi – Horticulture and Landscape Architecture**

During her sabbatical, Dr. Choi initiated research into the topic of spatial segregation in former redlined districts. She gathered substantial data and attended numerous conferences and events in an effort to establish a baseline of existing knowledge on the topic, as well as create connections with other scholars and stakeholders concerned with this issue. Since the COVID-19 pandemic limited her ability to travel outside of Colorado, she redirected her focus to a local case study in the former redlined neighborhood of Globeville in northern Denver, Colorado. Globeville held several advantages: there is substantial documentation of its history, it has a rich ethnic heritage that continues to evolve and define the community, and a strong sense of identity. The neighborhood is located near CSU's SPUR campus, offering additional opportunities for collaborative research and outreach.

Dr. Choi began by collecting personal narratives and historical data through correspondence and meetings with local historian and key contact, Mary Lou Egan. In the process of amassing data from scholars and experts in the field, she recognized a void between those who *study* the issues and those who *experience* them in their day-to-day lives. To bridge this gap, Dr. Choi started developing ideas for an interactive database and web mapping application in collaboration with a geospatial analysis expert. The idea behind this project is to use the power of place to crowdsource information about the impediments that disenfranchised communities must confront in the built environment. The intent is that this approach will give a voice to the disenfranchised and create a participatory, public-access database of artifacts in the environment that affect the way the community functions and the ways in which residents move around the neighborhood and throughout the city. Over time, this process would build into a curated collection of images

and testimonials that will serve as a living document and an educational resource. This rich online forum for personal narrative and community discussions would help coordinate knowledge around issues of spatial segregation, with the goal of informing future planning and development efforts and bring awareness of the subtle discriminatory elements that are literally built into the city and our society.

Though still in the early stages, research and planning that have gone into this project have broadened her understanding of the ways in which communities are impacted by historical policies and the legacy of urban design patterns, as well as exposed her to alternative community-based approaches to urban and public space design. She has helped expand recognition of the CSU Landscape Architecture Program regionally through her contacts with Denver stakeholders, and nationally through attendance at conferences where she established connections with other scholars from around the country engaged in related research. She has also integrated much of this information into the course LAND 392 (“Designed Landscapes Theory and Criticism”), which is the only seminar course in the Program. As her research and the crowdsourcing project progress, Dr. Choi intends to present her findings in peer-reviewed journals and present her work at the Council of Educators in Landscape Architecture (CELA) and American Society of Landscape Architects (ASLA) conferences and engage in other outreach efforts.

## **College of Business**

### **Vickie Bajtelsmit – Finance and Real Estate**

During her sabbatical semester, Dr. Bajtelsmit made excellent progress on three research projects. Her paper examining the impact of overconfidence and optimism on insurance decisions was published in the *Financial Services Review* in Fall 2020, and her experimental research on the impact of behavioral prompts on saving behavior of young adults was presented at a high-profile behavioral finance conference sponsored by the *TIAA Institute*. The latter paper is in final draft stage and will be submitted to a high-quality journal. Her third project examines sociodemographic, genetic, and personality factors that influence risky decision-making. This paper underwent significant change in direction and methodology with the addition of a co-author last summer. The empirical work is now complete, and they expect to have a final paper ready for submission to a high-quality journal by the end of the spring semester. Dr. Bajtelsmit was named the financial literacy editor for the *Journal of Pension Economics and Finance*, and Associate Editor for the *Financial Planning Review*. Although these two editorial roles are higher profile, she also serves in editorial roles at several other journals. At this stage in her career, this type of service is a way that she can add value to the profession.

Dr. Bajtelsmit also used her sabbatical time productively by managing a project of national significance to the cause of financial literacy. In early 2020, the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy decided to join forces to develop a unified set of national standards for K-12 personal financial literacy education. Dr. Bajtelsmit was selected to head up the Writing Committee charged with developing the new Standards. If

she did not have a sabbatical leave, she could not have taken on such an important and time-consuming project. The *National Standards for K-12 Financial Literacy Education* are now complete and are in a final stage of copyedit and print design. The two sponsoring organizations plan to disseminate them to their stakeholders (state legislators, school districts, and curricula developers) by the end of April. Although this work clearly qualifies as service rather than research, she is very proud of the work that she did on this project and feels that her contribution reflects well on Colorado State University and will have long-lasting impact on financial literacy education across the country.

### **Christopher Blocker – Marketing**

Dr. Blocker's primary objectives were to (1) accelerate his research program on *Value Creation in Services, Sales, and Society* through advancing premier scholarly publications, (2) develop new collaborative relationships with influential and emerging scholars, and (3) explore emerging methods and technologies that can fuel the next five years of his research.

The events of 2020 with COVID-19 certainly altered some of his goals, including having four research conferences and four university visits cancelled. That said, Dr. Blocker is delighted to report that he achieved all three goals – even as they transpired in different ways than he had originally imagined. The evidence is threefold. One, considering the number and quality of scholarly projects Dr. Blocker is pushing forward, all of which were initiated or significantly advanced in his sabbatical, he is likely to have one of his most productive years as a scholar ever. Two, despite the challenges we are experiencing, Dr. Blocker is as curious and optimistic as ever about pursuing important scholarly work – especially work that contributes to the College of Business stated mission of “Business for a Better World”. Finally, Dr. Blocker was able to prepare to teach an exciting new course for our Impact MBAs this spring – Design Thinking for Sustainable Enterprise. Overall, Dr. Blocker is deeply grateful for the opportunity to take a sabbatical leave. 2020 was an incredibly challenging year for Colorado State University and the College of Business, and there may have been very good reasons to delay or cancel sabbaticals altogether to address the unforeseen events. Dr. Blocker will not soon forget the ongoing support and commitment of the university to invest in its faculty, and he is confident that his growth during the sabbatical will enhance Colorado State University's reputation and students' educational experiences.

### **Dawn DeTienne – Management**

Dr. DeTienne's major activity was to work with Defy Colorado (now Breakthrough) to create curriculum for their programs that support incarcerated individuals and serve to help break the chain of recidivism and mass incarceration. The program provides rigorous employment readiness, character development, and entrepreneurship training inside prisons. She spent her sabbatical gathering background information on international courses currently taught in prisons, meeting with Entrepreneurs-in-Training (incarcerated individuals), experienced entrepreneurship volunteers, and developing entrepreneurship curriculum that is both applicable and content-rich. She met with Breakthrough five times, traveled to, and volunteered at, the opening of the

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Colorado La Vista Correctional Facility (Pueblo, CO) attended and judged the final pitches and attended graduation at the LaVista Correctional Facility. The curriculum Dr. DeTienne developed is a 177-page Facilitator's Guide that is to be used by the instructors at Breakthrough in their three correctional facilities in Colorado. It includes learning objectives, readings, reflection questions, weekly quizzes, in-class exercises, and out of class assignments for 17 weeks. The curriculum is designed to work with CSU students on different aspects of entrepreneurship thereby providing students not only the opportunity to learn the skills required to conduct such skills as a sector analysis but also to introduce them to and help them develop empathy and engagement with people who have significantly fewer opportunities than they might.

Dr. DeTienne also worked on her entrepreneurship research projects. These include four projects (1 accepted, 2 in second round revisions, 1 in first round revision) on topics such as selling a business after the pandemic, self-regulation and COVID19 in previously distressed firms, imprinting in multi-generational family firms, and entrepreneurial decision making when facing underperformance. Due to COVID, she was unable to travel to the international locations she had planned but she was able to work on these projects with colleagues from Belgium, Ireland, and Queensland. In summary, Dr. DeTienne believes that her sabbatical experience will enrich the lives of incarcerated individuals and their families, but also have a positive effect on her research and her students. She learned so much that she can share with students and hopes to be able to better demonstrate to them how their own life experiences can have a positive impact on entrepreneurship, business, and the global world.

### **College of Engineering**

#### **Rebecca Atadero – Civil and Environmental Engineering**

The primary goal of Dr. Atadero's sabbatical was to learn more about public policy and explore the ties between public policy and engineering. Furthermore, she wanted to use what she learned about policy to help bring together and enhance her two existing research fields: infrastructure asset management; and diversity, equity, and inclusion in engineering (especially engineering education). While some of her specific sabbatical activities changed due to the COVID-19 pandemic, she was still able to make significant progress toward her goal. During the 2020-2021 academic year at CSU, Dr. Atadero took four courses in the Master of Public Policy and Administration program: Public Engagement, Public Organizational Theory, Theories of the Policy Process, and Public Budgeting and Finance. She also worked part-time (from 5-10 hours per week) with a transportation planner from the City of Fort Collins on several different activities related to promoting electric vehicle adoption within the city. During her sabbatical she also continued work on an ongoing NSF grant aimed at developing, implementing, and assessing new curriculum to teach engineering students about the relevance and importance of diversity, equity, and inclusion in engineering, and continued other DEI related work within the Department of Civil and Environmental Engineering (CEE) and the Walter Scott, Jr. College of Engineering (WSCOE). Dr. Atadero also began early work on a new research path studying how the work of civil engineers can contribute to social equity and justice. During the sabbatical she

submitted 3 proposals (2 collaborative), published/submitted 11 scholarly articles, and supported 2 Ph.D. students who graduated in the spring and summer terms of 2021.

The personal benefits of the sabbatical included time to engage with new ideas and ways of thinking and meeting new people across CSU and at the City of Fort Collins. Dr. Atadero also gained administrative skills that may be useful in her career at CSU, found personal satisfaction from her volunteer work that contributed in a small way to climate change response, and supported her family while her two children were learning from home during Fall 2019. She expects her sabbatical to benefit CSU as her engagement with the MPPA program may facilitate future collaboration between engineering and public policy. Her continued DEI related research efforts and service work in her Department and College hopefully further contributed to a collection of small changes that are gradually building momentum for equitable and inclusive transformation in the WSCO. Through her sabbatical experiences Dr. Atadero gained new knowledge that will enhance her teaching and mentoring. Specifically, she has new material to share with students in her courses (especially about the role of civil engineers in public engagement), she has new research directions that will provide productive opportunities for future graduate students and hopes to eventually build her work on civil engineering and equity into a new course for the Civil and Environmental Engineering Department.

### **Jeffrey Pierce – Atmospheric Science**

Dr. Pierce took sabbatical leave in Spring 2021. COVID and being asked to teach a first-year master's course in Fall 2021 that he had not previously taught motivated him to change two of his three sabbatical goals. He was successful in the remaining original sabbatical goal of learning new computing tools that helped him with his sabbatical research and will be helpful in future teaching and mentoring. The first new goal was to provide major updates to ATS620 Thermodynamics and Cloud Physics, a course which he began teaching in the fall semester. He added significant focus to conceptual understanding, thought experiments, and breakout-group discussions. For the second new goal, Dr. Pierce performed research on aerosol nucleation in wildfire smoke plumes and presented this work at a European meeting that included many of the collaborators he was planning to visit on sabbatical before COVID changed these plans.

Dr. Pierce benefited greatly from his sabbatical, in particular from the time that he was able to dedicate to course updates as well as updating his computing skills and performing research that he has been yearning to do. CSU is benefitting from Dr. Pierce's sabbatical through an enhanced course experience for students in ATS620 as well as benefits to future courses where he will apply his new computing skills. Finally, Dr. Pierce has used his sabbatical time to focus his external administrative committee work on translating his air quality knowledge to help decision makers and the public by joining four national committees/panels in this area.

### **Qiang (David) Wang – Chemical and Biological Engineering**

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The primary goals of Dr. Wang's sabbatical leave were to enhance his knowledge in advanced theories and molecular simulations of polyelectrolyte systems and to finish a book entitled "Monte Carlo Simulations of Coarse-Grained Polymer Models" that he co-authored with his collaborator. These were accomplished, although he was not able to spend his proposed sabbatical leave in the School of Physics at Nankai University in China due to the COVID-19 pandemic. Dr. Wang had to stay in Fort Collins and interact with his collaborator and her group members online. His research during the sabbatical leave was focused on applying his recently proposed fast lattice Monte Carlo simulation (which is the most efficient molecular simulation method for studying fluctuation/correlation effects in polymeric systems at equilibrium) to two model systems: (I) polyelectrolyte adsorption on an oppositely charged surface and (II) complex coacervation of oppositely charged polyelectrolytes. They also applied the corresponding lattice self-consistent field theory and density-functional theory to System I, and the polymer reference interaction site model theory to System II. Using the same model system in their simulations and theories allows direct comparisons between their results to unambiguously quantify the fluctuation/correlation effects in the system and to develop advanced theories that better capture such effects in polymeric systems. Three manuscripts are currently in preparation for publication in peer-reviewed academic journals.

Dr. Wang's sabbatical leave provided a great opportunity for him to expand the research in his group into the area of theories and simulations of polyelectrolytes. In particular, the opportunity for him to have hands-on experience is invaluable. His knowledge and effectiveness as a research mentor, as well as his ability to convincingly write proposals in the area of theories and simulations of polyelectrolytes, are significantly enhanced by his sabbatical activities. In addition, the book he finished with his collaborator can be used as introductory materials for graduate students and post-doctoral researchers working on the Monte Carlo simulations of various coarse-grained polymer models. These are valuable to his professional growth and will lead to a variety of opportunities in the future. Dr. Wang's sabbatical activities enhanced his research and educational activities and resulted in new connections and visibility for Colorado State University.

### **College of Health and Human Sciences**

#### **Christine Fruhauf – Human Development and Family Studies**

Dr. Fruhauf's primary scholarly activities during the sabbatical year included training in dyadic interventions and data analysis as well as manuscript and grant writing to advance her program of research. She participated in a series of video sessions on dyadic data analysis, read the premier book on dyadic data, met (virtually) with scholars completing dyadic interventions, and joined the Gerontological Society of America's Dyadic Research on Health and Illness across the Lifespan interest group. She wrote a theoretical/research overview on the importance of dyadic interventions to support health and wellness of older adults and their caregivers that is currently under review for publication. She wrote three grant proposals that she plans to submit in the spring/summer of 2022 focusing on supporting grandparents and grandchildren living in



custodial grandparent homes. All travel to collaborate with colleagues in-person was halted, due to the COVID-19 pandemic, however with increased use of technology and videoconferencing Dr. Fruhauf was able to cultivate relationships with colleagues. She virtually attended national conferences which resulted in new opportunities.

The personal benefits derived from the sabbatical leave included time to complete major research projects and associated publications, and to develop new research projects and collaborations. These activities resulted in four publications either in print/in press, six manuscripts under review, an internal grant submission which was funded, a resubmission of a proposal to the National Institutes of Health (NIH) in the fall 2020 and funded in September 2021, and two major research proposals to the NIH submitted in June 2021. Dr. Fruhauf's sabbatical was of value to CSU for multiple reasons, including enhancing the visibility of CSU through multiple publications and national presentations, and grant submissions. Institutional benefits include increased visibility for CSU scholarship in social sciences as it applies to health and wellness of older individuals and families. This compliments the College of Health and Human Sciences' focus on healthy aging. She is also integrating information about dyadic interventions as an important next step in prevention and intervention science related to chronic disease into the adult development and aging courses she teaches. Finally, the insights and knowledge gained through her studies on dyadic interventions and data analysis will be incorporated into future manuscripts and grant proposals.

### **Matt Malcolm – Occupational Therapy**

Dr. Malcolm's primary scholarly activities during the sabbatical semester included forming new collaborations and connections that supported two National Institutes of Health (NIH) grant submissions, eight manuscripts for publication, and receipt/access to five large datasets. The two NIH grants will fund studies to determine factors that influence the type of post-hospitalization care COVID-19 survivors receive and will study long-term health and rehabilitation-related outcomes. As a result of his growing expertise on the rehabilitation needs of COVID-19 survivors, Dr. Malcolm was invited to provide a Guest Editorial about gaps occupational therapy researchers can fill to inform clinical decision-making and policies related to post-acute care for individuals hospitalized due to COVID-19. Additional published or soon-to-be published articles that came from his sabbatical work deal with rehabilitation in the neurocritical care unit, experiences of individuals with type-2 diabetes, fall-risk in hospitalized patients, the influence of sociodemographic variables (e.g., race, ethnicity, gender, etc.) and type of insurance on hospital-based rehabilitation use and outcomes, rehabilitation for survivors of stroke and traumatic brain injury, and how provision of assistive technology (AT) improves academic outcomes for college students with disabilities. His ability to gain access to new, large datasets from the US Rehabilitation Services Administration, Centers for Disease Control, Optum national electronic health record (EHR) database, University of Colorado Health EHR data, and CSU Institutional Research office has supported the above-mentioned grants and publications and will continue to support new studies for his team in the coming years.

Beyond these notable outcomes of his sabbatical, Dr. Malcolm believes the activities he undertook will have lasting benefits to him and the university-at-large. He now has valuable new collaborations in place that have helped to broaden his capacity and knowledge to write health and rehabilitation services grants in the future. As his research necessarily involves large dataset methods, access to a range of national datasets will enable him and his team and to investigate a range of research questions that he believes will ultimately inform and guide practices to ensure optimal delivery and outcomes of rehabilitation for hospitalized individuals, recipients of vocational rehabilitation services, and college students with disabilities. What he learned and developed during his sabbatical also has allowed him to bring new value to others at CSU. For example, his access to new data is enabling him to support new faculty, research associates, and graduate students in their own research interests and efforts that capitalize on the availability of these new data sources. Further, he is now better able to support the research potential of the CSU Assistive Technology Resource Center such that this center is now nationally recognized for its research on Assistive Technology use and outcomes for college students with disabilities.

### **Mehmet Ozbek – Construction Management**

Dr. Ozbek's activities during his sabbatical included scholarly work, curricular work, and significant service at the national level. For scholarly work, he authored and published a total of 10 refereed articles (6 refereed journal articles and 4 refereed conference proceeding articles). He also authored 4 additional refereed journal articles that are currently in various stages in the review process. He submitted 3 external grant proposals. For curricular work, Dr. Ozbek collaborated with a faculty member in Turkey to develop a new multi-site graduate level course on multi-criteria decision-making for construction and engineering problems. Additionally, he was involved in extensive reviews of the recently developed BS degree in Construction Engineering and Management offered in the Department of Civil Engineering at the University of Colorado Denver. For service, he was appointed to national committees focused on Diversity, Equity, and Inclusion (DEI) as well as the future of infrastructure.

Dr. Ozbek used the time to be able to develop a significant number of high-quality papers and grant proposals. Additionally, he was able to develop new research ideas and collaborations. Being able to work with others who have different perspectives than his has increased his overall level of knowledge in his area of expertise. The experience he gained from the review and feedback for the recently developed BS degree mentioned above resulted in his professional growth with respect to curriculum development. The work he was engaged in also resulted in significant value for CSU and will enhance its students' educational experiences. His collaboration with individuals and the resulting products outlined above enhanced CSU's international visibility and reputation. The new course he developed and will offer starting in Spring 2022 will enrich the curriculum at CSU. His participation in the abovementioned curriculum review and feedback process provided him with invaluable experience that he can use in helping CSU for the potential development of a similar BS degree. His appointment to and service in highly visible national committees has provided a distinct recognition to CSU both with respect to scholarly activities and DEI.

### **Arlene Schmid – Occupational Therapy**

The primary objectives of Dr. Schmid's sabbatical were to complete training in both Community-Based Participatory Research (CBPR) trauma informed yoga as well as to progress her scholarship. She successfully completed her objectives, except planned travel due to COVID. While she did not travel to Japan to disseminate her research and teach for a week, she did complete two online lectures for our sister program. Dr. Schmid was also supposed to present work from our NIH funded pain study at an international conference that was cancelled in the fall. She will instead present it virtually in June. She completed the CBPR research online and initiated virtual conversations with faculty/colleagues at both Indiana University and Clemson University to discuss the possibility of CBPR. At this point, mostly due to COVID, her team has decided to wait before fully considering the development of a CBPR research team. Dr. Schmid provided a community talk for the Fort Collins Fall Prevention Coalition, who is interested in partnering in future CBPR fall prevention efforts. She also completed online training regarding trauma informed yoga and read quite a lot about trauma and the impact of trauma on the mind and body. As an occupational therapist and a yoga researcher, Dr. Schmid began to think about the trauma that patients in rehabilitation likely endure. However, at this time, trauma is rarely considered as an important variable in rehabilitation. Based on her prior research and knowledge gained while on sabbatical, she now plans to pursue a new line of research, to dig deeper into the impact of trauma on rehabilitation processes and outcomes.

Personal benefits enjoyed during her time on sabbatical are many, and mostly are due to having time to complete activities and dive deeper into the literature. Having more time allowed her to complete multi-day trainings from the NIH. She completed the NIH National Center for Complementary and Integrative Health webinar on Implementation Science and Complementary Health Interventions as well as the Trans-NCI-NIH Conference on International Perspectives on Integrative Medicine for Cancer Prevention and Cancer Patient Management. In the early fall, Dr. Schmid was unexpectedly invited to write a book chapter for a new Occupational Therapy book and was able to write and submit the chapter during the sabbatical. She was also able to spend additional time on publications and grant submissions. She and her team published three papers in the fall of 2020. Additionally, she completed four papers that are now in review or in press. Finally, she and her teams have six manuscripts that are near completion and will soon go out for review. Her team recently received \$22,000 to pilot test their online intervention with a slightly different population. Collectively these data will support an NIH R01 application that will be submitted. Additionally, Dr. Schmid was a co-investigator or mentor on multiple grant submissions (internal, NIH, and the VA).

Dr. Schmid's sabbatical was of value to CSU for multiple reasons, including enhancing the visibility of CSU and CSU Occupational Therapy through multiple publications, a book chapter, and presentations. The most important aspect, however, is all that she learned about trauma. She is considering writing a white paper on trauma and rehabilitation, which will be the first paper addressing how trauma may impact rehabilitation outcomes. She is hoping this leads to a future grant submission. Dr. Schmid is integrating information about trauma into the course she is

teaching. Students will learn to consider trauma and how we can think about developing trauma informed care or rehabilitation.

### **College of Liberal Arts**

#### **Michelle Betsill – Political Science**

Dr. Betsill’s sabbatical involved working on two projects related to the role of philanthropic foundations in global environmental governance. “Philanthropic Legacies: Understanding the Role of Foundations in Marine Conservation” is an ongoing project with Dr. Rebecca Gruby (HDNR). She participated in weekly team meetings, collected and analyzed qualitative interview data, and submitted two manuscripts to peer-reviewed journals. She also began working on a second project, “The 100 Resilient Cities Initiative: A Natural Experiment in the Politics of Creating a Sustainable World,” with Dr. Matt Hoffmann (University of Toronto), Dr. Chris Gore (Ryerson University) and Dr. Sarah Hughes (University of Michigan). She participated in bi-weekly team meetings, helped supervise undergraduate RAs collecting baseline data, and helped organize a workshop with practitioners involved in urban resilience efforts around the world. In addition to these research projects, Dr. Betsill completed a special project for the City of Fort Collins to help inform efforts to bring equity, housing, and climate change goals into alignment.

On a personal level, Dr. Betsill’s sabbatical was an opportunity to reignite her passion for scholarship and identify new research directions. She was burnt out after five years as department chair, especially after navigating the early days of the COVID-19 pandemic and leading the department through the rapid transition to online instruction. She desperately needed the time to recover, reflect, and rejuvenate. It was also a time of professional growth as she continued to expand her network of collaborators and worked more closely with practitioners to ensure that her academic research helps inform real-world decision-making on issues such as ocean conservation and climate change. Dr. Betsill contributed to Colorado State’s reputation as a leader in global environmental sustainability by continuing to focus her research on some of the major global challenges of our time. She has enhanced students’ educational experience by providing opportunities for CSU students to participate in her ongoing research efforts.

#### **Philip Cafaro - Philosophy**

During his sabbatical, Dr. Cafaro wrote, co-wrote, or published eight articles on population ethics. This work represents a sustained effort to articulate a comprehensive and rationally justifiable population ethic, a necessary part of any plausible environmentalism. He organized and ran an online workshop on the ethics of mass species extinction, bringing together a dozen philosophers doing cutting edge work for weekly discussions. The best of these workshop papers will be published next year in a special issue of the journal *Philosophia*, which he is co-editing. During his sabbatical, Dr. Cafaro also hosted, produced, and recorded the first two seasons (14 episodes) of *The Population Factor*, a new TV show airing on Earthx TV, an Internet TV network out of Dallas, TX. This show aims to become the premier spot for honest and probing discussion of population issues in the English-speaking world.

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This sabbatical has been personally rewarding. Dr. Cafaro has further developed his ideas regarding sustainability, justice toward other species and the population policies necessary to achieve them. He has shared these ideas widely in numerous scholarly venues, philosophical, scientific, and interdisciplinary. He has also learned a lot about how to present and discuss these ideas in a new medium: television. One benefit of this work to CSU has been publicizing our name every time a new viewer streams an episode of *The Population Factor* on their TV or computer, something that has happened tens of thousands of times during the past year. Another benefit has been reaffirming the CSU Philosophy Department's primacy in environmental philosophy through the workshop Dr. Cafaro ran on the ethics of species extinction. Another benefit will involve bringing new ideas and insights regarding ecological restoration, the value of species and ecosystems, and population policy into his classes in environmental ethics.

### **Gamze Cavdar – Political Science**

Dr. Cavdar pursued three major groups of activities during her sabbatical. First is the completion of a research project. She has written the manuscript and submitted it for publication. The manuscript is now under review by a major political science journal. The second activity was the preparation of her new course, *Women and Gender in the MENA* (Middle East and North Africa) region. She prepared the course for the Honors Program and is teaching it for the first time this semester (Spring 2021). Third, she organized and chaired two workshops and attended another one in addition to presenting research projects in major conferences. One of these workshops resulted in a special issue of APSA-MENA Newsletter that she contributed to and edited. She attended a third workshop in December 2020 that was organized by Arab Political Science Network. The organizers have invited her to contribute a symposium to be published by *Politics and Gender*, Cambridge University Press.

The activities Dr. Cavdar pursued during her sabbatical have resulted in multiple concrete outcomes that will benefit both her as a scholar and the university. First, after she organized the workshop and edited a special issue for APSA-MENA (American Political Science Association-Middle East and North Africa Section) Newsletter, she was invited to serve on the editorial board. Second, she was invited to be part of an upcoming workshop entitled *Gender and Politics in the Middle East and North Africa: A Decade after the Arab Uprisings*, funded by the University of Gothenburg. The workshop will take place either in August or December 2021 (depending on the COVID-19 pandemic) and the contributing pieces will be published in an edited book. Third, the workshop she attended and contributed to (by Arab Political Science Network) will also result in a publication. She expects the manuscript she submitted that is currently under review to find a home. In sum, Dr. Cavdar's sabbatical enabled her to produce important research pieces that have resulted or will result in publications and citations, to serve on an editorial board, and to make connections with other scholars in her field.

### **Doug Cloud - English**

Taking a sabbatical afforded Dr. Cloud the uninterrupted time needed to do the intensive data gathering, coding, and corpus analysis work necessary to write his post-tenure monograph. The

pandemic meant that his work had to be undertaken mostly in isolation, with fewer opportunities to vet his work in progress (a May conference and another meeting were cancelled, and it was no longer possible to travel to Pittsburgh for a planned retreat with a writing group). To compensate for these changes, Dr. Cloud convened a virtual writing group with three other researchers. Other global events during his sabbatical prompted him to address white supremacy in the book in a much more substantive way than he had originally planned. The sabbatical afforded him the time to make this significant change. Despite these changes and challenges, the work was successful. Dr. Cloud has now researched and written three chapters totaling around 32,000 words with references. These completed chapters comprise about 50% of the book manuscript. He also finished the research for two additional chapters and the introduction. He estimates that the book is 70% done.

This sabbatical allowed Dr. Cloud to research and write a significant portion of his post-tenure monograph—a major step toward promotion to full professor. He was able to recontextualize his work for audiences beyond academia. When published, the book will help build his national and international reputation as a rhetorical scholar. This sabbatical work will also benefit students. He can now more competently advise graduate students working in anti-racism, a topic many students wish to pursue. Dr. Cloud also integrated his sabbatical research into a capstone course, which he proposed to the English Department in F21. Lastly, his sabbatical work will benefit broader communities and the university. The book aims to help people choose rhetorical strategies for human rights advocacy with a fuller knowledge of rival options. In this way, the book enacts our Principles of Community, especially our commitment to social justice.

### **Matthew Cooperman – English**

The period of Dr. Cooperman's sabbatical was used to work on two scholarly projects: *Questioning (the) Witness: Interviews in Contemporary Poetry & Poetics*; and *Heretical Bard: Ed Dorn & the Reach of His Draw*. The former project's aim is to explore the varied landscape of American poetry through the interview genre, using "witness" as a touchstone of a poet's true calling. As a longstanding project numerous updates have been required. He revised the biographical headers that preface each interview, developed new questions for existing subjects, and significantly edited interviews with Peter Balakian and John Haines. He also worked on the lack of diversity of the project, initiating conversations with Joan Naviyuk Kane, Camille Dungy, CA Conrad and Carmen Gimenez Smith, and read various new correspondent texts. Due to the pandemic, two planned *Witness* activities were untenable: time at the Merwin Conservancy (and archive) on Maui; a trip to Oahu to visit and interview poets Susan Schultz and Craig Santos Perez. The second project, *Heretical Bard*, focuses on the American poet Ed Dorn (1929-99). Developing out of a feature Dr. Cooperman was solicited to write on Dorn, now published in 2021 at *Lana Turner*, a gold-standard arts & culture periodical, *Heretical Bard* has now grown into a full-length scholarly volume—partially written by Dr. Cooperman, and including other recent scholarship on Dorn, as well as unpublished or out of print work by Dorn. Dr. Cooperman has actively solicited new essays from various people and gathered scattered materials (and permissions to reprint) from others. One project he did have hopes for, *Writing the Disaster: The Poetics of Extremity*, which he had put forward as part of his sabbatical plan, went fallow due to Covid-19.

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*Questioning (the) Witness* and *Heretical Bard: Ed Dorn* both concern themselves with contemporary poetry and poetics. They also make inquiries into the fields of disability studies, affect theory, and the literature of trauma, areas Dr. Cooperman has increasingly explored in his career. Sustained attention to these projects has been enormously helpful, and if the work goes as planned, will result in publication, and a lasting contribution to literature. By making CSU an active participant in the development of these inquiries, *Questioning (the) Witness* and *Heretical Bard: Ed Dorn*, will raise the visibility of humanities research and creativity at the university. As to benefits to his teaching, these projects will expand the areas of expertise he can offer to his students. His continued pursuit of these projects will impact a wide range of courses on both the undergraduate and graduate levels. Completion of these projects will assist Dr. Cooperman's students in understanding that all poetry—and indeed all great literature—is a witness to its times, providing cultural literacy and moral compass, and fostering human and more-than-human empathy.

### **David Scott Diffrient – Communication Studies**

Dr. Diffrient completed two book-length projects that have been sent to university presses (and that are slated for publication in 2021 and 2022): *Movie Minorities: Transnational Rights Advocacy and South Korean Cinema* (Rutgers University Press) and *Satires, Sitcoms, and Social Imaginaries: The Comic Construction of Bad Behavior on American Television* (Syracuse University Press). Much of the first book had been written prior to the fall semester, though Dr. Diffrient used August and September tying up loose ends (in terms of getting 30 frame enlargements to be used as images in the book and conferring with some interviewees about the transcription of their quoted remarks). Since that time, he has also filled out numerous author and manuscript forms for Rutgers UP and has begun responding to the copyeditor's notes (an overwhelming task given the length of this book, at nearly 400 pages). The second book, concerning U.S. situation comedies and specific social imaginaries (the "alcoholic imaginary," the "cult imaginary," and the "monstrous imaginary"), was his focus from late September until late December, as he wrote approximately 250 pages of new material for it and watched dozens of episodes from his main case studies. Research on the project involved accessing and reading several newspaper and journal articles about the television programs being analyzed and developing an original argument about the role that the medium has played in constructing a collective, constantly changing image of deviant behavior. All that work took time, of course, and he is thankful to have had the sabbatical in which to complete it. Although Dr. Diffrient wishes that he could have traveled to archives and special collections at other universities, he plans to do that once public health safety measures have relaxed this coming summer and fall, when he expects to return to his work on his next book-length project: *Children's Books as Transmedia Texts: The Cultural, Social, and Technological Spreadability of Contemporary Kid Lit*.

Dr. Diffrient's coauthored book on transnational rights advocacy and South Korean cinema grows out of the teaching he has done at CSU, which includes courses about human rights cinema and the role that motion pictures play in sparking social and political change. It further enhances his reputation as an East Asian film scholar who has recently been asked by Edinburgh University Press to edit a volume on East Asian film remakes and establishes his footing in the

emerging area of human rights cinema — a subject that he will continue writing about and teaching in the coming years. As someone who helped to create the ACT Human Rights Film Festival over six years ago, he believes that it is important for him to contribute to the scholarly exploration of social justice films through published work, which furthermore bolsters the university's reputation for academic excellence as well as its commitment to supporting individuals and groups who, historically, have not received the freedoms or protections guaranteed by this nation's founding documents. Now that Dr. Diffrient has coauthored two books on Korean cinema, which together offer historical perspectives on post-authoritarian filmmaking that shift the focus of academic discourse from mainstream genre films and auteur cinema to political cinema and documentary filmmaking, he hopes to teach courses on those subjects in the coming years.

### **Sanam Emami – Art and Art History**

During sabbatical, Professor Emami participated in two major solo exhibitions, thirteen group exhibitions, one museum symposium, juried two external exhibitions and one internal, was a panel participant for selecting McKnight Fellows and Residents, had her work reviewed in two online profiles, participated in five online virtual workshops, one live streamed virtual interview, had virtual conversations with students from three different universities, donated artwork to multiple auctions for arts organizations, coordinated a sale at her home studio to raise money for local community groups focused on diversity/equity/inclusion, food insecurity and immigration, and created a book for the Solidarity Project.

The sabbatical year was very productive, and beneficial both for Professor Emami and the university. The time to work was invaluable and allowed her to push her ideas and her work in multiple new directions - some successful and others not – but overall resulted in increased visibility for her in the larger field of contemporary ceramic art. Throughout the year and during all her engagements, she talked about her role as a university professor in the Department of Art and Art History at CSU. The Pottery program at CSU has over the years become nationally recognized in the field of contemporary ceramic art, benefiting our current students, and helping with recruitment and job placement after graduation. The most successful and exciting virtual event from her sabbatical was the invitation from the Harvard Ceramics program to be part of *The Artist's Studio with Fabio Fernández*. Professor Emami was one of eight multicultural contemporary artists and educators asked to participate. During the two-hour conversation, they talked in-depth about the importance of mentorship to young artists and students, sources, influence of her work, how she became an artist and why she thinks 'art matters' in the year 2021. She was able to share this conversation with her colleagues in the Department of Art & Art History and with the students in the pottery area.

### **Suzanne Faris – Art and Art History**

The primary goals for Professor Faris's one semester sabbatical, as proposed, would have been travel-based research combined with intensive studio time and technical skill building. Due to travel being impossible based on the pandemic as well as remote learning for her 4th grade son,



her “travel” shifted into online interactions. She attended online talks and symposiums and became more engaged with online forums related to activist-based and socially engaged art making, sculpture, installation art, craft, and theory, as well as becoming a member of the Mid-South Sculpture Alliance (MSA), a national organization of primarily professional sculptors and educators from across the United States. Her creative research practice included the development of a new series of sculptural works based around social engagement. The first piece in this body of work was exhibited in fall 2020 at the Center for Visual Art at the Metropolitan State University of Denver. The second piece, made of a combination of 13 smaller pieces, was unexpectedly curated into "OppArt" – the art blog for TheNation.com. She was contacted by New York based artist and curator Andrea Arroyo who requested to include her work on this highly visible platform. From a technical standpoint, and as stated in her sabbatical proposal, Professor Faris set the goal of producing work that allowed her to research and “... learn new techniques related to working with cloth, plastics, lightweight and flexible armature materials, and to further her expertise in sewing and joining textile materials in sculptural forms.” She accomplished that, and now looks forward to integrating what she has learned into her teaching practice.

This sabbatical period provided an incredible gift of focused research time. This time allowed Professor Faris to deeply investigate a new, invigorated, and meaningful direction in her creative research that she believes will contribute to important contemporary discourse and creative output in her field. The two exhibitions she was a part of contributed to her professional visibility both regionally and nationally as well as the visibility of creative research produced in affiliation with CSU. As intended, Professor Faris learned new techniques related to working with cloth, plastics, lightweight and flexible armature materials, and furthered her expertise in sewing and joining textile materials in the creation of sculptural forms. The period of her sabbatical also allowed her the opportunity to identify and engage with professional groups and organizations that she plans to become more active with in the future. This will be a benefit to her professional practice and visibility, but also benefit the growing professional practice of her students. Future interaction, through both virtual means now, and future in-person conference participation with groups such as the Mid-South Sculpture Alliance, have the potential of significantly contributing to greater promotion and recruitment opportunities for the Art and Art History Department at CSU.

### **Christopher Fisher – Anthropology and Geography**

Dr. Fisher finished several manuscripts and was a co-author on several peer-reviewed publications. He was a co-PI on a National Science Foundation grant that was submitted and continued his long-standing research in Mexico. He also was able to get his TED talk featured on the main site and did promotion and editing for this event. Dr. Fisher founded the non-profit Earth Archive Initiative, and they held a major online conference in June. His student mentorship activities continued during his sabbatical, and he was able to move two MA students through the program.

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Dr. Fisher's research activities will bring overhead to the University and opportunities for student engagement both in Colorado and Mexico. His publications are well regarded and will help the standing of the Department. Through the Earth Archive they have created longstanding connections with many organizations in Latin America that have been cemented by MOU's that can help multiple faculty members and others as CSU continues to increase its reach in these areas. His TED experience will also increase the profile of the Department and the overall CSU community. His mentorship of students and service to the discipline will also help increase the overall profile of the University.

### **Paul Flippen – Art and Art History**

During his sabbatical, Professor Flippen made substantial progress on his on-going graphic novel project, *The Talk*. The third round of peer editing of the text was completed, layout and storyboarding created, and over fifty original artworks executed. Although in-person workshops and a residency were delayed by Covid-19, numerous on-line workshops conducted by the Center for Book Arts in New York refined his understanding of the visual presentation of text. Two works, a stand-alone piece, and an excerpt of *The Talk* are currently under review for publication.

Beyond the direct impact the sabbatical had on the presentation of text in a visually compelling manner in his own book project, the explorations of traditional and digital publication techniques developed knowledge that will be of great use to his students in Foundations. Expanding the media applications discussed in his Art 160 Foundation: Color and Composition class is an on-going goal in his university teaching. Gaining an understanding of publication process located both at the root of graphic design history and the cutting edge of industry practice is particularly relevant to his students, most of whom are future graphic design concentrations. The potential of networking through the attending of a prestigious residency such as the Millay Colony was delayed but rescheduled for later this year. The opportunity to place his work in a national context, working alongside other practicing artists and writers, will benefit the University.

### **Kathleen Galvin – Anthropology and Geography**

Dr. Galvin completed and published seven peer-reviewed papers with teams of international scholars. The papers fall into two broad categories. One is drylands, biodiversity conservation, and pastoralism that she has professionally and personally been engaged with. The set of papers address new and timely topics associated with global environmental change. The second category of papers roughly covers how human-environment research is conducted, co-produced with indigenous peoples accounting for different values, knowledges, and practices. All the publications are collaboratively written and often because of workshops and meetings around specific environmental issues such as biodiversity loss (the IPBES Global Assessment meetings, Bonn), the importance of global pastoralism (Workshop in Helsinki), climate change, and drylands (EU Portugal meetings), and co-production of science for sustainability (Stanford's Leopold Leadership Program). In addition to publishing papers, Dr. Galvin also worked on a NASA grant modeling scenarios for achieving SDG 15 Life on Land in Kenya. The NASA team

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wrote a new NASA grant that was funded. She also worked on two East African rangeland projects that were conducted remotely.

This work will continue to place CSU firmly as an internationally known leader in research and engagement. Some of the work exemplifies former President Frank's commitment in September 2018 to the Declaration on University Global Engagement sponsored by Public and Land-Grant Universities (APLU) in support of the United Nations' SDGs. Dr. Galvin's current students will benefit from her international research and scholarship with indigenous communities by bringing timely diversity, inclusion, and social justice issues into the classroom and mentorship students' research. The collaborative research and engagement allow her to network, learn new frameworks for research, combine methods in new and different ways, and ultimately frame challenging research questions and foster collaborations for successful inquiry.

#### **K. Dawn Grapes – School of Music, Theatre, and Dance**

During fall 2020, Professor Grapes worked toward completion of *Dowland*, a volume under contract with Oxford University Press, as part of their Master Musicians biography series. This full-length monograph examines the life and works of early seventeenth-century English musician John Dowland. Because she could not physically travel to London and Oxford for archival research due to COVID-19 travel restrictions, she spent much of her research time accessing digital archives and historical databases, viewing available primary source letters, registers, and musical scores available at institutions with online digital archives, and translating non-English secondary sources. Professor Grapes also directly contacted specific archives and was successful in receiving requested digital images from state institutions in the UK and in Germany that have informed her narrative. CSU Morgan Library's Interlibrary Loan department was also invaluable, as they secured many secondary source books for her to read, evaluate, and process. Professor Grapes made several trips to locations in the western US, lodging in safe, sanitized, independent housing, which served as writing retreats.

Through these opportunities and her work at home, Professor Grapes was able to complete initial drafts of four chapters, a substantial contribution to the final manuscript, which she hopes to complete before the end of 2021. This book will stand as her third published volume related to the music, musicians, and musical culture of Early Modern England. As such it will continue to enhance her reputation within professional musicological circles, highlighting scholarship that embraces new historical discovery and methodology. As an extension, with Colorado State University listed as her home research institution, this accomplishment will bring esteem to CSU and its School of Music, Theatre, and Dance as well. Further, publication with such a respected university press as Oxford University Press will enhance CSU's reputation as a research university that values liberal arts-focused primary source inquiry. In a more practical sense, the primary-source documents she has acquired can now be used in CSU music courses, enhancing content in undergraduate music history courses, and providing foundational and supplemental primary source examples for M.M. graduate music courses.

### **Mohammed Hirchi – Languages, Literatures, and Cultures**

The sabbatical helped Dr. Hirchi to revise four articles for publication. It allowed him to write conference papers, review three articles for a peer-reviewed journal, and participate in the Faculty Institute for Inclusive Excellence organized by the Office of Diversity and Inclusion. He also redefined the scope of the project *Cartoons, Graffiti and the Cultural Dynamics of the Arab Spring* that he had originally proposed for the sabbatical.

Students will be benefiting from the research conducted during Dr. Hirchi's sabbatical. All the research he has undertaken informs his teaching and enriches the curricular content of LARA 250 Arabic Literature and Culture in Translation and LGEN 465 Middle Eastern and North African Cinema courses. Both courses will be taught in spring 2022. The sabbatical also afforded him some needed time to complete some research projects to advance towards promotion to full professor.

### **Andrew Knight – School of Music, Theatre, and Dance**

Professor Knight led a research team through telehealth music therapy interventions and research applications, where music therapists on the team provided group and individual music therapy sessions virtually as part of a larger research plan and effort. The interventionists and early childhood professionals/young children received music therapy services at a facility in Long Beach, California. They conducted the beginning of the 12 weeks of sessions in late fall 2020, and started collecting data in spring 2021, the semester of sabbatical. The rest of his sabbatical period was spent preparing dissemination of their research study as a publication in an online early childhood music therapy periodical, presentation of a three-hour workshop for early childhood music therapists at the national music therapy conference. Professor Knight has been informed that a paper he wrote as lead author along with another member of the team as co-author has been accepted in an international music and early childhood journal. He is working to finish a manuscript on the qualitative data gathered by interviewing early childhood professionals and the parents and caregivers of the children that were part of a study.

Professor Knight was initially frustrated that his long-awaited sabbatical happened to fall during an intense period during the pandemic (Spring 2021), particularly when he thinks he could have benefitted personally from more interactions with students as he was not teaching or advising that semester. He still believes he was able to benefit from this sabbatical without the time or energy burden of teaching or committee work, in that he was able to avoid what has become known as "Zoom fatigue" that he knows many students and faculty have been dealing with, and in his research focus. He was not able to have as much research output specifically in this area, early childhood music therapy, as he had hoped for in the last three years as grants and collaboration opportunities fell through and the pandemic stalled almost all possibilities of working with most unvaccinated populations. Even though this research process was to happen with him having a physical presence in California with the music therapy interventionists in the study, he thinks he was able to learn a lot about telehealth practices, virtual music therapy technology, and disseminate research in this space that is not going to be restricted just to this

period of a pandemic. Instead, Professor Knight has learned that telehealth and virtual music therapy seem to have only gained traction and he thinks that ties into how the sabbatical will benefit the University as well. In the fall semester he was able to come back and better set up a telehealth clinic in the music therapy space in the University Center for the Arts, and is supervising practicum students at early childhood placements as well as with other populations. He has been able to learn about technology, he has been able to steep himself in the research around the technology, and he has been able to apply all that new information with students every week to this point. Professor Knight believes that is as important or even more important than a few more publications and presentations on his CV.

### **Katherine Knobloch – Communication Studies**

Dr. Knobloch took part in three primary projects, each designed to increase the public's civic skills and their capacity for collective problem solving. The first project was a continuation of an ongoing Public Achievement program she has been running at Rocky Mountain High School (RMHS) that is funded through the Kettering Foundation. For this work, Dr. Knobloch designed, led, and conducted research on a series of meetings in which CSU student coaches partner with RMHS students to discuss and implement projects related to diversity, equity, and inclusion at RMHS. The second project focused on implementing deliberative discussion in college chemistry classes. This project is conducted in partnership with Wabash College and is funded through the National Science Foundation. During the Spring of 2021, she further revised the survey that they used during the pilot year of the program and began to conduct a preliminary analysis of the results. The final project was The Community Collaborative, a community-capacity building project conducted in partnership with the Reilly Center for Media & Public Affairs at Louisiana State University (LSU). For that work, she designed, implemented, and collected data related to a series of virtual training workshops for Louisiana residents interested in implementing public projects in their local communities. In addition to these larger projects, Dr. Knobloch continued her work with the Humanities Fellows program, participating in research roundtables and developing preliminary plans for a community forum to be hosted in late Fall 2021. She additionally conducted a book talk as part of the College of Liberal Art's Great Conversations Book Club and completed final revisions on a manuscript that has been accepted for publication at the *Journal of Deliberative Democracy*.

These projects offered numerous benefits for her research, teaching, and engagement. First, all three primary projects resulted in data collection, which will be used for future manuscripts exploring deliberative engagement and community capacity building. The projects also allowed her to explore new literatures related to public work, inclusive engagement practices, and deliberative pedagogy. The Public Achievement program and the Community Collaborative allowed her to test new designs for civic interventions and develop new engagement skills. Dr. Knobloch plans to apply these lessons to the community events run through the Center for Public Deliberation, particularly lessons related to recruiting diverse participants and moving from talk to action. She has also strengthened connections with students and local and national colleagues. For example, CSU students have been involved in the Public Achievement program, receiving both course credit and paid research opportunities in which they can develop their own civic

skills and capacities for engaged research. Similarly, the Deliberative Pedagogy project has connected her with colleagues at liberal arts and community colleges and created partnerships designed to improve her statistical analysis skills, particularly in relation to scale development, factor analysis, and group-based statistical modeling. Finally, Dr. Knobloch has already begun to draw upon the lessons for each of these projects in her classes. She is continuing to work with students enrolled in CPD coursework through the Public Achievement program. This year, students in those courses will assist with the development of DEI-focused student-teacher partnerships and with facilitation training for RMHS students

### **Kris Kodrich – Journalism and Media Communication**

Dr. Kodrich published four articles while on sabbatical. She started on another that was published after the sabbatical. She worked on a research paper on journalism with a graduate student that was accepted for presentation at a top academic conference. Dr. Kodrich completed research for six creative nonfiction (or literary journalism) stories that she is writing for submission to academic journals. One of her goals with her sabbatical was to write articles that are accessible to a general audience and this work helped her with her long-term goal to submit manuscripts to academic journals beyond those in journalism research. Although the pandemic forced her to be flexible, she was able to remain productive while remaining safe during the sabbatical.

Dr. Kodrich's pursuit of creative nonfiction work adds to CSU's reputation as an institution where strong and impactful creative work is encouraged. Her published work during the sabbatical included publication online for a top international political magazine as well as regional publications. Her research work during the sabbatical included a co-authored paper accepted into a top international communication conference. CSU students' educational experiences are enhanced because of this sabbatical because she worked on an approachable writing style that can help serve as a model for graduate students who want to make sure their work is read beyond the academic community. She also made use of those published works as an example to undergraduate students to illustrate the importance of the development of an engaging topic, the importance of good research, and the need for clear writing. The students directly benefit from a professor with increased writing skills and additional experience in participant-observation research that lends itself well to creative nonfiction. Finally, on a personal and professional level, this project increased her level of expertise in researching and writing in the realm of creative nonfiction, which she considers important for her professional development.

### **Mary-Ann Kokoska – Art and Art History**

Professor Kokoska's sabbatical year took place during the midst of the Covid pandemic. Original plans for travel and artist residencies were canceled. This gave her uninterrupted time to immerse herself in her home studio for the duration of her sabbatical, deriving inspiration from her immediate environment and experiences. Major accomplishments include: two

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installation drawings for the series entitled 'River River' and three large watercolor drawings as part of a new body of work titled 'Impressions and Interferences'. She also had the opportunity to work small scale and produced 3 miniseries of mixed media works plus numerous preparatory sketches for the above new body work. Total production amounted to 5 significant large-scale drawings and 12 small scale pieces. In addition, her membership and participation with the ARTNAUTS artist collective offered her an online connection, international exposure, and increased career opportunities throughout the year.

Over the course of her sabbatical, she participated in the following group exhibitions:

- Spark Gallery, Colorado Draws, Denver, CO, USA
- Elysium Gallery, Without Borders, Artnauts Collective, Wales, UK
- Virtual Exhibition, My City: Life during the Corona Virus, Sarajevo, Bosnia
- 3 Square Art, New Horizons, Landscape, Fort Collins, CO, USA

Overall, this sabbatical year was highly productive and valuable without question. Total production amounted to 5 significant large-scale drawings and 12 small scale pieces. The isolation due to Covid, lack of travel, without the need to relocate for a residency, all gave her uninterrupted time, allowing her to immerse herself completely in her work for a generous duration, resulting in experimentation and the exploration of new trajectories in her work. Professor Kokoska anticipates that she will draw on this often in the future. The benefits to the Department of Art and Art History, as well as Colorado State University, will in due course reveal themselves in multiple ways, by contributing to and invigorating her teaching practice together with increased international exposure and career opportunities through a collective online presence, and her participation in group exhibitions.

### **Doreen Martinez – Ethnic Studies**

During her sabbatical, Dr. Martinez researched and produced several publications regarding Indigenous Ways of knowing and being: "Storying Traditions, Lessons and Lives: Responsible and Grounded Indigenous Storying Ethics and Methods," in *Genealogy* and "Being an Indigenous Woman: A brief telling of histories, Nations, and today's ways of being," along with "When Kinship and Traditions are Disrupted: US Boarding Schools of Native Children," in Gibbs and Smith's *The First Peoples Issue* for sixth and eighth graders. Also, for the World Wisdom Project, she wrote "Mumblings Count: Ruminations on Beliefs and Practices (of Spirituality)." There are over a thousand people in their membership. Additionally, she was on their panel discussing, "Traditions/rituals/practices/beliefs of the World." Lastly, she completed additional participatory action research through her consultations with the Colorado Trust on "Engagement, Ethical Research and Data Collection," that spanned 10 Trainings Sessions, Monthly Analysis Sessions, and Individual Organizer Coaching. Dr. Martinez began a project with Boulder County Parks and Open Space (BCPOS) that will facilitate and include "Cultural Consultations/Project on Land Commitments and Indigenous Principles," integrations throughout their organization.

This sabbatical was extremely beneficial to an array of scholarship endeavors, commitments,

and outcomes. Dr. Martinez was able to immerse herself in peer-reviewed writings as well as publications that respond and act upon engage scholarship expectations. These activities additionally embed and demonstrate her commitment to our land grant expectations and needed actions. Furthermore, her community presentations greatly benefit the university as she provides expertise and insights to hundreds (possibly thousands depending on readership) of people ranging in age from 11 to 80 years old. These offerings also cross over Colorado's geographic borders. Additionally, her projects with the Colorado Trust directly serve residents of Fort Collins and the larger North/Northeast region of Colorado. Lastly, her efforts with BCPOS may become a model that will further enhance her scholarship and directly serve various desires of the university.

**John McGuire – School of Music, Theatre, and Dance**

During the fall of 2020, Professor McGuire worked with Colorado Hornworks owner and master craftsman David Smalley on the design and construction of a new model of French horn that is based on one of the first successful designs for a full-double horn from the C.F. Schmidt company of Weimar, Germany from the early 20th century. David has had a long career as a brass instrument craftsman, having learned his trade over many years as a builder for the S.E. Shires Company, one of the world's preeminent brass instrument manufacturers. Studies with Mr. Smalley included discussions related to various bore sizes throughout the instrument, metallic composition of the components, the drawing and bending of each tube, cutting, and etching of various tubes and ferrules, soldering, assembling, and finally play testing the instrument at different stages of construction. Additionally, several side projects were taken on related to possible improvements in the design that could be implemented on future builds. Because these horns are built by hand one at a time, each construction is an opportunity to fine-tune the efficiency and effectiveness of the design. Mr. Smalley and Professor McGuire have agreed to continue working together moving forward to further Professor McGuire's studies on horn design and continuing to hone his skills related to construction.

This project has greatly expanded Professor McGuire's knowledge of instrument design and construction, which will benefit French horn (and other brass) students at CSU. He will be able to better diagnose issues with his students' performance as affected by the instrument's design and/or condition and be able to offer up concrete solutions that are based in science. Additionally, his expanded knowledge base will add perspective to the historically accurate performance of much of the horn repertoire and the teaching thereof. Through these studies, he sees how critical it is that students understand how French horn design has impacted the repertoire written for the instrument through history. An additional benefit is the continued collaboration with Mr. Smalley moving forward on future designs and builds. Professor McGuire hopes that he can continue to assist Mr. Smalley as he works to perfect his current design as well as create others.

**Emily Moore – Art and Art History**

Professor Moore had ambitious plans for her sabbatical in 2020-2021: community-based research in Alaska for a new book project on southern Tlingit at.óow; spring semester teaching



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Native American art history at l'Université de Bretagne Occidentale in Quimper, France; and a summer of research funded by the Terra Foundation for American Art to study southern Tlingit art in European museums, including the British Museum, the Museo de América in Madrid, and the Übersee Museum in Bremen, Germany. All of this was derailed by the pandemic, but there is hope of picking up the pieces in future summers. The Terra Foundation, for example, has twice extended the fellowship, so that she can now go in Summer 2022. In the summer of 2021, Professor Moore was able to work with some Tlingit Elders in Alaska on southern Tlingit history, and she studied southern Tlingit art for a week at the Burke Museum of the University of Washington, where she had been awarded a visiting researcher fellowship.

Although the pandemic prevented her from pursuing much of the research she had planned, she still benefited from sabbatical. She started research for her next book project, prepared two articles for publication, and mapped out a series of grants and projects she hopes to pursue over the next six years. More immediately, Professor Moore stayed healthy, kept the mental and emotional health of her family intact as her young children navigated on-line and hybrid school during a global pandemic, and got some much-needed rest. She returned to teaching this semester feeling invigorated to interact in-person with her students and colleagues, and motivated to pursue her research project as time and the pandemic allow.

### **Tatiana Nekrasova-Beker – English**

Dr. Nekrasova-Beker took a series of synchronous workshops and self-study modules on using R, a programming language for research, which were offered remotely through the CSU library. She also revised her research procedures to complete all data collection online during spring 2021. Furthermore, she revised a chapter to be included in an edited collection with Mouton De Gruyter; co-developed two grant applications for external funding (one application was not funded, the other one is pending); delivered a session at an international conference, *Communication in Multicultural Society*, hosted virtually by National Research Nuclear University MEPhI (Moscow Engineering Physics Institute); and submitted a paper to be included in the conference proceedings. In addition to her scholarly activities, Dr. Nekrasova-Beker worked with a colleague to develop an online version of a graduate course through CSU Online to be offered in Summer 2021. Finally, she joined the editorial board of the *English for Specific Purposes* journal for which she has been reviewing manuscripts for the past several years.

Engaging in the activities described above not only increased her own expertise in the field of second language studies, but it also allowed her to incorporate those topics in the courses she is currently teaching to graduate students in the TEFL/TESL program, such as *E527 – Theories of Second/Foreign Language Learning*. Furthermore, each year she advises several students who are interested in conducting various types of linguistic analyses. Dr. Nekrasova-Beker believes she can serve these students better by sharing her knowledge of the new tools and free research packages with them. A new online course she co-developed with a colleague will, hopefully, increase the visibility of our graduate program in TEFL/TESL and will attract more students to the program and the department. Finally, she continues collaborating with colleagues from

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Russian universities, as such collaboration has been productive in the past and has generated several projects involving both students and faculty from CSU and universities in Russia. These activities, many of which resulted in conference presentations, publications, and an international exchange program, have been beneficial for the international profile of the graduate program, as is evident from the number of applications for admission that have been submitted by Russian applicants in recent years, thus promoting Colorado State University to a wide audience.

### **Jared Orsi – History**

The centerpiece of Dr. Orsi's sabbatical activities was the drafting of three plus chapters of his book manuscript: *Quitobaquito: The History of a Desert Oasis*, likely to be published in University of Oklahoma Press's Public Lands History Series. The book is about how the National Park Service erased Indigenous landscapes in southern Arizona and how the park service can restore them by partnering with tribal neighbors. His book proposal was favorably reviewed by two referees, the press's board of editors, and the press's faculty advisory committee, and he was offered a contract in December. Dr. Orsi also conducted most of the research, writing, and budgeting for a \$50,000 federal grant application to apply his book's oral history research in service to national park and tribal historic preservation in southern Arizona. If awarded, the project brings into collaboration CSU's Public Lands History Center (of which he is the director), National Park Service, two tribes of southern Arizona, Indigenous peoples in northern Mexico, and a community organization in the town of Ajo, Arizona. Also, under the auspices of the Public Lands History Center, Dr. Orsi worked with a Northern Arapaho woman, Yufna Soldier Wolf, to find a repository for her collection of family papers, photos, and AV materials, which the family wishes to be housed in Colorado, the region her people call home.

Without this one-semester sabbatical, Dr. Orsi would not have been able to accomplish the activities described in the previous paragraph. The sabbatical provided large blocks of time for writing, essential for making progress on book chapters. The book is eight chapters long, including the introduction and conclusion, so writing between three and four chapters takes a substantial bite out of that task. By contrast, Dr. Orsi only expected to complete one this term while not on sabbatical, and that feels like an ambitious goal. In addition, working with the tribes is a slow process that requires lots of relationship building, but sabbatical enabled him to tend to it and give it the care and attention it deserves. It required him to be on email, text, and Zoom multiple times per week, to build trust and demonstrate that he could carry out what his Indigenous collaborators were asking. The relationships are now on solid ground, and Dr. Orsi is proud of what he's been able to accomplish for them and the groundwork that has been laid for subsequent partnering. All of this brings positive visibility to Colorado State University. When it is published, the book will reflect positively on CSU's production of scholarship. Dr. Orsi thinks the tribal work is particularly important for the university. In recent years, CSU has suffered numerous unfortunate incidents of racial bias and abuse that have caused deep pain to members of the CSU community and embarrassment to the central administration. His work

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with Northern Arapaho, Hia C’ed O’odham, and Tohono O’odham peoples will yield tangible results that CSU can point to as indications of successful practices of applying land grant mission values to serve communities that have not traditionally been well-served by land grant institutions.

### **Sarah Sloane – English**

Dr. Sloane’s sabbatical allowed her the time to think about, read, and write in innovative nonfiction forms. She wrote a poetry chapbook (*Sentence*), a short story (*What I am Remembering*), and two scholarly essays (*Making Up Your Mind: How to Ask Good Questions* (28 pp.) and *Plagiarism in 18<sup>th</sup>-century University of Edinburgh* (in draft, 30 pp.)). She is completing two additional creative nonfiction essays that she hopes to circulate. She is also entering her poetry chapbook in contests. The short story, “What I am Remembering,” is under consideration for a collection of stories about the metal monolith discovered near Moab in November 2020. Her scholarly essay on asking good questions is under consideration by a teaching journal. Three essays on “Preppers and the Pandemic” have been commissioned by *May Day Magazine*; two are completed. She also was named a Contributing Editor to the journal in November 2020. Her second scholarly essay will be submitted to *Rhetoric Review* or a journal specializing in 18<sup>th</sup>-century Scottish history by the spring of 2022.

A sabbatical, a period devoted to study, learning, and writing, refreshes the mind and spirit, impelling a faculty member to return to the graduate and undergraduate classroom with fresh perspective and energy. Dr. Sloane will be returning with renewed energy and vision to her role as a someone who contributes to Colorado State University’s shared scholarly enterprise. Other benefits to the university include these: (1) Her research on plagiarism as an act and not just a static thing to be “detected,” will join the national conversation among writing-studies scholars on why students plagiarize today. (2) Her publications in pedagogical and scholarly journals will help establish CSU’s reputation as an educational institution that genuinely values both teaching and scholarship. (3) Her new role as a Contributing Editor to *May Day Magazine* gives the English department more visibility nationally, and potentially internationally, in creative writing. (4) Her publications in creative nonfiction will help draw creative writing students to CSU’s programs. Dr. Sloane hopes her creative nonfiction essays also lead readers to a greater understanding of how to responsibly face the challenges of today and be responsible citizens of Colorado, our country, and even the world as we seek to respond not just to a frightening and enduring pandemic but a warming climate and polarized political debate. She hopes her essays not just raise questions but give hope. Most of all she wants to underscore that this sabbatical has strengthened her belief in the great importance of a sound and lasting education for all Colorado State University students.

### **Craig Trumbo – Journalism and Media Communication**

Three research projects were undertaken during Dr. Trumbo’s sabbatical leave. In the first, a study was done on how individuals perceive risk from mosquito-borne diseases (Zika and West Nile). The study did not find the predicted differences between diseases or between ethnic

groups. The model used was found to be strong overall. Second, an online experiment was conducted to model intended shelter-in-place compliance under several industrial accident scenarios. The study failed to detect differences in intended compliance across hazards. The model held up very well and provides insight into the factors that might influence how individuals react to shelter-in-place orders. Third, data was collected and analyzed to examine new perspectives for FEMA's Community Resilience Indicators Model. Analysis finds a very strong set of relationships in which the average number of poor mental health days in a county is predicted by the FEMA score, the number of Community Mental Health Centers, and the number of mental health providers. This provides a sound basis that such metrics have a place in the assessment of county-level disaster resilience.

Dr. Trumbo benefited by accomplishing the completion of two projects, which in turn cleared the pathway to start a new investigation. The new study has the potential to expand considerably through additional data collection and may lead to an important contribution to FEMA's development of a tool to assess community disaster preparedness. Such an outcome brings concomitant benefits to Dr. Trumbo as well as the university through fulfillment of our mission in research and outreach.

### **Maura Velazquez-Castillo – Languages, Literatures, and Cultures**

Dr. Velazquez-Castillo's sabbatical goals included the preparation of a publishable series of electronic textbooks that would be made accessible to students enrolled in the newly designed "Languages for Specific Purposes" (LSP) curricula. She accomplished a significant part of this goal by researching e-book publishing options, learning how to convert existing course contents and activities into the chosen platform, and completing the first book in the series. She was also able to use her leave time to i) convene an LSP working team in the Languages, Literatures, and Cultures Department, with the goal of expanding LSP offerings. ii) complete work on two book chapters, one titled "Spanish for the Agricultural Domain", to be published by Routledge, and another examining Guarani evidentials, as part of her Guarani linguistics research program.

When completed, the LSP e-book series will facilitate access to innovative course contents to a wide student population interested in the field of animal health and care. Dr. Velazquez-Castillo was also able to complete a contribution to an important reference book for the research community in the area of Languages for Specific Purposes, documenting the innovative LSP needs analyses and curriculum design conducted at CSU.

### **Mary Vogl – Languages, Literatures, and Cultures**

Dr. Vogl's sabbatical allowed her to complete the following publications which were accepted for 2021: a single-authored book chapter, a co-authored chapter, a peer-reviewed translation, and a book review. She nearly completed an additional journal article. She came closer to her goal of submitting a book prospectus. She read numerous publications in her field as well as on diversity and inclusion. She also prepared a new Global Cinema course and a course on French Culture taught in English for AUCC.

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Students are benefiting this semester from the two new courses Dr. Vogl prepared and is now teaching. After her sabbatical, she has decided to put forward her dossier for promotion to full professor. She has been Associate Professor for 15 years, deeply involved in administration, teaching, and service, but also productive enough in research to exceed the requirements set forth by her department code. Dr. Vogl is grateful for the sabbatical which afforded her needed time to complete some research projects, advance her progress on others, and take stock of her professional growth.

### **Hongyan Xiang – History**

During his sabbatical leave, Dr. Xiang made significant progress toward two research projects: *The Rise and Fall of a Catholic Real Estate Empire in Modern China* and *Entertaining Rural China: The Portrait of a Rural Musician in Modern China*. Progress toward the first project included reading through the French primary sources that he collected during previous archival trips and completing drafts of the last two chapters of the book manuscript. Progress toward the second project included reading through existing literature related to the project, completing a literature review, and conducting remote interviews on relevant individuals of the project.

The sabbatical benefitted Dr. Xiang's research, teaching, and professional service greatly. It gave him devoted time for the book manuscript writing, which is essential to the completion of the manuscript and the eventual publication of the book. It also allowed him to work on the early conceptualization and preparation of the second book project. These research activities have enabled him to become a more effective scholar and teacher. By incorporating his newly acquired knowledge and research skills into his teaching, Dr. Xiang will boost his students' learning experience in Colorado State University. His enrichment as a scholar and teacher will also enhance his service to his profession and to Colorado State University. Lastly, Dr. Xiang's individual professional growth demonstrates that Colorado State University encourages and supports its employees to thrive, and this will enhance the university's reputation as a comprehensive research institution.

### **Sammy Zahran – Economics**

Dr. Zahran pursued a very active research agenda during his sabbatical. He co-authored five papers, including:

*The Longevity-Frailty Hypothesis: Evidence from COVID-19 Death Rates in Europe*

*Spillover Delay Effects of Damaging Wildlife Strike Events at U.S. Airports*

*Childhood Lead Exposure, Cognitive Ability and Risk Preferences in Adulthood*

*Maternal Lead Exposure and Birth Outcomes: Evidence from Natural Experiments in the Phase-Out of Leaded Gasoline*

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*Comparing Economic Outcomes from Spatial and Aspatial Computable General Equilibrium Models*

Dr. Zahran remained an active participant in departmental affairs throughout his sabbatical. He graduated a Ph.D. student during his sabbatical and sat on many Ph.D. committees across the university. He revamped his health economics and population economics courses to include more on infectious diseases.

The sabbatical was an opportunity to write more intensively, fulfilling and exceeding expectations of an active professor at a research-intensive university. All research performed has a public service component, implicating policy questions of pertinence to society. By remaining an active participant in departmental affairs, he was involved in vital decision-making with respect to the preservation of high-quality education under challenging constraints. By staying active in the guidance of graduate students, he helped fulfill his obligations as an educator of the next generation of professional economists.

**College of Natural Sciences**

**Michael Antolin – Biology**

During his sabbatical Dr. Antolin had arranged for two research trips to further his work on the ecology and genetics of infectious diseases in wildlife, with visits planned to Yellowstone National Park headquarters in Mammoth Hot Springs, WY, and the Smithsonian National Zoological Park in Washington DC. In both cases, he was not able to make the visits because each of the facilities were closed to visitors and open only to essential personnel during the ongoing COVID pandemic. Nonetheless Dr. Antolin was able to continue collaborations with his potential hosts virtually as he was isolated at his home in Fort Collins, CO. He and his host at Yellowstone National Park were able to lay the foundation for additional work on management of the American Bison in relation to infection by the bacterial pathogen *Brucella abortus*. They worked on designing studies that use molecular genetic methods for measuring movement by bison among herds within the park, and for movement from the park to the north into Montana where they could infect cattle and negatively affect cattle ranching. Unfortunately, because of restrictions on travel, Dr. Antolin was unable to participate in field work in the park. He and his host at the National Zoo, were able to meet eventually in May when he was able to travel to the Washington, DC area. Nonetheless, the National Zoo and its laboratories were closed to all but essential personnel, so they met face-to-face away from the National Zoo. The work on the genetics and disease management of the critically endangered Black-footed ferret (BFF) continues, with their remote participation in two workshops hosted by the American Zoo Association (AZA) to review the species survival plan for the BFF. The first AZA workshop was on BFF Disease where Dr. Antolin was a plenary speaker to provide overviews of plague, the deadly introduced bacterial pathogen that limits the ability of BFF to reestablish in wild populations. The second AZA workshop was on Managed Care in which Dr. Antolin reported on a study of BFF reproductive data from the captive breeding program during the period covering 1992-2020. These analyses will further their goals to understand the genetics of captive

breeding of BFF, especially in the face of infection by plague bacterium that is highly deadly to both BFF and their main prey (prairie dogs). BFF are wholly susceptible to plague, with little evidence of the evolution of resistance to the introduced pathogen.

Dr. Antolin's sabbatical allowed him to renew and extend his research program on the genetics and evolution of infectious diseases in wildlife in the western United States. This is an area of strength at Colorado State University and in collaboration with the local laboratories of state and federal agencies like Fish and Wildlife Service, the US Geological Survey, and the Colorado Division of Parks and Wildlife. He directly benefited in from his sabbatical to be able to devote a semester to initiating and furthering research projects that had gone on hiatus while he was chair of the Biology Department (2012-2020). This includes new collaborations on projects that are highly complementary to previous research in his lab. These experiences will in turn enhance the courses that he teaches, especially *BZ 420 Evolutionary Medicine* and *BZ 425 Molecular Ecology*. He will incorporate examples from his sabbatical experiences into these courses that serve both upper division undergraduates and graduate students.

### **Jay Breidt – Statistics**

Dr. Breidt's primary scholarly activities during the sabbatical semester were new research on combining probability and non-probability samples and new statistical techniques for shear-wave splitting. Within the first activity, he expanded his current disciplinary research on statistical inference for complex surveys into the new and increasingly essential area of combining data from probability sampling designs and non-probability sampling designs. He made major advances in the use of kernel learning methods for complex surveys, which have the potential for transformative impact. Within the second activity, Dr. Breidt continued to develop a new area of interdisciplinary research with geosciences on statistical techniques for shear-wave splitting. Further, he pursued new opportunities for our majors. Through his relationships with government agencies and contract research organizations, he developed new opportunities for research projects and internships for our Statistics and Data Science majors.

The personal benefits derived from the sabbatical included time to finish up several research projects, including disciplinary projects on testing for informative selection using data from complex surveys, and interdisciplinary projects involving mass imputation for geophysical process modeling via artificial neural networks and predictive mean matching. This sabbatical leave gave him the opportunity for professional growth in mentoring students at all levels, in statistics and data science, as he looked for student project and internship opportunities in industry and government. Students at CSU have benefited from projects, internships, courses, and advising developed from his sabbatical experiences. The reputation of CSU was enhanced because Dr. Breidt's research activities were given worldwide exposure through one national and two international invited talks, plus several papers accepted and in progress.

### **Gwenith Fisher - Psychology**

During her Spring 2021 semester sabbatical, Dr. Fisher's activities centered on three primary areas of focus: advancing her research on the topic of cognitive aging and work, advancing her contributions to the field of occupational health psychology, and increasing her own knowledge to contribute to her teaching and course development at Colorado State University. During this time, she strengthened research collaborations with colleagues at Curtin University in Perth, Australia by publishing a paper entitled "Can High-Quality Jobs Help Adults Learn New Tricks? A Multi-Disciplinary Review of Work Design for Cognition" in a top tier journal in her field and writing another article on the topic for *MIT Sloan Management Review* to translate her research into practical findings for implementation in the workplace.

Dr. Fisher contributed to the field of occupational health psychology by co-editing a textbook, the *Handbook of Occupational Health Psychology (3rd edition)* that will be published by the American Psychological Association in 2022, giving multiple invited talks, including one at the Harvard School of Public Health and another as the keynote address at the University of Minnesota Duluth for their undergraduate research conference. Additionally, she worked collaboratively with her colleagues in the School of Public Health at the University of Colorado to write a grant proposal to renew funding for the Center for Health Work and Environment, a Center of Excellence in Total Worker Health. The center has been renewed with funding from 2021-2026. As part of that center, she will be working on a new research collaboration with Dr. Kathy James at the University of Colorado on a project about mental health and well-being among farm workers in the San Luis Valley of Colorado. Lastly, Dr. Fisher spent time during her sabbatical to read recent literature in her field and diversity, equity, and inclusion to identify new content and activities for use in her classroom. Using this knowledge, she developed a new course, PSY 345 – Occupational Health Psychology, which she is teaching this fall.

### **Clayton Shonkwiler – Mathematics**

Dr. Shonkwiler's scholarly activity during the sabbatical semester was powered by a three-month research visit to the University of Georgia in fall 2020, where he worked with Jason Cantarella on developing a theoretical framework for modeling so-called topological polymers. These polymers are an increasing focus in synthetic chemistry as a source of novel materials, and his work generalizes the existing theory in this area to provide a solid mathematical foundation for future work in simulating topological polymers and predicting their material properties. In addition to this ongoing work, he completed two research papers—including one which established the current state of the art in computing the superbraid index of knots—and gave (virtual) research talks at a professional meeting and in a research seminar at Arizona State University. In a collaboration under the auspices of the Simons Foundation's Quanta Magazine, Dr. Shonkwiler helped create an accessible yet mathematically sophisticated video on the Riemann Hypothesis, which is the most famous unsolved problem in mathematics.

This sabbatical has given Dr. Shonkwiler the opportunity to develop foundational theories which will be the basis of the next 5–10 years of work for him and his students; this work has yielded



one major proposal submitted with more to come. Institutional benefits include increased visibility for CSU scholarship. The work on topological polymers will enhance CSU's visibility in applied mathematics, polymer physics and synthetic chemistry. The paper on the superbridge index, especially in combination with earlier work, demonstrates that CSU is the world leader in this area. The talk he gave on the paper in the fall at a professional meeting was attended by mathematicians and scientists from across the United States and from four foreign countries. Finally, the video on the Riemann Hypothesis has been viewed more than 1.2 million times by people all over the world, and his involvement cannot help but reflect well on Colorado State as a place which values both pioneering, fundamental research and making that research accessible and relevant to people around the world.

### **Warner College of Natural Resources**

#### **Michael Gavin – Human Dimensions of Natural Resources**

Dr. Gavin's primary scholarly activities during his sabbatical semester focused on launching new research projects linked to his work on biocultural diversity. During his sabbatical, Dr. Gavin met regularly with his hosts at Victoria University to discuss the links between their research programs and new potential projects on foods produced with spontaneous fermentation. As their discussions on these projects advanced, they also connected with potential industry partners in Wellington, New Zealand. He submitted a National Science Foundation (NSF) grant on spontaneous fermentation, and they published a manuscript on the biogeography of fermented foods in the journal *Current Anthropology*. He presented an invited public seminar at the University of Auckland, where he also convened meetings with three researchers to develop strategies for next steps on the global open-access database they developed and manage. He also served as senior author on five papers, and co-author on an additional two papers, that were submitted and/or revised during his sabbatical. He served as co-PI on a NSF grant on biocultural conservation that was successfully funded during sabbatical. He also completed online training in the statistical language of R to add more tools to advance the research in his group. Through meetings with scholars, leading practitioners from The International Union for the Conservation of Nature, and officials at New Zealand's Ministry of Foreign Affairs and Trade and the Ministry for the Environment, as well as through site visits to national parks and regional conservation locations, Dr. Gavin gathered information that highlights challenges and success stories of biocultural conservation in New Zealand. These cases will inform his teaching on biocultural conservation and conservation planning at graduate and undergraduate levels at CSU.

The professional benefits from this sabbatical included the extension of the network of researchers and practitioners with whom Dr. Gavin is collaborating on work on the geography of fermented foods and on biocultural conservation. The sabbatical also provided him with the time to finish multiple research projects and publications, as well as to receive training in new analytical tools. This sabbatical leave also provided multiple opportunities to increase the visibility of CSU-based research in public fora and with leading practitioners and scholars. His research presentations and meetings featured the work he and his students have done to push frontiers of knowledge, and highlighted CSU as a center for research in these fields. In addition,

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visits with colleagues active in biocultural conservation initiatives, and to protected areas across New Zealand, expanded his understanding of how conservation planning and biocultural conservation principles are being applied internationally. This new knowledge will shape his future research on biocultural conservation, and it will contribute to his teaching at CSU.

### **Jennifer Solomon – Human Dimensions of Natural Resources**

Dr. Solomon's primary scholarly activities during her sabbatical semester focused on research collaborations and creating networks focused on two topics: invasive species management and women in conservation leadership. Community scientists are at the core of many organization's management strategies for effectively controlling invasive species in Aotearoa New Zealand and she was fortunate to be able to network with community scientists and researchers in Aotearoa and visit many sites, such as marine reserves and national parks where community scientists are engaged in management activities. During the semester, she carried out research with an international team consisting of community scientists, conservation practitioners, and academic researchers to produce the first study analyzing management and the use of citizen science throughout the entire invasive range of lionfish in the western Atlantic. The manuscript is currently in revision for an academic journal. During sabbatical this work led to an invitation to participate in another international collaborative research group examining effective policy mechanisms for the invasion, for which they are currently finalizing a manuscript for submission to a journal. Dr. Solomon's time in Aotearoa also allowed her to network with researchers from the University of Otago, the Universal Ranger Support Alliance, and a former ranger with the Department of Conservation, on topics related to women in conservation leadership. She and two former students completed a technical report on their research concerning women and conservation leadership and are currently working on a journal manuscript. Additionally, she was an invited participant in a community roundtable of the International Union of the Conservation of Nature's Gender-based Violence and Environment Linkages Center.

Professionally, this semester had broad benefits for Dr. Solomon, students in the courses she instructs, and Colorado State University. The sabbatical provided time to contribute to and complete research manuscripts. During this period, she served as senior author on three research papers and coauthored an additional five that were submitted and/or revised. Participation in the roundtable and her collaborative research efforts highlighted CSU's role in research on conservation leadership and invasive species management. The sabbatical also granted her the opportunity to create and update material for use in her undergraduate and graduate courses. In particular, she visited two sites that informed conservation case studies: one focused on cultural heritage management and the other involvement of the public in management of an endangered migratory seabird. She also met with the former leader of the International Union for the Conservation of Nature's Commission on Environmental, Economic and Social Policy who provided a comprehensive update to an Aotearoa-based case study she regularly uses in her courses. Dr. Solomon intends to use these case studies to contribute to CSU students' understanding of innovative conservation practice.

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### **Yu Wei – Forest and Rangeland Stewardship**

Dr. Wei took a 9-month sabbatical in fall 2020 and spring 2021. Due to COVID travel restrictions, his original travel and work plans were canceled. He revised his plan to mostly use this sabbatical opportunity to work locally in Fort Collins to learn new technologies and explore new research directions. He also spent time enhancing his work relationships with his current USDA Forest Service sponsors and other collaborators. He started new research directions in machine learning, climate adapted power systems, and fuel treatment effectiveness analysis in California and the Great Basin. Dr. Wei continued publishing papers related to large wildland fire management and planning during this sabbatical.

This sabbatical created more opportunities for Dr. Wei to work with the forest management and planning research communities. He used this opportunity to: 1) prepare for an international systems analysis conference for forest resource management and planning, 2) edit special issues for four different journals, including Natural Resource Modeling, Optimization Letters, Frontiers, and Forests, 3) publish several referred papers covering a broader scope of subjects in forest, wildland fire, and natural resource management, 4) manage multiple externally funded research projects with a total budget of more than one million US dollars, 5) establish new collaborations with faculty from other Colorado universities including University of Denver and University of Florida

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Report on CSU Pueblo sabbatical and educational leaves completed in AY 2020-2021.

No action required -- report only.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs. This report provides summaries of the sabbaticals completed during the 2020-2021 academic year.

REPORT ON APPROVED SABBATICAL LEAVES

As described in section 2.11.2 (Sabbatical Leaves) of the CSU-Pueblo Faculty Handbook, “The purpose of sabbatical leave is to provide tenure contract faculty an opportunity to engage in research, scholarly or creative activity, or otherwise enhance professional stature as teachers and scholars.”

**Summary Listing**

College of Humanities and Social Sciences

Associate Professor Doug Eskew, English/World Languages - Fall 2020 semester

Professor Matthew Harris, History - Fall 2020 semester

Professor Jonathan Rees, History - Fall 2020 semester

College of Health, Education, and Nursing

Professor Jenny Piazza, Teacher Education Program - Fall 2020 semester

College of Science and Mathematics

Professor Bruce Lundberg, Mathematics and Physics - AY 20-21

Hasan School of Business

Associate Professor Heboong Kwon, Management - Fall 2020 semester

*Distinguished University Professor Alegria Ribadeneira, English/World Languages delayed her sabbatical to Spring 2022 as reported to the Board of Governors in December 2020.*

*Professor Emeritus Mel Druelinger, Chemistry, retired.*

### **Professor Doug Eskew, English/World Languages**

Professor Eskew drafted and revised a 40,000-word manuscript toward a book project titled, *The Other Side of Beginning*. His goal was to write slightly more than half the book and he was able to accomplish this. The book's overarching concern how the fictional nature of foundational assumptions affects day-to-day experience. These are summaries of the three chapters that were drafted:

**Chapter One, "In the Logos Was the Beginning,"** takes examples of absolute beginnings from Greek philosophy, the Chris/an New Testament, and the Jewish Septuagint to argue that a craving for a baseline is built into western ideological constructions. **Chapter Two, "A Glass Darkly,"** investigates attempts at resolving contradictions that were developed in the preceding chapter and argues that an extraordinary kind of authority can be gained when someone authors a beginning and, in doing so, seems to resolve the contradiction. And **Chapter Three, "An Embarrassment of Context,"** develops a theory that opposes the desire for the authority of the absolute beginning. Borrowing from literary history, this theory expands on the figure of in *medias res* to think about a world in which every beginning is embedded in countless other beginnings, all containers are contained, every narrative is bracketed within other bracketed narratives. For every beginning, there is a promised ending which will result in a new beginning.

Dr. Eskew was pleased with the work he completed towards *The Other Side of Beginning*, and was able to expand upon his original plan to create a potentially larger audience for his book upon completion.

### **Professor Matthew Harris, History**

Professor Harris also worked on manuscripts during his sabbatical. COVID delayed the initial plan for sabbatical – he was scheduled to visit archives in New York and elsewhere in the summer of 2020 to complete a book under contract with the University of Illinois Press titled *J. Reuben Clark and the Making of Modern Mormonism*.

Instead, Dr. Harris was able to spend most of his time finishing a book that he has been researching for a number of years. It is a book about Race and Religion, particularly (although not exclusively) on Mormons. His book explores the church's response to the Civil Rights Movement, the IRS, missionizing in Africa and the Caribbean, and the construction of a racial theology that consigned blacks to the margins. Much of the framework is comparative in perspective combining insights from Protestant Christianity, Catholicism, Islam, and other faith traditions.

During his sabbatical, Dr. Harris managed to complete 9 chapters, totaling 400 pages (a book originally planned to be 8 chapters). As of his report submission, Dr. Harris had two chapters left and planned to submit it to Harvard University Press in 2021.

### **Professor Jonathan Rees, History**

Dr. Rees worked on a manuscript about New York City's Fulton Fish Market. Despite the pandemic, he finished about 70,000 words out of a projected 102,000 word manuscript thanks to previous research and the availability of online media sources. Dr. Rees sold the book proposal based upon that work to the Columbia University Press and will finish the research in NYC as soon as it's safe to travel. A full draft manuscript is slated for completion by March 2022.

Dr. Rees also finished two articles:

1) "State of the Field: Food History, Food Studies, and Food Writing," *Reviews in American History* 48 (December 2020): 625-35.

2) w/Jonathan Poritz, "Academic Freedom in Online Education," <https://www.aaup.org/article/academic-freedom-online-education>; one book review

Finally, he reviewed two article manuscripts for journals.

Dr. Rees also continued his service to the University by organizing and attending Faculty Academy sessions despite being on sabbatical.

### **Professor Jenny Piazza, Teacher Education Program**

During the Summer and Fall of 2020, Professor Piazza completed a literature review on the adolescent brain, best practices in Science, Technology, Engineering, Arts and Mathematics, STEAM, education and center's development. A process for developing quality, best-practice STEAM centers for diverse populations was developed in Fall 2020. The process involved steps teachers would undergo to develop quality STEAM activities and units. The resulting process was unable to be field tested with area teachers during the Fall 2020 due to COVID; however, area teachers did review the process and provided feedback. The end result was a step-by-step guide for teachers to use when creating STEAM activities in their classrooms which is being uploaded to an Open Education Resource site for pre-service and in-service teachers to use when developing lessons and units. A timeline of activities follows:

<b>Activity, Timeline and Completion Table</b>		
Activity	Timeline	Completion Date
Literature Review--A complete review of the literature on the adolescent brain, best practices in STEAM education and centers development was completed	Summer 2020 - September 2020	Summer/Fall2020
Construct Book—A process for developing quality best [practice STEAM centers for a diverse population will be developed. The process will be provided in the form of a book for teachers to use the book to ensure that a unit of best practice STEAM centers may be developed. This book has been uploaded to the CSU Pueblo OER site. I am working with Jonathan Poritz to complete the edits on the book.	Summer 2020	Fall 2020
Field test STEAM Book in Area Classrooms--I will field test all materials, activities and assessments. Student and teacher observations, evaluations and reactions will be reported.	October 2020	Cancelled due to COVID
Classify, Review and Evaluate Tested Activities --Upon completion of the field tests, I will classify, review and evaluate the process based on teacher feedback.	October 2020 - November 2020	Cancelled due to COVID
Complete Manuscript	Summer 2020 - December 2020	December 2020
Present Final Manuscript	December 2020	Still in Edit Mode on OER site (as of the original report date)

### **Professor Bruce Lundberg, Mathematics and Physics**

Dr. Lundberg provided a summary of his very busy and productive sabbatical. During his year off Dr. Lundberg:

- Completed a technical paper for refereed journal submission, “Equinoctial State and Adjoint Transformations for Low-Thrust Trajectory Optimization by Shooting Methods,” is near completion and targeted for a journal such as Journal of Guidance, Control and Dynamics or Spacecraft and Rockets.
- Spent 45 weeks of technical work and consulting in applied and computational optimization of trajectories, Trajectory Design and Optimization Department (TDOD), The Aerospace Corporation, Los Angeles and Colorado Springs, July 27, 2020 - June 19, 2021. He completed collaborations with orbit analysts, computational scientists and engineers on orbit transfer optimization for multiple vehicles and other trajectory, spacecraft and high performance computing-related problems.
- Completed a major algorithm, software development, testing and documentation project in rendezvous and proximity operations (RPO) optimization for multiple vehicle orbit transfers.

- Three technical reports, based on his Aerospace work have been written and submitted for review and publication.
- Two technical seminar presentations were given to the Trajectory Design and Optimization Department and guests, on new methods and software for optimization of multi-vehicle orbit transfer, rendezvous, proximity operations for space vehicles. The second full 45 minute presentation was April 7, 2021.
- Participated in service as one of two Daniels Fund Ethics Initiative 'Champions' for AY 202-21 and lead several breakout sessions for the annual Daniels Fund Ethics Initiative (DFEI) Summit. He also collaborated on a set of presentation and resource slides on Ethics and Mentoring produced collaboratively with Rachael Zimmerman in Art as part of their work as 2020-21 DFEI Champions for CSU Pueblo.
- Conducted research, writing and presentations on topics in the history and philosophy of mathematics, and on ethics in science, mentoring, and social media, including two papers and a set of presentation slides for nurturing ethical growth in the classroom and in mentoring relationships.
- Completed two refereed (print) journal publications. One, on mathematical biography and ethics in a theme issue on digital technology, appeared in print November 2020. The other paper is on scientific language and ethics in a theme issue on social media, that was set to appear by the end of 2021.
- Completed extensive work toward a Fulbright grant proposal, researching the grant application process and searching for projects and sponsors in Sweden and elsewhere. I refined my focus and investigations and contact formation to space-related programs such as that of Luleå University of Technology. I hope to find a sponsor and submit a Fulbright application in the next two years as Covid-19 restrictions allow.
- Participated in language study in Swedish (1.5 years, +300 hours), including 7 weeks in Sweden, Summer 2021.

### **Professor Heboong Kwon, Management**

Professor Kwon utilized most of his time developing new research projects. The first project was centered on introducing an innovative analytic paradigm by combining conventional statistical methods with artificial intelligence techniques to investigate the effect of sustainable operations, with particular attention to environmentally sound practices. The second research project was centered on exploring the synergistic effect of technology innovation and operational capabilities on the performance of large U.S. manufacturing firms. In this project, he explored new perspectives on the strategic effect of R&D investment in U.S. manufacturing firms by using predictive analytic models as a new empirical method.

Through these efforts, Dr. Kwon was able to obtain successful outcomes and made three journal submissions prior to the end of his sabbatical leave. The first paper, titled "Dynamic



Interplay of Environmental Sustainability and Corporate Reputation: A Combined Parametric and Nonparametric Approach,” submitted to Annals of Operations Management, has very recently received an invitation to revise and resubmit. Two other manuscripts, titled “Exploring the Synergy between R&D and Advertising on Firm Performance” and “Synergistic Effect of R&D and Export on Performance in Manufacturing Industries: High-tech vs. Low-tech,” were currently under review at the submission of this report from Benchmarking: An International Journal and Australian Management Journal, respectively.

In addition to the submitted manuscripts, Dr. Kwon continued working on two additional papers in the relevant research stream and planned to finalize them in 2021. Alongside his efforts to develop a research agenda, he was also able to benchmark other institutions with respect to their course offerings, such as Technology Innovation and Supply Chain Analytics, which will be a valuable resource for new course development in the future.

MATTERS FOR ACTION:

Report on CSU-Pueblo approved sabbatical leaves for 2. Report Item. No action necessary.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs. This report provides the names and term for sabbatical requests for the 2022-2023 academic year.

Per section 2.11.2 (Sabbatical Leaves) of the Faculty Handbook, “The purpose of sabbatical leave is to provide tenure contract faculty an opportunity to engage in research, scholarly or creative activity, or otherwise enhance professional stature as teachers and scholars.” 2.11.2.2.i states in part that “Sabbatical leaves will be granted on the merits of the faculty member's application, the availability of funds, and institutional priorities... Faculty members must demonstrate in writing, as part of their application, a well structured plan involving research, scholarly or creative activity, study for advanced degrees outside their primary discipline, or other activities which will result in the faculty member's professional growth, increase the overall level of knowledge in the leave holder's area of expertise, and enhance the institution's reputation, and the students' educational experience.” The following individuals submitted proposals that were reviewed and approved at the department, and college/school levels. All were recommended to and approved by President Mottet, who determines final approvals/denials:

**College of Humanities, Arts, and Social Sciences**

- Associate Professor Colleen Hackett, Sociology/Criminology - Fall 2022
- Professor Chris Picicci, English/World Languages - SY 2022-2023
- Associate Professor Richard Walker, Psychology - Spring 2023

**Hasan School of Business**

- Professor Brad Gilbreath, Management - SY 2022-2023
- Professor Joey Cho, CIS - Fall 2022

**College of Science, Technology, Engineering, and Mathematics**

- Professor Darren Funk-Neubauer, Mathematics and Physics - SY 2022-2023
- Associate Professor Matthew Cranswick, Chemistry - Spring 2023

The Board of Governors of the  
Colorado State University System  
Meeting Date: February 3, 2022  
Consent Item

**MATTER FOR ACTION**

Approval of Statement of Institutional Permanence for Accreditation of Colorado State University’s Avenir Museum of Design and Fashion Merchandising

**RECOMMENDED ACTION**

Moved that the Board of Governors hereby approves the Statement of Institutional Permanence for Accreditation of CSU’s Avenir Museum of Design and Fashion Merchandising with the American Alliance of Museums and reaffirms Colorado State University’s commitment to the permanence of the Avenir Museum collection.

**EXPLANATION**

Presented by Rick Miranda, Chief Academic Officer, CSU System

Colorado State University’s Avenir Museum of Design and Fashion Merchandising is part of the College of Health and Human Sciences and its Department of Design and Merchandising. The Avenir Museum has an educational mission to “weave scholarly appreciation of the material culture of dress and textiles as a vital strand in the fabric of our communities” and seeks to inspire and engage diverse audiences through collections, exhibitions, and public programming. The Museum also fosters engagement and education through the preservation of historic apparel and textiles, thus embracing and Colorado State University’s land grant mission of service to society and enhancing the cultural life of the community by contributing to the educational enrichment of students, faculty members, and the public.

The Avenir Museum is engaged in the accreditation process with the American Alliance of Museums. For accreditation, the American Alliance of Museums requires approval of the Statement of Institutional Permanence, which is included in this Consent Item. At its core, the Statement affirms the commitment to the Avenir Museum of Design and Merchandising as an integral part of Colorado State University and as an exceptional cultural resource for the State of Colorado. The Statement includes recognition that the Museum’s permanent collection is an essential component of the mission of Colorado State University and is not viewed as operating assets for the University to liquidate for annual operating expenses.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date

**Statement of Institutional Permanence  
for  
Colorado State University's  
Avenir Museum of Design and Merchandising  
in the  
Department of Design and Merchandising, College of Health and Human Sciences**

The educational mission of the Avenir Museum of Design and Merchandising weaves scholarly appreciation of the material culture of dress and textiles as a vital strand in the fabric of our communities, inspiring and engaging diverse audiences through collections, exhibitions, and public programming. In addition, by fostering engagement and education through the preservation of historic apparel and textiles, the Avenir Museum of Design and Merchandising embraces and supports Colorado State University's land grant mission of service to society, enhancing the cultural life of the community by contributing to the educational enrichment of students, faculty members, and the public.

In support of the Avenir Museum of Design and Merchandising, the Board of Governors of the Colorado State University System and Colorado State University:

1. Recognize that the Avenir Museum of Design and Merchandising is an important division and integral part of Colorado State University, with daily operational responsibilities and authority delegated to the Department of Design and Merchandising and the museum staff;
2. Recognize the importance and contributions of the Avenir Museum of Design and Merchandising to Colorado State University and its mission as an intellectual and educational resource, and applaud its many successes in its educational and advancement endeavors, exhibitions, community outreach, and the continued care and enhancement of its collection;
3. Express the commitment of Colorado State University to recognize the operating support provided by the Department of Design and Merchandising and the College of Health and Human Sciences and to responsibly steward the financial resources generously provided through private philanthropy in support of the Avenir Museum of Design and Merchandising to ensure its continued success and the attainment of its mission, including the administration of endowments to ensure the care of the collection, to support exhibitions and programming, to provide salaries for faculty and staff, and to cover museum operations in perpetuity;
4. Recognize the Avenir Museum's permanent collection as an essential component of the mission of the Museum and its permanent collection is not viewed as disposable operating assets that are available to meet the University's annual operating expenses;
5. Express a commitment to exercise appropriate stewardship to protect the assets of the Avenir Museum of Design and Merchandising, both tangible and intangible, and to support the Museum in its compliance with the standards set forth by the American Alliance of Museums and the Association of Academic Museums & Galleries, including policies relating to collections, donations, and deaccessions; and
6. Affirm its commitment to the Avenir Museum of Design and Merchandising as an integral part of Colorado State University and as an exceptional cultural resource for the State of Colorado.

# Section 10

*Real Estate and Facilities  
Committee*

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA  
February 3, 2022**

**Committee Chair:** Russell DeSalvo (Chair), Nate Easley (Vice Chair)

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

**EXECUTIVE SESSION**

**OPEN SESSION**

1. Program Plan for the Chiropteran Research Facility      (Lynn Johnson)      Action Item (10 min)

**Board of Governors of the  
Colorado State University System  
Meeting Date: Feb 3, 2022  
Action Item**

**MATTER FOR ACTION:**

Approval of the Colorado State University Program Plan for the Chiropteran Research Facility

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Chiropteran Research Facility.

**EXPLANATION:**

Presented by Lynn Johnson, Vice President for University Operations.

Colorado State University is requesting approval of the program plan for the Chiropteran Research Facility. This project will construct an approximately 14,000 gsf stand-alone bat vivarium adjacent to the CVID building at Foothills Campus.

The estimated budget is \$8.0M. An NIH Grant has been awarded for \$6.75M and University resources will provide the remaining \$1.25M.

Once necessary approvals are in place it is estimated that the project will take approximately 3 years to complete. CSU anticipates a design-bid-build delivery method and occupancy is expected in Sept 2024.

A more detailed project description can be found in the attached Summary of the Program Plan, and the full program plan is posted at [www.facilities.colostate.edu](http://www.facilities.colostate.edu).

**Board of Governors of the  
Colorado State University System  
Meeting Date: Feb 2-4, 2022  
Action Item**

**SUMMARY OF PROGRAM PLAN FOR THE CHIROPTERAN RESEARCH FACILITY**

This project will construct an approximately 14,000 gsf stand-alone bat vivarium adjacent to the CVID building at Foothills Campus. CVID currently houses one of the only captive breeding colonies of bats (Jamaican fruit bats, *Artibeus jamaicensis*) for use in infectious disease research. The Chiropteran Research Facility will expand the breeding colony to house Indian flying fox (*Pteropus medius*), house horseshoe bats (*Rhinolophus affinis*) and future species of bats such as the big brown bat (*Eptesicus fuscus*) or Seba's short-tailed bat (*Carollia perspicillata*).

Pathogens transmitted by bat vectors continue to burden the health of humans around the world. While these viruses are highly pathogenic in humans and other animals, the bats that host them do not experience meaningful pathology. Further, there is increasing evidence that many other human viruses may have originated in bats, including measles, mumps and hepatitis C viruses. While the study of bats as reservoir hosts for these zoonotic agents has intensified over the last 10 years, our understanding of viral tolerance in bat reservoirs remains largely unknown. Improving our understanding of viral tolerance in bats can improve our understanding and outcomes of humans infected with bat-origin zoonoses. However, there is a lack of facilities capable of maintaining them in the laboratory setting to conduct these critical studies. The goals of this proposal are to: 1) Construct a state-of-the-art bat vivarium with the necessary environmental and biosafety controls to promote successful breeding and rearing of bat for use as research models, and 2) Accommodate a growing research agenda and national need in emerging bat-borne and bat-associated diseases.

The estimated budget is \$8.0M. An NIH Grant has been awarded for \$6.75M and University resources will provide the remaining \$1.25M.

Once necessary approvals are in place it is estimated that the project will take approximately 3 years to complete. CSU anticipates a design-bid-build delivery method and occupancy is expected in Sept 2024.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date

**Chiropteran Research Facility**





## CHIROPTERAN RESEARCH FACILITY

October 2021

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### Appendices

- a. Site
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## Executive Summary

This project will construct an approximately 14,000 gsf stand-alone bat vivarium adjacent to the CVID building at Foothills Campus.

The estimated budget is \$8.0 M. The university was recently awarded an NIH grant of \$6.8M for this project and the Office of the VP for Research has committed the remaining \$1.2M.

Once necessary approvals are in place it is estimated that the project will take approximately 3 years to complete. CSU anticipates a design-bid-build delivery method and occupancy is expected in Sept 2024.

## Justification

### Program mission and history

Pathogens transmitted by bat vectors continue to burden the health of humans around the world. A number of emerging zoonotic viruses that originate in bats cause high mortality in humans: SARS-CoV, MERS-CoV and SARS-CoV-2, Ebola virus, Marburg virus, Nipah virus and Hendra virus. While these viruses are highly pathogenic in humans and other animals, the bats that host them do not experience meaningful pathology. Further, there is increasing evidence that many other human viruses may have originated in bats, including measles, mumps and hepatitis C viruses. While the study of bats as reservoir hosts for these zoonotic agents has intensified over the last 10 years, our understanding of viral tolerance in bat reservoirs remains largely unknown. Improving our understanding of viral tolerance in bats can improve our understanding and outcomes of humans infected with bat-origin zoonoses. However, there is a lack of facilities capable of maintaining them in the laboratory setting to conduct these critical studies. In 1984, Colorado State University (CSU) established the Center for Vector-borne and Infectious Disease (CVID) as a visionary approach to counter these emerging threats. Since its creation, CVID has been an internationally recognized resource advancing science, practice and training on topics related to vector borne infectious disease. The goals of this proposal are to: 1) Construct a state-of-the-art bat vivarium with the necessary environmental and biosafety controls to promote successful breeding and rearing of bat for use as research models, and 2) Accommodate a growing research agenda and national need in emerging bat-borne and bat-associated diseases.

### Physical Condition/functionality of Existing Space

CVID currently houses one of the only captive breeding colonies of bats (Jamaican fruit bats, *Artibeus jamaicensis*) for use in infectious disease research. The Bat Resource center will expand the breeding colony to house Indian flying fox (*Pteropus medius*), house horseshoe bats (*Rhinolophus affinis*) and future species of bats such as the big brown bat (*Eptesicus fuscus*) or Seba's short-tailed bat (*Carollia perspicillata*).

### New Space Requirements

Space requirements and room design were based on the Association of Zoos and Aquariums space types for various species of bats (Table 1), as well as the need to meet species typical behaviors. Bat holding areas will contain areas for roosting. In our existing Jamaican fruit bat colony this is done by hanging a shade cloth from the ceiling with multiple folds in it. Roosting areas are also provided in the ceiling by inverting a wire mesh box. The shade cloths and roosting boxes are easily removed and sanitized in the cagewash facility. Feeding stations are placed throughout the holding room, and the fruit can be hung from various locations,

which facilitates flight. A similar housing situation can be used to maintain the Horseshoe bats by providing roosting areas with shade cloth and inverted mesh boxes, and locating insect feeding stations throughout the room. The Pteropus bats require additional materials to facilitate roosting. In addition to the wire mesh ceiling that they can hang from, additional materials can be introduced to provide variable hanging locations through the room. These include artificial tree branches, ropes and other materials that can be distributed throughout the room at various heights to accommodate their hierarchical structure, which can be easily replaced when soiled. Multiple feeding stations throughout the room and in the center of the room facilitate flight. There is a column located in the middle of each of the Pteropus rooms which can be used as a feeding station. The Pteropus are then encouraged to fly in a circular pattern during feeding times. The funding for these materials is not a component of this proposal and will be part of the initial operating costs (Institutional Letter of Support). We will work with our partners from the Lube Bat Conservancy and the USGS to ensure the appropriate environment for the bats.

<b>Table 1. Association of Zoos and Aquariums space requirements for bats</b>					
Species	Weight	Wingspan	Enclosure* (6 ft high)	Proposed space	Maximum capacity per room
Indian flying fox	1.6 kg	4-5 ft	15 ft x 30 ft <sup>a</sup>	1500 SF	21
Jamaican fruit bats	40-60 g	4-6 in	4 ft x 7.5 ft <sup>b</sup>	320 SF	171
Horseshoe bats	30-40 g	3-5 in	4 ft x 7.5 ft <sup>b</sup>	320 SF	212
*enclosure height is at least 6 feet. a- up to 6 bats, add 15% for each additional bat. b- up to 10 bats/30 SF for bats weighting up to 80 g. The density for the smaller bats is adjusted based on weight and wingspan such that Jamaican fruit bat density can be increased to 10 bats/18.75 SF and Horseshoe bats can be increased to 10 bats/15 SF.					

Description	asf	Number required	Total asf
Large breeding rooms	1500	3	4500
Small breeding rooms	315	7	2205
Isolation/procedure suite	625	4	2500
Medical care	315	1	315
Kitchen/food prep	315	1	315
Ante rooms	150	3	450
Office block	670	1	670
Receiving	280	1	280
Mechanical	1060	1	1060
Total asf			12295
circulation			1705
Total bldg			14000

## **Equipment List**

Equipment will include biosafety cabinets, procedure tables and enrichment items for the bat holding areas.

## **Alternative analysis**

The proposed facility is ideally situated adjacent to the laboratory space of the CVID investigators. The location is also ideal for studies that require ABSL3 containment, because the IDRC and RMRBL have over 10 animal rooms for conducting studies at ABSL3. The IDRC has a centralized cagewash facility which will support the bat vivarium, with two bulk sterilizers, a rack washer and a tunnel washer. There is also a centralized dock to receive animals and supplies, as well as a centralized storage for equipment and feed.

## **Benefits of the Project**

Construction of the proposed bat facility will help meet the immediate needs of the CSU research community and our national collaborators. Beyond investigators at CSU, this project will enhance regional and national efforts to understand the complex role of bats in virus emergence. Studies planned with collaborators at Rocky Mountain Laboratories in Hamilton MT will assess the susceptibility of bats to Nipah virus and ebolaviruses. The colony will also provide a valuable source of tissues and reagents for *in vitro* studies.

## **Design Criteria**

See conceptual floor plans and building elevations in Appendix.

## **Site Constraints**

Modification of existing security fence location and the water quality pond will be required.

## **Flood Mitigation Analysis**

Not applicable to anticipated building site. See flood plain map in appendix. Storm water quality and associated management are anticipated in the scope of work.

## **LEED Goal**

Senate Bill 07-051 directs that state buildings undergoing substantial renovation or new construction conform to the High Performance Certification Program. The Office of the State Architect has stated that USGBC LEED-NC Gold is the targeted standard of this program, or at a minimum, the highest obtainable LEED standard. The most current LEED publication at the time of design will be used. The inclusion of high performance standards is an integral part of the project, beginning at the program plan stage.

In the development of the design for this project all viable options will be evaluated to maximize the opportunities for sustainable design. Some key areas of focus will include:

- Utilize a third-party commissioning agent to review systems design and systems implementation.
- Design to minimize water usage within the facility.
- Design of mechanical and electrical systems to minimize energy usage.
- Selection of materials high in post-consumer recycled content.
- Use of paints, coatings, sealants and adhesives that have recommended low levels of volatile organic compounds.
- Where possible incorporate the use of natural daylight within human occupied spaces.
- Provide user controllability for lighting systems while still meeting specified requirements.

- Develop the construction schedule to allow for building flush out to minimize the chance of off-gassing within the building.

### **Architectural**

The Bat Resource Center will be organized around the concept of dual, east-west running corridors. The south corridor will provide access to larger holding rooms for the Pteropus bat colony and the north corridor will access a series of smaller holding and support rooms to provide flexibility and opportunities for specialized isolation, research and breeding of the smaller species. Each of the animal holding rooms will be separated from the corridor by an anteroom that will serve as a procedure, preparation and gowning space. These anterooms will be dedicated for the larger holding rooms on the south side and will be shared for the smaller rooms on the north. Each anteroom will be equipped with a sink, counterspace, laboratory safety fixtures and some floor standing space for upright equipment and biosafety cabinets or procedure stations. The northwest quadrant of the facility will house all support spaces and provide a north-south running corridor to connect the animal holdings corridors. These support spaces will include the office, break room for animal care staff and visiting researchers as well as unisex bathrooms, custodial space, a loading dock and the mechanical, electrical and telecommunications infrastructure spaces. A centrally located food preparation and storage area will provide direct access to the two animal holding corridors. This kitchen will be equipped throughout with stainless steel casework, a dual basin sink and an 8'-0" x 12'-0" built-in cold room with a recessed, insulated floor. All holding and procedure areas are designed around an 11'-0" modular concept for maximum flexibility with a minimum wall bench depth of 33" where they occur and a minimum of 5'-6" clearance between bench faces or benches and floor standing equipment. The main corridors will maintain a width of 7'-6".

All construction systems will be specified to meet NIH guidelines for both animal holding spaces and ABSL2 containment spaces. Partition wall construction will consist of minimum 20-gauge metal studs and 5/8" moisture resistant drywall throughout with a low-VOC epoxy paint finish in all corridors and support spaces and a fully sealed fiberglass reinforced panel system in all animal holding rooms. Ceilings will be drywall with epoxy paint in corridors and support spaces with the addition of the fully sealed FRP panels for the ceiling finish in the animal holding rooms. In addition, all animal holding rooms will be equipped with a ceiling mounted Unistrut frame to support a fine stainless-steel wire mesh system at 7'-0" above the floor in accordance with recommendations of the American Zoological Association. This mesh will provide a substrate for the bats to hang and will be at a height that will permit handling and restraint. Flooring in the holding rooms will either be sealed concrete or a built-up rubberized surface to alleviate injury to the larger species housed within the facility. The rubberized floor is based on the recommendation of those that routinely house larger bats, and will provide that additional level of safety for the bats and facilitate proper sanitation. Flooring in the corridors and support spaces will be sealed concrete. The laboratory casework in the anterooms as well as the kitchen will be stainless steel with fully welded countertops with integral backsplashes and sinks.

New exterior construction will consist of a unit masonry wainscot with a metal panel veneer above on a continuously insulated structural stud frame with a spray applied vapor barrier. The roof structure will be comprised of steel beams with shallow open web steel joists spanning between to support corrugated roof

deck, insulation, protection board and an 80 mil, fully adhered EPDM roofing system that is sloped at ¼” per foot minimum to drain.

**Structural**

The structure will consist of concrete spread and strip footings, a reinforced concrete floor slab and structural steel frame above.

**Mechanical, Electrical, Plumbing Narrative**

Two new 100% outside air handling units (AHUs) will be provided to serve the facility. Each AHU will be sized to handle the entire load (100% redundancy) plus 20% additional capacity to handle future growth. The supply air ductwork downstream of the AHUs will be connected. The new AHUs will be located on the roof and will include service corridors for maintenance access. The AHUs will operate in a variable volume (VAV) mode.

The components of each new AHU will be as follows (listed in direction of airflow):

<u>Component</u>	<u>Comments</u>
▪ Outside air dampers	Low-leak dampers
▪ Prefilter bank	MERV 8, 2” plated filters
▪ Final filter bank	MERV 14, 12” cartridge filters
▪ Heat recovery coil bank	Runaround water coil, glycol for freeze protection
▪ Preheat coil bank	Heating water coil, pumped for freeze protection
▪ Steam humidifier	High-efficiency dispersion grid
▪ Cooling coil bank	Chilled water coil
▪ Supply fan(s)	Fan array controlled by VFDs
▪ Sound attenuator	Sound attenuator bank
▪ Discharge dampers	Low-leak dampers

**Exhaust Systems.** Two new centrifugal exhaust fans, sized for N+1 redundancy, will be provided on the roof on the heat recovery unit. The exhaust fans will use VFDs to maintain proper airflow and be controlled to maintain a system static pressure setpoint. Exhaust discharge from the building will be located as far as feasible from fresh air intakes and from other buildings to help prevent air recirculation into the building.

**Heat Recovery System.** A new glycol runaround loop heat recovery systems will be provided to transfer heat between the exhaust air and outside air streams. All heat recovery system components will be located in a new rooftop heat recovery unit consisting of MERV 8 filters, heat recovery coils, access space, and a service corridor to house a heat recovery pump, glycol feeders, and associated hydronic specialties.

**Supply and Exhaust Air Distribution Systems.** A variable volume (VAV) air distribution system will be utilized to maintain proper pressurization of spaces and temperature control. Each control zone will be served by a supply air valve with an integral reheat coil. The air valve will provide required airflow to maintain the room setpoint temperature while simultaneously maintaining proper pressurization relationships. As a general rule, the anterooms will serve as an airlock between the corridors and the holding rooms such that the anteroom air pressure will be positive to the corridor to prevent unwanted airborne contaminants from enter the room, and the bat holding rooms will be negative to the anteroom to contain airborne contaminants in the holding rooms. The ABSL2 rooms and isolation rooms will have negative air pressure relative to their adjacent rooms.

The exhaust system will operate in a VAV mode similar to the supply air system. Each control zone will be served by a corresponding exhaust air valve. The airflow of the exhaust air valve will “track” the airflow of the corresponding supply air valve to guarantee proper space pressurization is maintained.

**Humidification.** A new rooftop steam-to-steam humidifier will be provided to humidify the AHU supply airstream. Additional zone-level steam humidifiers will be provided to meet the higher humidity levels required in the animal holding areas.

**Chilled Water System.** New direct-buried chilled water will be extended to the new facility from the existing campus loop system north of the building. New chilled water pumps (N+1 redundancy), buffer tank, and accessories will be provided in the first-floor mechanical room to distribute chilled water to the new AHUs. VFDs will be provided to modulate pump speed as necessary to satisfy loads.

**Steam and Condensate System.** New steam and condensate piping will be extended to the new facility from the existing campus system. A new vault will be constructed, and new lines will be extended to the first-floor mechanical room, where a pressure-reducing station will be installed. Low pressure steam will be routed to the heat exchangers and humidifiers. A new condensate pump will return condensate back to the campus loop.

**Heating Water System.** New shell-and-tube heat exchangers, new heating water pumps, all sized for N+1 redundancy, will be installed in the new first floor mechanical room. The heat exchangers and pumps will be used to generate and distribute heating water throughout the facility. VFDs will be provided for each pump to allow for pump speed modulation to satisfy building loads.

**Building Automation System.** A building automation system (BAS) will provided for the new facility. All components will be provided in accordance with University standards to ensure proper control and monitoring, and compatible with the existing BAS used for other vivaria on campus. The BAS will have the capability to adjust setpoints and system operation to match changing facility functions. Control points tied into the BAS will include local and remote alarming. Animal holding rooms will be provided with room monitor displays to track temperature, humidity, and pressurization levels.

**Temperature and Humidity Parameters.** Table 5 provides the temperature, ventilation, and noise parameters that will be used as the basis for the design of the building HVAC systems.

<b>Table 5.</b> Temperature and Humidity Parameters.					
DBT- dry bulb temperature; WBT- wet bulb temperature; ACH- air changes per hour; RH- relative humidity					
Outdoor Design Conditions					
Winter DBT (°F)		2.8			
Summer DBT (°F)		95			
Summer Coincident WBT (°F)		78			
Indoor Design Conditions					
	ACH	DBT (°F)	RH (%)	DBT (°F)	RH (%)
		<u>Winter</u>			<u>Summer</u>
Animal holding areas	15	77	40-50	77	50-60
Animal support areas	12	72	25-35	75	50-60
Office/general areas	6	72	25-35	75	50-60
All other areas	6	72	25-35	75	50-60



Many of the bat species proposed for this facility are tropical bats requiring higher temperatures and ambient humidity levels compared to more traditional laboratory animals. As such the setpoint temperature for the bat rooms will be 77°F with a relative humidity at 50%. These will be adjusted based on the species needs.

**Plumbing Systems.** New water and sanitary sewer services will be provided for the facility, with each connecting to the nearby existing campus mains. New steam-fired water heaters (N+1 redundancy) will be provided to generate hot water. Domestic cold and hot water will be extended to all potable water use points. Non-potable water will be created via reduced-pressure backflow preventers to serve all animal and laboratory needs. Hose bibs and floor drains with a minimum 4" drain will be provided for washdown in each animal holding room. A new reverse osmosis system will be provided to serve humidifier feedwater requirements. Sanitary waste and vent piping will be extended to all required fixtures and drains. Storm drains will be discharged to grade and drained to the existing detention pond adjacent to the facility.

**Fire Protection.** A new wet-pipe sprinkler system will be installed to provide full coverage for the facility. All work will comply with NFPA 13 and other local requirements.

**Electrical Systems.** The electrical design for this project will include the following:

- New 480Y/277V, 3 Phase, 4-Wire normal electrical service to the facility.
- Generator back up for code required life safety loads, in addition to critical standby loads, including mechanical equipment to maintain the integrity of the bat housing environments throughout the facility.
- LED lighting systems and associated controls throughout the facility.
- Receptacle layouts to support computer equipment, laboratory equipment and special and general-purpose needs the facility.
- Outlet boxes, raceway distribution systems, and installation of telecommunications cabling, provided by Colorado State University Telecom.
- Necessary redundant electrical feeds to critical HVAC equipment.
- A new addressable fire alarm system.
- Electrical rough-in and connections to support the installation of video surveillance, access control, low voltage environmental monitoring systems associated with the vivarium, and other critical equipment.

Additionally, the electrical design will include, but will not be limited to the following containment practices:

- Access to the facility addition will be restricted to authorized personnel through the use of a card access control system, compatible with the existing CSU card access system.
- A video surveillance system will be provided to monitor all access to the facility.
- Access to containment areas will be controlled by the use of electrically interlocked sets of doors. Similarly, door between the bat holding areas and the anterooms will be interlocked to prevent inadvertent escapes. This also meets the requirement for Pteropus species to have a double door enclosure.
- All electrical penetrations into containment areas will be adequately sealed to ensure containment within the space, and waterproof to allow for decontamination. Seals will be included around conduit penetrations and around cabling within raceway systems.
- Light fixtures in containment and bat holding areas will be triple sealed, gasketed, and a minimum of IP65 listed. Fixture lenses will be installed with the smooth surface out to provide an easily cleanable surface.
- The emergency generator system will serve all life safety loads (e.g. egress lighting, animal room lighting, fire alarm system), as well as supply and exhaust systems, pumps to support building heating and cooling systems, HVAC controls, devices in animal holding rooms, refrigerators and freezers in laboratory areas, and any other critical loads as required per the facility users/director.

**Electrical Distribution System.** The Colorado State University campus electrical utility system/plant is arranged for reliability and redundancy. The main power to IDRC complex is buried underground which minimizes power outages due to weather and fowl. A new diesel driven generator and its associated distribution system will be utilized to serve all new emergency/standby electrical distribution equipment. Both the generator and the normal power electrical service have more than adequate capacity to serve the facility while maintaining future flexibility.

New normal power and emergency/standby power 480Y/277-volt, 3 phase, 4 wire and 208Y/120-volt, 3 phase, 4 wire distribution panels, branch panelboards and dry-type transformers will be added under this project's scope. The new equipment will be located in dedicated electrical rooms. Separate panelboards will be provided for containment and non-containment areas. In general, HVAC equipment and large equipment loads will be served at 480 volts, 3-phase. Lighting throughout the facility will be served at 277 volts, single phase. Animal holding, laboratory, office, computer equipment, and general-purpose receptacle circuits will be served at 120 volts, single phase. All other equipment and devices will be served by the appropriate distribution system voltage.

Distribution panels and branch panelboards will make use of circuit breakers for overcurrent protection and will be fully rated to accommodate short circuit characteristics within the existing facility. Copper bussing will be provided for all electrical distribution system equipment. The electrical distribution system for the addition will allow for the following:

- System capacity to accommodate present and future loads
- Efficient service to building lighting, equipment and HVAC loads.

**Electrical Service to HVAC Equipment.** Normal and emergency electrical service to HVAC equipment will be provided as required to maintain life safety of humans and bats. All necessary starters, disconnect switches, control devices and VFD connections will be provided to ensure a complete and functional system installation.

**Receptacle Layouts.** Receptacle layouts and circuiting to animal holding rooms, laboratory equipment, office equipment, special purpose and general-purpose needs will be provided in accordance with direction from facility personnel. All electrical devices will be labeled with the panel source and circuit number. Dedicated receptacles will be provided as required to support specific equipment locations. All receptacle branch circuits will be provided with equipment ground conductors and dedicated neutral conductors. All branch circuit wiring will be copper and will be installed in concealed raceway systems. In animal holding areas, weatherproof, ground fault interrupting receptacles will be provided to support necessary equipment functions. Ground fault interrupting type receptacles will be provided in all other Code required locations, and in all designated "wet" locations throughout the facility.

**Lighting.** Lighting systems throughout the facility will be designed in accordance with NIH policies and guidelines, Colorado State University design guidelines, IESNA recommendations, and direction provided by the National Research Council's (NRC) *Guide for the Care and Use of Laboratory Animals*. Lighting power densities will be minimized by using highly efficient, LED fixtures throughout the facility. The LED lighting with balanced spectral energy, and high color rendering indexes will be used in the holding rooms. Lighting control will utilize line voltage type toggle switches in non-animal holding rooms. Occupancy/vacancy sensors will be used throughout most non-animal holding spaces to provide automatic off of lighting loads during unoccupied times. In all animal holding rooms, time-based lighting controls coupled with momentary contact override switches will be utilized in order to maintain the animals' diurnal cycles, while allowing for maintenance override when necessary. This lighting system will in holding rooms will slowly dim on and off to simulate dawn and dusk conditions for the bats. These time frames are when they are typically most active, and the crepuscular cycle will enhance their environment.

**Telecommunications.** All telecommunications device rough-in, including outlet boxes and raceway distribution, will be provided as necessary to support the installation of Colorado State University installed, and provided cabling. Telecommunication outlet locations will be directed by facility personnel, but will include at minimum the office spaces and anterooms throughout the facility.

**Security Systems.** A video surveillance system will be provided for the facility addition. Cameras will be located to view all exterior doors and building access points. In addition, interior cameras will be provided at locations directed by University personnel. A card access or biometric type access control system will be provided for the facility. Systems will control and monitor access into the facility and may be used to restrict access to some locations within the facility. System details will be coordinated with University personnel.

**Equipment Monitoring System.** The cold room will be equipped with monitoring systems that notify appropriate personnel upon failure.

**Fire Alarm System.** A new addressable fire alarm system will be provided for the facility. The system will be designed in accordance with all current Codes and standards and will also satisfy all current accessibility guidelines. Careful attention will be necessary when selecting the fire alarm annunciation strategy in and around the animal holding rooms. Certain animals can be greatly affected by the tones and visual effects from these fire alarm devices, particularly bats capable of hearing ultrasounds. Further details will be coordinated with the owner.

**Fixed Equipment.** The fixed equipment includes 4 class II type A2 biological safety cabinets for the anterooms. These will be used for handling and manipulation of the smaller bats, particularly when they are used for studies in the ABSL2. This will provide protection to both personnel and the bats during the manipulations. The cold room is necessary to store fruit for the bats. Our current colony of Jamaican fruit bats consumes approximately 750 pounds of fruit each week, and the larger Pteropus bats will require approximately 450 pounds of fruit each week for 30 bats. This will require weekly deliveries from the supplier and proper storage is critical to prevent the fruit from spoiling and to maintain its quality.

## **Utility Narrative**

### General

Letters in parentheses ( ) are utility map references included in appendix.

### Electrical

- (a) Install new above-grade, six-way high voltage switch in existing conduit run and feed the new facility from this switch.
- Refeed CVID through existing conduit bank from new switch.

### Water

- (b) Connect to 10" water main indicated.
- Combined service for both domestic and fire.
- Maintain 10 feet of horizontal separation between the water, sanitary, and chilled water services. Encase sanitary joints at crossings.

### Sanitary Sewer

- (c) Connect building sanitary service to either manhole shown.

### Stormwater

- (d) There are no existing storm mains. All stormwater collected and piped shall daylight into the existing water quality pond.
- Existing water quality pond shall be expanded as necessary within the shaded area to accommodate the additional volume.

### Natural Gas

- (e) Natural gas is provided by Xcel Energy. Coordinate with Utility Services for any necessary natural gas service.

### District Heating

- The existing RBL steam plant shall be utilized for all heating and process needs.
- (f) Connect to existing steam and condensate main lines with new vault and route into building mechanical space.
- Coordinate steam distribution design through Utility Services.

### District Cooling

- The existing IDRC chilled water plant shall be utilized for all space and process cooling needs.
- (g) Connect to chilled water distribution at point shown.
- Coordinate dehumidification loads with Utility Services. The chilled utility may not be appropriate for dehumidification processes necessary for humidity control due to supply water temperature.

### **CSU Standards**

The CSU Building Construction Standards Manual is available at:

[http://www.fm.colostate.edu/constr\\_standards](http://www.fm.colostate.edu/constr_standards)

The CSU Standards are to be used as guidelines for design. They are divided into 3 parts for use by Architects and Engineers: the first part is administrative; the second part discusses requirements for design and deliverables at each stage of the design process; the third part consists of the technical standards arranged by CSI division. The Standards are a work in progress, and as such, any question about the applicability of a standard should be discussed with the project manager. The Standards should never be referenced or copied in Contract Documents – the design is expected to embody and conform to the Standards. Contractors are not to be directed to review the Standards as a contract requirement.

### **CSU INCLUSIVITY STANDARDS-as applicable to Foothills Campus**

Colorado State University requires all capital construction projects to provide inclusive facilities. These facilities are consistent with CSU Strategic Plan, Climate Action Plan (CAP) and Principles of Community that

“create and nurture inclusive environments,” and “welcome, value and affirm members of our community, including their various identities, skills, ideas, talents, and contributions.” Standards for each room type are located at: <https://www.fm.colostate.edu/sites/default/files/standards/II-Chapter-34.Requirements.By.Space.Type.pdf>.

CSU Accessibility Standards outline additional ADA requirements. In addition, **Lactation rooms, Commuter Showers and Reflection spaces** should be considered as applicable to the Foothills Campus.

**List of applicable codes –**

Approved building codes and standards have been adopted by the Office of the State Architect (herein referred to as State Buildings Program (SBP)) and other state authorities, and are identified below as the minimum requirements to be applied to all construction projects at state agencies and institutions of higher education owned facilities.

**The 2018 edition of the International Building Code (IBC)**

(As adopted by the Colorado State Buildings Program as follows: Chapter 1 as amended, Chapters 2-35 and Appendices C and I)

**The 2018 edition of the International Existing Building Code (IEBC)**

(As adopted by the Colorado State Buildings Program as follows: Chapters 2-16, Appendices A-C and Resource A) Effective July 1, 2016.

**The 2018 edition of the International Mechanical Code (IMC)**

(As adopted by the Colorado State Buildings Program as follows: Chapters 2-15 and Appendix A)

**The 2018 edition of the International Energy Conservation Code (IECC)**

(As adopted by the Colorado State Buildings Program)

**The 2020 edition of the National Electrical Code (NEC) (NFPA 70®)**

(As adopted by the Colorado State Electrical Board) Effective August 1, 2020

**The 2018 edition of the International Plumbing Code (IPC)**, first printing (August 2017) (As adopted by the Colorado Examining Board of Plumbers)

**The 2018 edition of the International Fuel Gas Code (IFGC)** first printing (August 2017) (As adopted by the Colorado Examining Board of Plumbers)

**The National Fire Protection Association Standards (NFPA)**

(As adopted by the Department of Public Safety/Division of Fire Prevention and Control)

**The 2018 edition of the International Fire Code (IFC)**

(The 2015 edition continues to be adopted by the Department of Public Safety/Division of Fire Prevention and Control (DFPC). Projects requiring DFPC review should be designed with the most restrictive requirements)

**The 2015 edition of the ASME Boiler and Pressure Vessel Code**

(As adopted by the Department of Labor and Employment/Boiler Inspection Section) Effective July 1, 2017.

**The 2017 edition of the National Boiler Inspection Code (NBIC)**

(As adopted by the Department of Labor and Employment/Boiler Inspection Section) Effective July 1, 2017.

**The 2015 edition of the Controls and Safety Devices for Automatically Fired Boilers CSD-1** (As adopted by the Department of Labor and Employment/Boiler Inspection Section) Effective July 1, 2017.

**The 2015 edition of the Boiler and Combustion Systems Hazards Code. NFPA 85**  
(As adopted by the Department of Labor and Employment/Boiler Inspection Section) Effective July 1, 2017.

**The 2013 edition of ASME A17.1 Safety Code for Elevators and Escalators**  
(As adopted by the Department of Labor and Employment/Conveyance Section) Effective April 1, 2017

**The 2005 edition of ASME A17.3 Safety Code for Existing Elevators and Escalators**  
(As adopted by the Department of Labor and Employment/Conveyance Section

**The 2011 edition of ASME A18.1 Safety Standard for Platform Lifts and Stairway Chairlifts**  
(As adopted by the Department of Labor and Employment/Conveyance

**The current edition of the Rules and Regulations Governing the Sanitation of Food Service Establishments**  
(As adopted by the Department of Public Health and Environment/Colorado State Board of Health)

**The Current edition of ICC/ANSI A117.1. Accessible and Usable Buildings and Facilities**  
As referenced in the adopted edition of the International Building Code.

## **Project schedule, cost estimates and financing**

### **Schedule/phasing**

Once necessary approvals are in place it is estimated that the project will take approximately 3 years to complete. CSU anticipates a design-bid-build delivery method and occupancy is expected in Sept 2024.

### **Financing**

The estimated budget is \$8.0 M. The university was recently awarded an NIH grant of approximately \$6.8M for this project and the Office of the VP for Research has committed the remaining \$1.2M.

### **Cost estimate/methodology**

Cost estimates were developed by third party consultant informed by costs of recently constructed Bay Facility. CSU standards specify that the A/E document 20% of the construction budget in bid alternates, to cover potential volatility in the construction market as the project progresses.

## **Appendices**

- A. Site map**
- B. Utility map**
- C. Floor plans**
- D. Elevations**
- E. Foothills Campus Flood Plain**
- F. Budget Estimate**

# APPENDIX



PROPOSED FACILITY LOCATION



**FIG. 1: Overview Site Plan (Colorado State University Foothills Campus)**

NOT TO SCALE

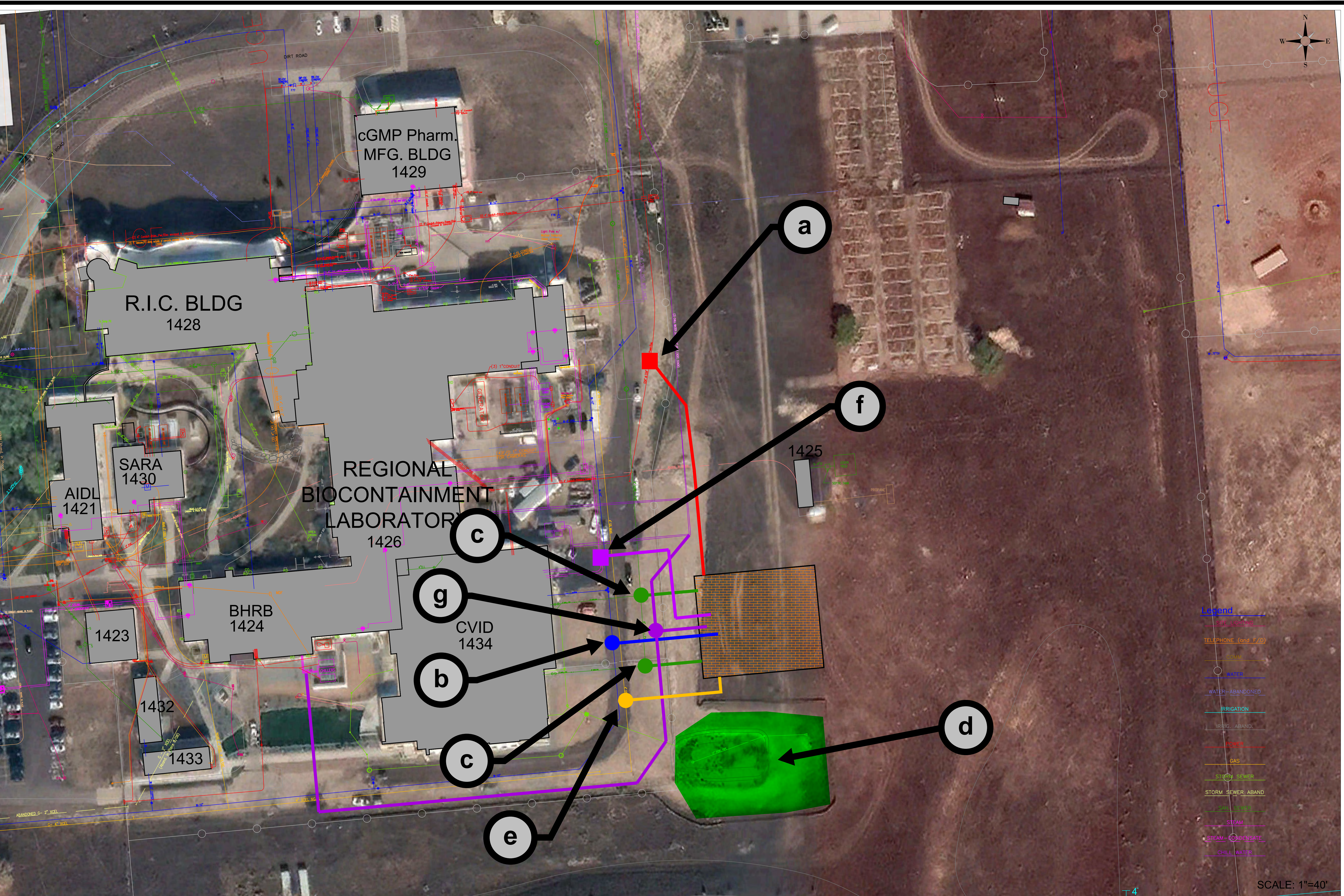
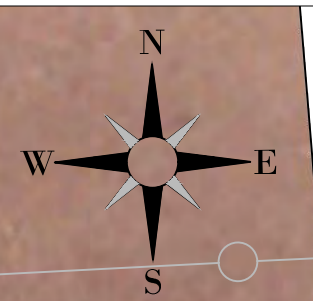




**FIG. 2: Site Plan**  
NOT TO SCALE



**FIG. 3: Enlarged Site Plan**  
NOT TO SCALE



cGMP Pharm.  
MFG. BLDG  
1429

R.I.C. BLDG  
1428

SARA  
1430

AIDL  
1421

REGIONAL  
BIOCONTAINMENT  
LABORATORY  
1426

BHRB  
1424

CVID  
1434

1423

1432

1433

1425

a

f

c

g

b

c

e

d

- Legend**
- SITE LIGHTING
  - TELEPHONE (and F/D)
  - CABLE
  - WATER
  - WATER—ABANDONED
  - IRRIGATION
  - IRRIG. ABAND.
  - POWER
  - GAS
  - STEAM SEWER
  - STORM SEWER ABAND.
  - CHILL WATER
  - STEAM
  - STEAM—CONDENSATE
  - CHILL WATER

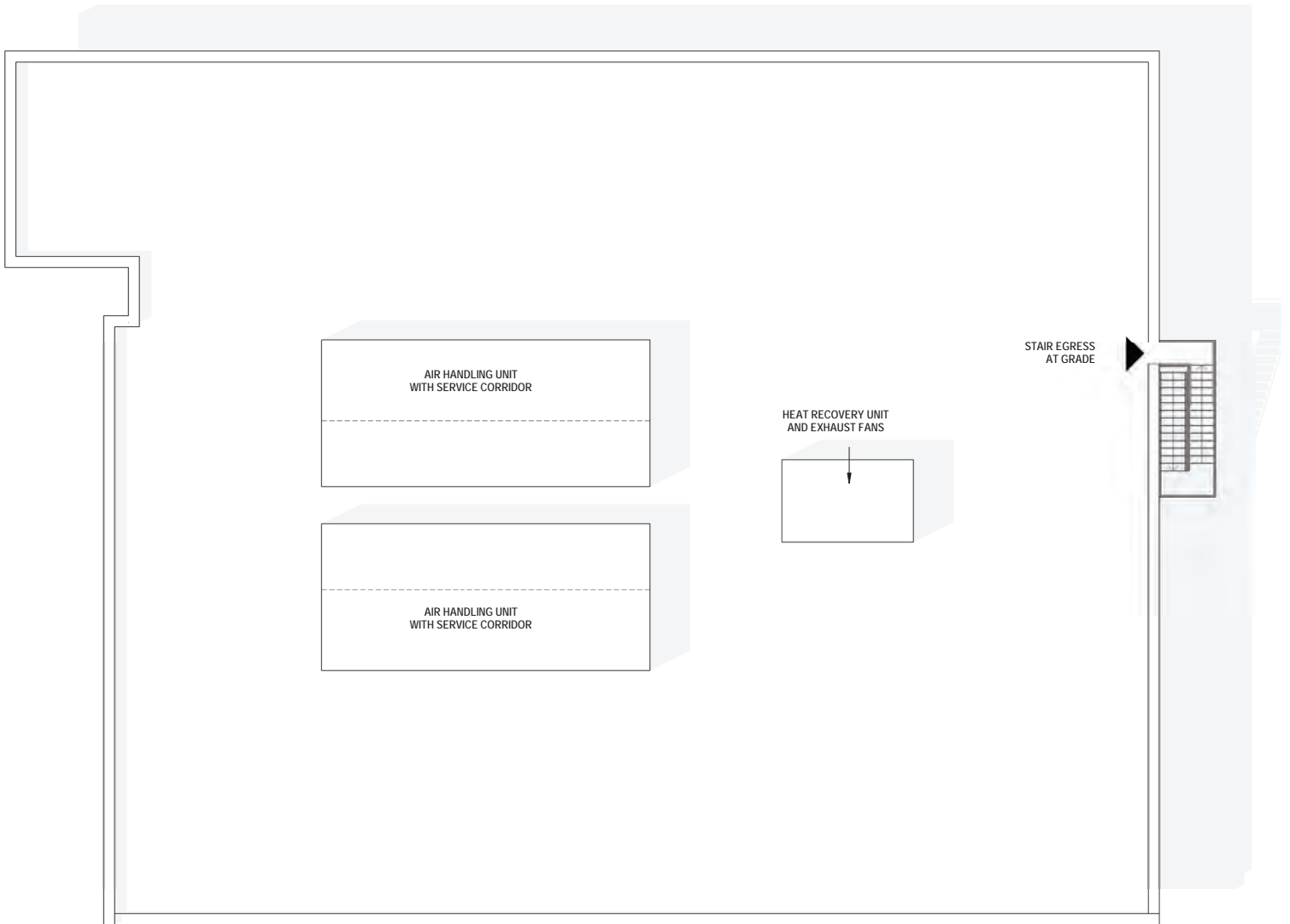
SCALE: 1"=40'



**FIG. 4: First Floor Overview Plan and Egress Plan**

SCALE: 1"=20'-0"

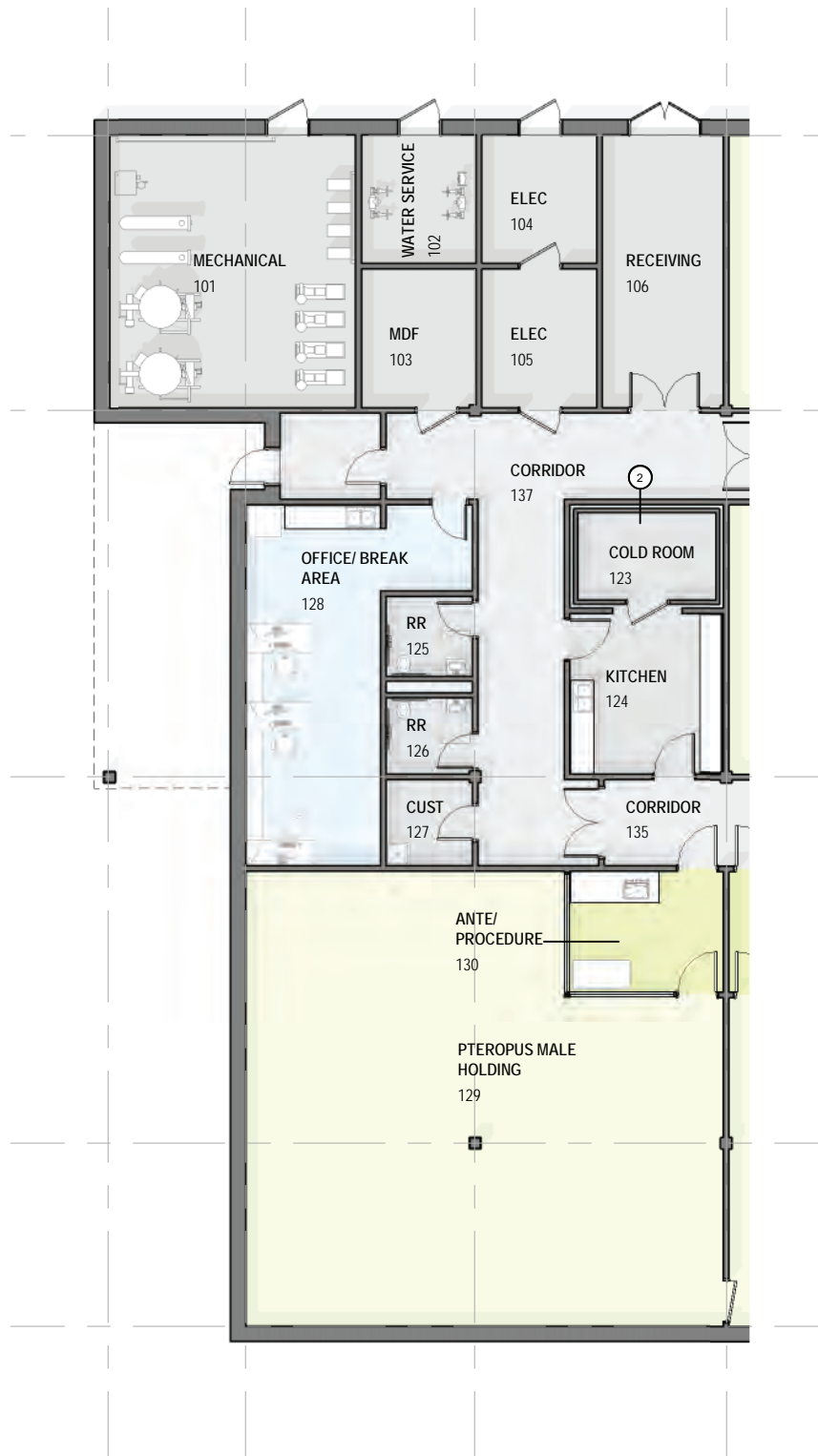




**FIG. 5: Roof Plan and Egress Plan**

SCALE: 1"=20'-0"





Equipment Key	
1	Class II A2 Biosafety Cabinet (5 FT)
2	Cold Room



**FIG. 6: First Floor Enlarged Plan (Area A)**

SCALE: 1/16" = 1'-0"





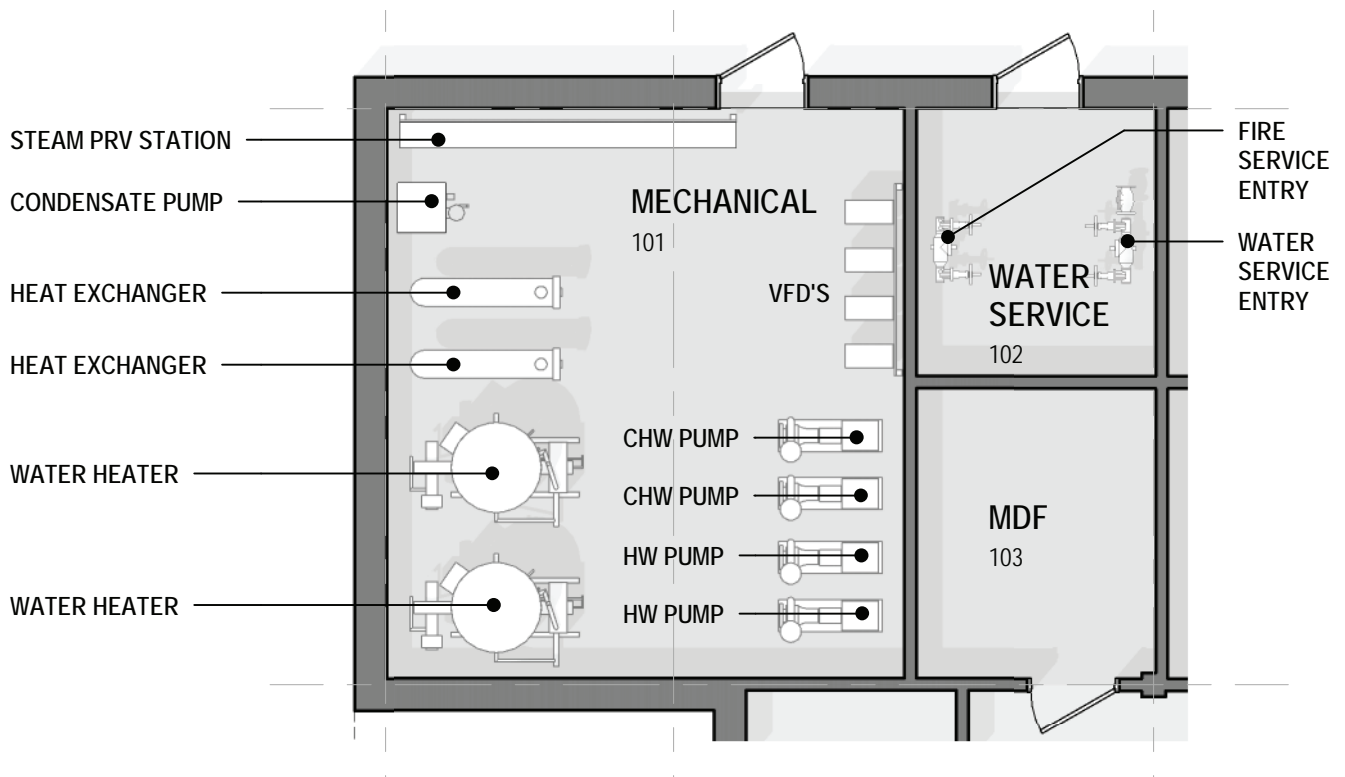
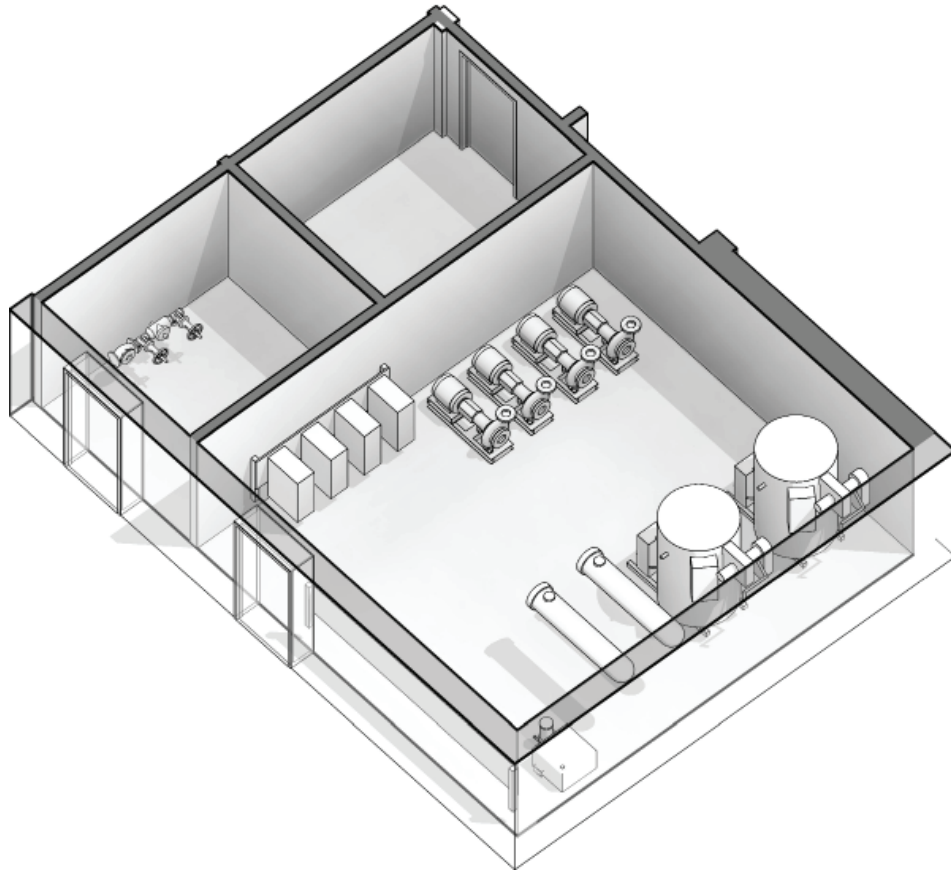
Equipment Key	
1	Class II A2 Biosafety Cabinet (5 FT)
2	Cold Room



**FIG. 7: First Floor Enlarged Plan (Area B)**

SCALE: 1/16" = 1'-0"



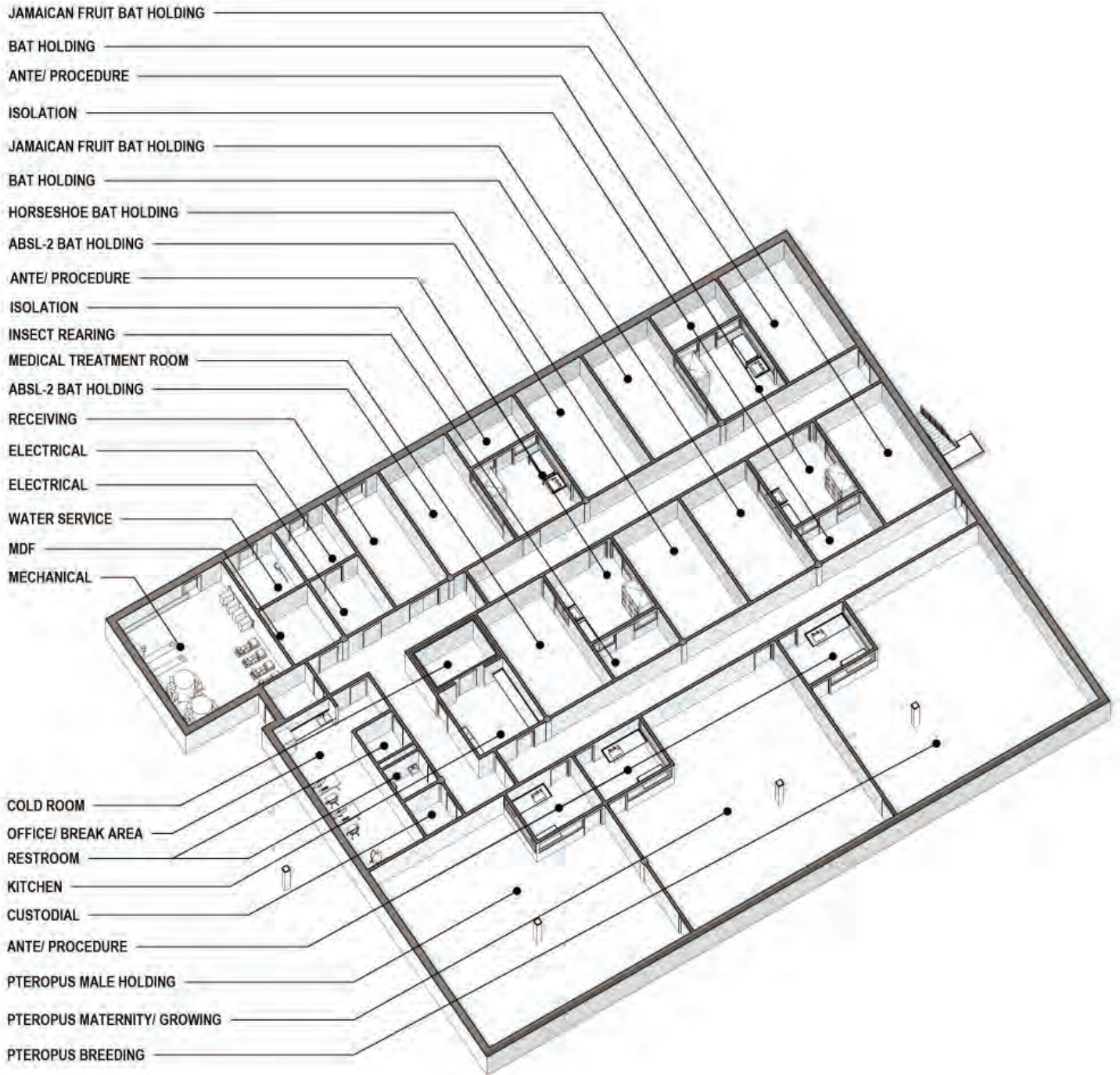


**FIG. 8: Enlarged Mechanical Room Floor Plan**

SCALE: 1/8" = 1'-0"

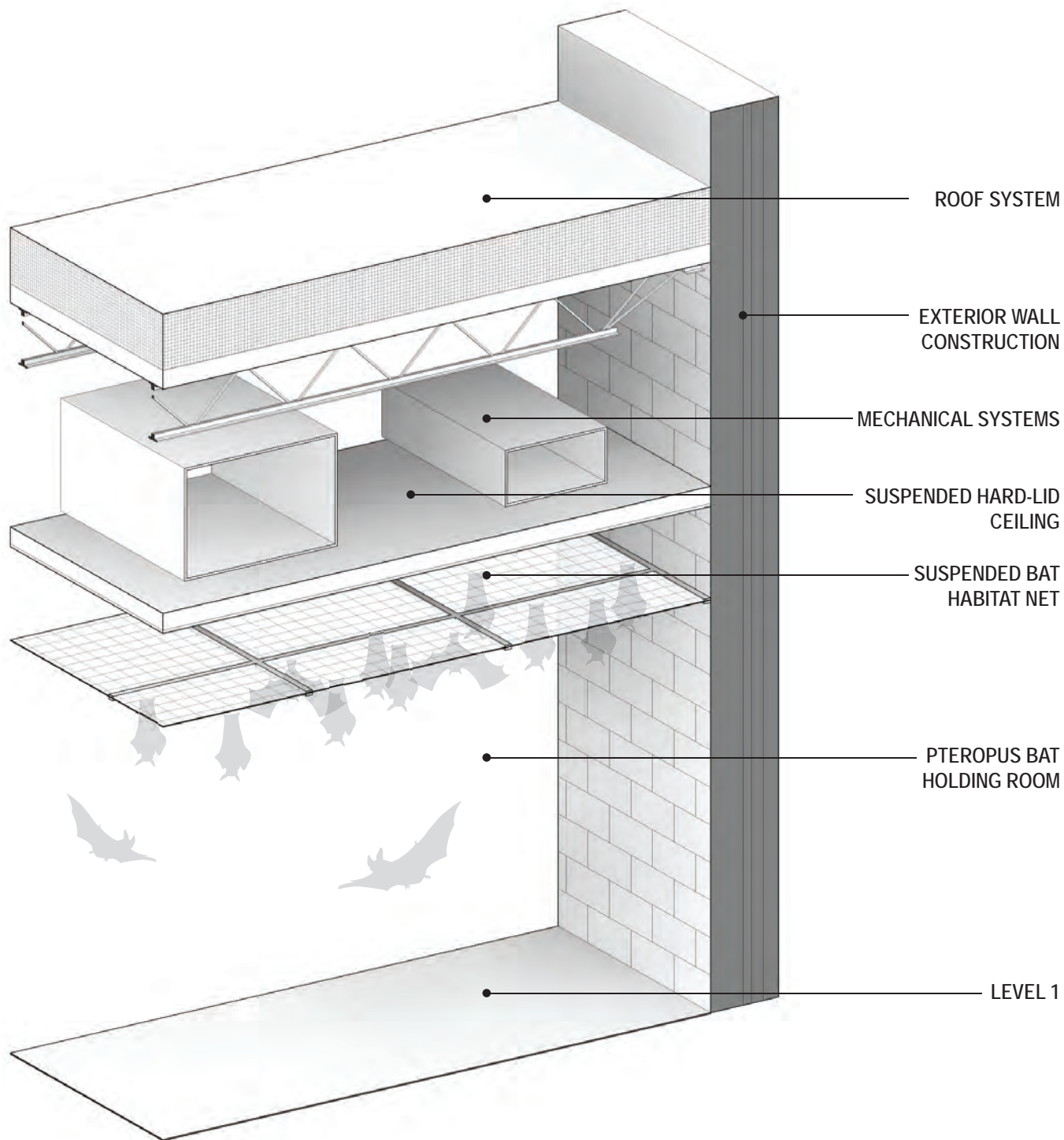






**FIG. 9: First Floor Axonometric Plan**

NOT TO SCALE



**FIG. 10: Diagrammatic Wall Section**

NOT TO SCALE



**Legend**

**FEMA Floodplain**

- FEMA High Risk - Floodway
- FEMA High Risk - 100 Year
- FEMA Moderate Risk - 100 / 500 Y

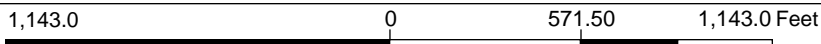
**FEMA Map Panel**

**City Floodplains**

- City High Risk - Floodway
- City High Risk - 100 Year
- City Moderate Risk - 100 Year

City Limits

**Notes**



WGS\_1984\_Web\_Mercator\_Auxiliary\_Sphere  
City of Fort Collins - GIS

This map is a user generated static output from the City of Fort Collins FCMaps Internet mapping site and is for reference only. Data layers that appear on this map may or may not be accurate, current, or otherwise reliable.

## Budget Justification Form

Details of the costs summarized in SF 424C are provided below:

	Unit Costs	Cost Sharing
		NIH
<b>1. Administrative and Legal Expense</b>		
♦ Advertising, Reproduction and Archiving	\$ 22,500	\$ 22,500
	<i>Subtotal</i>	
<b>2. Land, Structures, Rights of Way, Appraisals, Etc.</b>		
♦ Land, Structures, Rights of Way, Appraisals. NEPA	\$ 22,500	\$ 22,500
	<i>Subtotal</i>	
<b>3. Relocation Expenses and Payments</b>		
♦ Relocations and Moving Costs	\$ 30,000	\$ 30,000
	<i>Subtotal</i>	
<b>4. Architectural and Engineering Fees</b>		
♦ Basic Services and Additional Services	\$ 541,753	\$ -
♦ Grant Preparation	\$ 20,000	\$ -
♦ Commissioning	\$ 90,292	\$ -
♦ Reimbursables	\$ 10,000	\$ -
	<i>Subtotal</i>	
<b>5. Other Architectural and Engineering Fees</b>		
	<i>Subtotal</i>	
<b>6. Project Inspection Fees</b>		
♦ Campus Project Management and Inspection	\$ 310,000	\$ -
	<i>Subtotal</i>	
<b>7. Site Work</b>		
	<i>Subtotal</i>	
<b>8. Demolition and Removal</b>		
	<i>Subtotal</i>	
<b>9. Construction</b>		
<b>Contractor Items</b>		
♦ General Conditions	\$ 368,300	\$ 368,300
♦ Demolition	\$ -	\$ -
♦ Foundations and Substructure	\$ 189,200	\$ 189,200
♦ Superstructure	\$ 464,724	\$ 464,724
♦ Exterior Closure	\$ 381,420	\$ 381,420
♦ Roofing	\$ 252,150	\$ 252,150
♦ Interior Construction	\$ 845,750	\$ 845,750
♦ Conveying	\$ -	\$ -
♦ Casework	\$ 43,550	\$ 43,550
♦ Specialties	\$ 176,016	\$ 176,016
♦ Site Work	\$ 172,120	\$ 172,120
♦ Mechanical	\$ 2,065,110	\$ 2,065,110
♦ Electrical	\$ 610,740	\$ 610,740
♦ Contractor Overhead and Profit	\$ 450,400	\$ 450,400
	<b>\$ 6,019,480</b>	<b>\$ 6,019,480</b>
<b>Owner Items</b>		
♦ HVAC Testing & Controls	\$ 53,547	\$ 53,547
♦ Materials Testing	\$ 26,774	\$ 26,774
♦ Utility Infrastructure	\$ 75,000	\$ 75,000
♦ Keys, Locks, Card Access, Signs, Fire Extinguishers, Telecom	\$ 126,988	\$ 126,988
	<b>\$ 282,309</b>	<b>\$ 282,309</b>
	<i>Subtotal</i>	<b>\$ 6,301,789</b>
<b>10. Equipment</b>		
♦ Equipment Total Per Vendor Quote	\$ 232,966	\$ 232,966
	<i>Subtotal</i>	
<b>11. Miscellaneous</b>		
♦ Start up Costs	\$ 36,000	\$ 36,000
♦ Computerized Controls		
	<i>Subtotal</i>	
<b>12. SUBTOTAL (Items 1 thru 11)</b>		<b>\$ 6,645,755</b>
<b>13. Contingencies (Items 1 thru 11)</b>		<b>\$ 102,786</b>
<b>14. SUBTOTAL (Items 12 and 13)</b>		<b>\$ 6,748,541</b>
<b>15. Project (Program) Income</b>		<b>\$0</b>
<b>16. TOTAL PROJECT COSTS (subtract # 15 from #14)</b>		<b>\$ 6,748,541</b>

# Section 11

## *Consent Agenda*

### Colorado State University System

- Minutes of the November 24, 2021 Audit and Finance Committee
- Minutes of the December 2-3, 2021 Board and Committee Meetings

### Colorado State University

- New Degree: Master of Addiction Counseling in Psychology and Social Work
- Faculty Manual Section C.2.1.9.2 and C.2.1.9.5, The Standing Committees of Faculty Council
- Faculty Manual Section D.4, Letters Regarding Performance and/or Behavior
- Faculty Manual Section E.15, Disciplinary Action for Tenured Faculty
- Avenir Museum Statement of Permanence

### Colorado State University Pueblo

- Certificate, Diversity Studies
- Certificate, Creative Industries Essentials
- Retitle Degree Program, Bachelor of Science in Media and Entertainment

## CERTIFICATION OF CONSENT AGENDA ITEMS

The undersigned Secretary of the Board of Governors for the Colorado State University System hereby certifies:

That with a unanimous affirmative vote of the voting members of the Board of Governors at a duly held meeting thereof on February 3, 2022 the consent agenda items listed below were referred for consideration of approval and were adopted:

- A. Colorado State University System
  - Minutes of the November 24, 2021 Audit and Finance Committee
  - Minutes of the December 2-3, 2021 Board and Committee Meetings
- B. Colorado State University
  - New Degree: Master of Addiction Counseling in Psychology and Social Work
  - Faculty Manual Section C.2.1.9.2 and C.2.1.9.5, The Standing Committees of Faculty Council
  - Faculty Manual Section D.4, Letters Regarding Performance and/or Behavior
  - Faculty Manual Section E.15, Disciplinary Action for Tenured Faculty
  - Avenir Museum Statement of Permanence
- C. Colorado State University Pueblo
  - Certificate, Diversity Studies
  - Certificate, Creative Industries Essentials
  - Retitle Degree Program, Bachelor of Science in Media and Entertainment

The consent agenda items together with a record of the votes for the resolutions have been recorded and will be entered into the full minutes of the duly held February 3, 2022 meeting of the Board of Governors.

\_\_\_\_\_  
Dr. Nate Easley, Board Secretary

\_\_\_\_\_  
Date

**THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM**  
**Audit and Finance Committee Meeting**  
**MINUTES**  
**November 24, 2021**

**ROLL**

**Governors present:** Russell DeSalvo, Treasurer (Chair); Jane Robbe Rhodes; Armando Valdez; Melinda Smith, CSU Faculty Representative.

**Administrators and staff present:** Jason Johnson, General Counsel/Secretary to the BOG, CSU System; Henry Sobanet, Senior Vice Chancellor for Administration and Government Relations/Chief Financial Officer, CSU System; Lynn Johnson, Deputy Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Susy Serrano, Director of Internal Auditing, CSU System; Margaret Henry, Treasurer, CSU System; Juanita Pena, CFO, CSU Pueblo; Meg Brewer, Director of Budgets, CSU Pueblo; Yvonne Harris-Lot, CSU Global; Bridget Mullen, Director of Budgets and Finance, CSU System; Melanie Geary, Board Liaison. Angie Neilson, Director of Budgets, CSU Fort Collins.

**CALL TO ORDER**

Chair DeSalvo called the Committee Meeting to order at 10:02 a.m.

Ms. Serrano reviewed the status of the Internal Audit Dashboard noting that two vacant positions would be filled by mid-January 2022.

**Status of FY 21-22 Audit Plan**

Director Serrano reviewed the status of the FY22 audit plan.

**Review of Audit Reports Issued**

Director Serrano then reviewed the CSU Pueblo cybersecurity audit evaluating vendor controls to mitigate potential third-party risks. She also reviewed the overdue recommendations report noting there were no concerns at that time.

**State Budget Update**

CFO Sobanet introduced a presentation on the Governor's budget request, which proposes a 4.6% budget increase and no tuition increases for resident students. He noted that there would be a process for exemptions based on a school by school basis. CFO Sobanet also noted that the proposed budget increase did not meet the increased mandated costs associated with the CSU System's budgets. He then discussed the Governor's proposal for \$9.8 M for state financial aid and the \$139 M for Higher Education Capital Maintenance and Capital Construction.

**FY 2022 1<sup>st</sup> Quarter Financial Statements**

CFO Sobanet thanked the Business and Financial Services team that prepares the financials and noted that the materials included summary notes to interpret the large amount of data and noted the reports stood as submitted.

**FY 2023 Campus Budget Scenarios with Enrollment Update and Tuition Discussion**

CFO Sobanet introduced the three scenarios for campus budget models: 1) flat tuition; 2) zero resident increase with 3% increase for non-resident and graduate; and 3) 3% across the board increase. He then discussed the process for budget discussions that will unfold during the legislative session.

**CSU Fort Collins**

CSU Fort Collins CFO Lynn Johnson presented three scenarios and explained differences in revenue based on the three scenarios and the projected shortfalls associated with each scenario.

### **CSU Pueblo**

The university presented two tuition scenarios: flat and 3% across the board. They noted shortfalls were similar to what was presented in September.

### **CSU Global**

CFO Yvonne Harris-Lott explained that current enrollment was lower than projected but they were able to modify expenses and maintain their operating margin. Ms. Harris-Lott also noted that they were reducing their rent expenses in June 2022 by pushing 50% of their office building back to Aurora Public Schools.

### **Annual Reserves Report and Reserves Withdrawal Discussion**

Henry Sobanet reviewed the proposed reserves draw of \$48,237,249 to go to the following investments: CSU-Pueblo Sustainability (\$11,686,000); System Infrastructure (\$6,400,000); and System initiatives, including for the CSU Medical School (\$7,362,135), System IT upgrades (\$632,114), Spur Campus Operations (\$6,494,000) with matching funds of (\$14,688,000), Todos Santos (\$545,000), and State Engagement Hubs support (\$430,000).

### **CSU System Treasury Update**

CFO Sobanet thanked CSU System Treasurer Margaret Henry for her work and commitment to cross-training others as she prepares for retirement. He explained that Margaret will continue as a member of the Investment Advisory Committee. He also noted that Jack Blumenthal had joined the Investment Advisory Committee. CFO Sobanet then provided an overview of the portfolio performance.

### **Action on Fourth Amendment to the Fifteenth Supplemental Resolution**

CSU System Treasurer Henry explained the resolution to re-authorize the amendment to the supplemental resolution, noting that this is an annual housekeeping item and the resolution allows the Treasury to refinance long-term anything that we are borrowing short-term through our commercial paper program, enabling the Treasury to act quickly to take advantage of favorable interest rates.

### **Action on CSURF Capital Lease Annual Line of Credit Renewal**

CSU VPUO Johnson explained the line of credit leasing program and resolution to re-authorize the line of credit, noting that this is an annual housekeeping item.

The Committee adjourned at 11:05 a.m.



**THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM**  
**MEETING MINUTES**  
**Conducted Remotely**  
**December 2-3, 2021**

**ROLL**

**Governors present:** Kim Jordan, Chair; Armando Valdez, Vice Chair; Russell DeSalvo, Treasurer; Nate Easley, Secretary; Polly Baca; John Fischer; Steve Gabel; Jane Robbe Rhodes; Nancy Tuor; Dr. Sara Metz, Faculty Representative, CSU Global; Dr. Melinda Smith, CSU Faculty Representative; Mikayla Lerch, CSU Pueblo Student Representative; Paige Martinez, CSU Global Student Representative; Dr. Christen Picicci, CSU Pueblo Faculty Representative; and Christian Dykson, CSU Student Representative.

**Administrators present:** Tony Frank, Chancellor, CSU System; Jason Johnson, General Counsel, CSU System; Joyce McConnell, President, CSU; Timothy Mottet, President, CSU Pueblo; Pamela Toney, President, CSU Global; Henry Sobanet, Senior Vice Chancellor and CFO, CSU System; Lynn Johnson; and Susy Serrano, Director of Internal Auditing, CSU System; and Rick Miranda, Chief Academic Officer, CSU System.

**CSU System Staff present:** Melanie Geary, Board Liaison; Adam Fedrid, IT Manager; Wayne Hall, IT Manager; Asheilgh Martin, IT Manager; and Josh Pinsky, IT Technician.

**Guests present:** Jenelle Beavers, VP For Strategy, CSU; Yolanda Bevil, VP of University Communications; Mohamed Abdelrahman, Provost, CSU Pueblo; Margaret Henry, Treasurer, CSU System; Johnna Doyle, Deputy General Counsel, CSU Pueblo; Jannine Mohr, Deputy General Counsel, CSU; Juanita Pena, Director of Business Financial Services, CSU Pueblo; Mary Pedersen, Provost and Executive Vice President, CSU; Yvonne Harris-Lot, CSU Global; Dr. Paul Savory, Provost, CSU Global; Ajay Menon, CEO, CSURF; and Bob Tabor, Consultant, CSURF.

**CALL TO ORDER**

Chair Jordan called the Board Meeting to order at 9:01 a.m.

**BOARD CHAIR'S AGENDA**

Chair Jordan reviewed the criteria for the Board of Governors Excellence in Undergraduate Teaching award, which is awarded to each campus annually. She asked CSU Global President Pamela Toney to introduce the recipient of the Excellence in Teaching Award for CSU Global, Dr. Jennifer Davis. Dr. Davis thanked the Board for the recognition and emphasized the unique role CSU Global provides in creating global access to higher education, particularly during the pandemic.

Chair Jordan congratulated Vice Chair Armando Valdez on his appointment by President Biden as USDA Director of Rural Development for Colorado.

**PUBLIC COMMENT**

Chair Jordan then discussed the customary Public Comment that occurs at every meeting. She noted that Public comment is an important part of our Board meetings, and the Board considers the comments as they carry out their duties. In light of public health guidance, the Board asked for public comment by e-mail. One public comment item related to the Hughes property was received just before the meeting started and was added to the Board materials.

**AUDIT AND FINANCE COMMITTEE**

Governor DeSalvo, Chair of the Audit and Finance Committee, convened the committee at 9:10 a.m. and asked Director of Audit Serrano to begin.

Ms. Serrano reviewed the status of the Internal Audit Dashboard noting that two vacant positions would be filled by mid-January 2022.

### **Status of FY 21-22 Audit Plan**

Director Serrano reviewed the status of the FY22 audit plan.

### **Review of Audit Reports Issued**

Director Serrano then reviewed the CSU Pueblo cybersecurity audit evaluating vendor controls to mitigate potential third-party risks. She also reviewed the overdue recommendations report noting there were no concerns at that time.

### **State Budget Update**

CFO Sobanet introduced a presentation on the Governor's budget request which proposes a 4.6% budget increase and no tuition increases. He noted that there would be a process for exemptions based on a school by school basis. CFO Sobanet also noted that the proposed budget increase did not meet the increased mandated costs associated with the CSU System's budgets. He then discussed the Governor's proposal for \$9.8 M towards state financial aid and \$139 M for Higher Education Capital Maintenance and Capital Construction.

### **FY 2022 1<sup>st</sup> Quarter Financial Statements**

CFO Sobanet thanked the Business & Financial Services team that prepares the financials and noted that the materials included summary notes to interpret the large amount of data and noted the reports stood as submitted.

### **FY 2023 Campus Budget Scenarios with Enrollment Update and Tuition Discussion**

CFO Sobanet introduced the three scenarios for campus budget models: 1) flat tuition; 2) zero resident increase with 3% increase for non-resident and graduate; and 3) 3% across the board increase. He then discussed the process for budget discussions that will unfold during the legislative session.

### **CSU Fort Collins**

President McConnell echoed CFO Sobanet's concerns about covering mandatory costs with a 4.6% budget increase. She then introduced CSU Fort Collins CFO Lynn Johnson, who presented for the campus explaining the differences in revenue based on the three scenarios and the projected shortfalls associated with each scenario.

### **CSU Pueblo Budget Strategy**

President Mottet reviewed enrollment challenges, particularly enrollment declines of 16% in the community college system, which is a significant feeder into CSU Pueblo, and upper division drops believed to be pandemic related. He discussed the 7.03 % decrease in enrollment, which was below the budgeted 1.5% increase, resulting in a projected \$2M deficit for FY22. He reviewed the current E&G budget and strategies to fix that through transfers from Extended Studies and a reduction in operating expenses, including potentially placing merit salary increases on hold. He noted concerns about a possible 15% melt rate in students returning for spring semester. He discussed a multi-year plan to retire the campus deficit, which includes \$4.5M in FY23. President Mottet discussed strategies to increase revenue including the *Colorado Promise*, housing promotions, and a marketing campaign, as well as a campus reserve draw and a System one-time investment. He also discussed the steps to close the deficit and right size the institution in FY24 and FY25. Chancellor Frank thanked President Mottet and his team for their work to address the deficit with transparency and commitment. Governor DeSalvo also thanked President Mottet and expressed the Finance Committee's commitment to work with CSU Pueblo on long-term financial sustainability.

## **CSU Global**

President Toney discussed the budget outlook for CSU Global, which includes lower-than-anticipated new-student enrollment for fall. She introduced CFO Yvonne Harris-Lott, who presented for the campus and explained that current enrollment was lower than projected but they were able to modify expenses and maintain their operating margin. Ms. Harris-Lott also noted that they were reducing their rent expenses in June 2022 by pushing 50% of their office building back to Aurora Public Schools.

## **Annual Reserves Report and Reserves Withdrawal Discussion**

Chancellor Frank reviewed the status of Board reserves and how the Board has traditionally approached withdrawals from the reserve to support the System and critical investments. He then reviewed the proposed reserve draw request of \$48,237,249 to go to the following investments: CSU-Pueblo Sustainability (\$11,686,000); System Infrastructure (\$6,400,000); System initiatives, including CSU Medical School (\$7,362,135), System IT upgrades (\$632,114), Spur Campus Operations (\$6,494,000) and matching funds of (\$14,688,000), Todos Santos (\$545,000), and State Engagement Hubs support (\$430,000).

## **New Todos Santos Model Rick Miranda**

Chief Academic Officer Miranda discussed plans to reactivate the campus post-pandemic, with attention to greater flexibility for faculty involvement; expanded and more consistent opportunities for students. He reviewed budget path to sustainability, with a plan to reverse reliance on board reserves. He thanked Kim Kita and Kathleen Fairfax for their collaboration on developing the new model. Governor Gabel questioned the ongoing cost per student; Dr. Miranda noted that this plan would move Todos to a sustainable financial place, but if the plan isn't succeeding at Year Three, he said the Board would have serious questions to ask about sustainability.

Chancellor Frank discussed how the financial model has changed from original plans because of changes with the development and Amy Parson's departure from the CSU System. Governor Smith said she is excited about the new model as a faculty member who has used Todos Santos in the past; she suggested that faculty be invited to be engaged in thinking about development of the new curriculum. She suggested that more local Mexican students also be invited to participate academically. President McConnell thanked the team for developing a solid proposal. She asked how Todos and its programs could be marketed outside of CSU. Dr. Miranda agreed with this idea and noted that marketing will be more effective with a more consistent academic program in place. Governor Baca recommended broader marketing to other Denver and Colorado-area campuses that don't have access to a resource like this. She recommended giving the plan three years to succeed and then assessing whether it is sustainable. Governor Smith noted that Todos Santos is in the dryland system and would be of interest academically to people in places like New Mexico that have similar environments.

## **Action on Annual Reserves Report**

**Motion/Action:** Governor Baca moved to approve the Board Reserves Withdrawal. Governor Easley seconded the Motion, and the Motion carried with eight voting Board members voting in favor. Governor Gabel voted against the Motion. This Action Item is included in the Board materials.

## **CSU System Treasury Update**

CFO Sobanet thanked Margaret Henry for her work and commitment to cross-training others as she prepares for retirement. He explained that she will continue as a member of the Investment Advisory Committee. He also noted that Jack Blumenthal had joined the Investment Advisory Committee. He then provided an overview of the portfolio performance.

### **Action on Fourth Amendment to the Fifteenth Supplemental Resolution**

CSU System Treasurer Henry explained the resolution to re-authorize the amendment to the supplemental resolution, noting that this is an annual housekeeping item and the resolution allows the Treasury to refinance long-term anything we're borrowing short-term in our commercial program, enabling the Treasury to act quickly to take advantage of favorable interest rates.

**Motion/Action:** Governor Robbe-Rhodes made the Motion to approve the Fourth Amendment to the Fifteenth Supplemental Resolution Action Item. Governor Jordan seconded; and the Motion carried unanimously. This Action Item is included in the Board materials.

### **Action on CSURF Capital Lease Annual Line of Credit Renewal**

CSU VPUO Johnson explained the line of credit leasing program and resolution to re-authorize the line of credit, noting that this is an annual housekeeping item.

**Motion/Action:** Governor Baca made the Motion to approve the CSURF Capital Lease Annual Line of Credit Renewal Action Item. Governor Easley seconded; and the Motion carried unanimously. This Action Item is included in the Board materials.

The Board adjourned for a break at 10:51 a.m. and the meeting resumed at 11:02 a.m.

## **CHANCELLOR'S REPORT**

### **Causes behind Males not attending College**

Chancellor Frank introduced CAO Miranda to discuss data on why men are not attending college at previous rates. College enrollments have been falling over the past 10 years and at a faster rate for men. Out of secondary school, 36% of men proceed to college vs. 41% of women. Women also have higher retention and graduation rates. CAO Miranda reviewed data for the CSU campuses: Fort Collins and Global are consistent with national and international trends; CSU Pueblo is bucking the trends with a very balanced enrollment pool. He also discussed multi-layered factors that contribute to this issue and whether there is a need for special efforts to encourage male enrollment and student success.

### **Student Success and Rural Initiative Reports**

CAO Miranda provided an update on efforts related to student success and rural initiatives at all three campuses, in light of the Board's multi-year investment.

### **CSU Spur**

Chancellor Frank invited AVC Jocelyn Hittle to provide an update on CSU Spur staffing. She reviewed the organizational chart and ongoing hiring activity.

### **CSU System IT – Banner Update – Pat Burns**

Chancellor Frank introduced Chief Information Officer Pat Burns, noting that a key System goal is to extend technology benefits across the System for the benefit of all campuses. The Banner implementation is the first of this effort and has now been implemented in Fort Collins in August 2020 and Pueblo for the beginning in the coming spring semester. CIO Burns reviewed costs and benefits of the project and thanked staff who delivered an extraordinary effort under extremely difficult circumstances. The 34-month project is on budget and on schedule. He reviewed the staff that will be coming online in FY23 as the project transitions to steady state.

The Board adjourned for lunch at 12:04 p.m. The meeting resumed at 12:35 p.m.

## **ANNUAL SAFETY/CLERY REPORTS**

General Counsel Johnson remarked on how campus safety is a priority for the Board, the CSUS, and the campuses. Annual safety reports are published by October 1<sup>st</sup> each year in accordance with federal requirements. He provided an historical overview of the Clery Act and outlined the three primary requirements: policy disclosure to the campus, records retention and reporting, and campus alerts.

Deputy General Counsel Jannine Mohr from CSUFC discussed campus safety at the Fort Collins campus. CSUPD Chief Wendy Rich-Goldschmidt discussed changing policing, new protocols, department challenges, particularly related to the pandemic and ongoing student mental health challenges. She discussed a new peer support program for officers as well as ways to reimagine policing and improve training around community and campus policing. She also discussed the departments focus on recruitment and retention and the current challenges with the labor market.

Deputy General Counsel Johnna Doyle provided an overview for the CSU Pueblo campus. General Counsel Johnson noted the Clery Act focuses on geography and physical campuses and, accordingly, there were no crime statistics or reports for CSU Global.

### **Action on new Board Policy 132 – Identification**

The new Policy 132 provides an additional tool for campus safety by allowing authorized individuals to obtain proper identification of persons on the campuses, and is specifically authorized under Colorado law, C.R.S. § 23-5-109.

**Motion/Action:** Governor Robbe-Rhodes made the Motion to approve the new Board policy.

Governor DeSalvo seconded; and the Motion carried unanimously. This Action Item is included in the Board materials.

The Board adjourned for a break at 1:08 p.m. and the meeting resumed at 1:19 p.m..

## **ANNUAL RESEARCH REPORTS**

Chair Jordan introduced the annual research reports for CSU Fort Collins and CSU Pueblo.

CSU – Alan Rudolph noted that CSU Fort Collins was uniquely positioned for research advancements during the Covid pandemic. CSU Research expenditures reached a record \$446.8 million last year, 35% research growth in five years. He highlighted extensive work and advances on infectious diseases, global food security, atmospheric science, systems engineering, One Health, health resiliency and disease surveillance.

CSU Pueblo – Mohamed Abdelrahman reported on new and notable research awards and programs, highlighting opportunities for experiential learning for students.

## **CSU REPORTS**

### **Student Report – Presented by Christian Dykson**

Governor Dykson discussed recent student government activities around memorializing students, interviewing Governor Baca, providing subsidized transportation services for students including e-scooters and bikes, child care, and student fees.

### **Faculty Report – Presented by Melinda Smith**

Governor Smith reported on concerns about fees and their impact on graduate student stipends; she noted that CU-Boulder had increased stipends by 3% and omitted mandatory fees.

### **President's Report – Presented by Joyce McConnell**

President McConnell thanked the departing Board members and recognized the work of Chief Rich-Goldschmidt as interim Chief of CSUPD. She highlighted the status of campus over the fall, enrollment plans and successes, and meetings with agricultural groups. She congratulated new VP Robyn Fergus and discussed the importance of this position to the campus. She provided an update on the status of Courageous Strategic Transformation and pending market launch of a new rebranding campaign, as well as review of key goals and performance indicators on major initiatives. She also discussed alternative metrics for measuring research impact and the status of county commissioner surveys.

### **CSU GLOBAL REPORTS**

#### **Student Report – Presented by Paige Martinez**

Governor Martinez discussed efforts to improve student engagement, including creation of Student Advisory Council to help spotlight student voices. She discussed the collaboration with CSU Fort Collins on a CSU Global football day, and noted that students are looking forward to commencement.

#### **Faculty Report – Presented by Sara Metz**

Governor Metz reported on faculty engagement activities, including recent implicit bias training. She also thanked Chancellor Frank for his Veterans Day message and shared key themes from that message.

#### **President's Report – Presented by Pam Toney**

President Toney highlighted retention efforts, and an upcoming partnership with a major corporation that will be announced in January. She then discussed the work of employee affairs committee and efforts to re-engage with students to reverse enrollment losses due to the pandemic.

### **CSU SYSTEM STRATEGIC PLANNING DISCUSSION**

Chair Jordan discussed plans for updating the resource library and on-boarding materials for Board members in a new format and working with the Chancellor on System goals. She also discussed a review and adoption of revised metrics that inform work at both the System and campus levels.

Meeting adjourned for the day at 3:32 p.m.

### **FRIDAY, DECEMBER 3, 2021**

The Board reconvened at 9:02 a.m.

### **CSU PUEBLO REPORTS**

#### **Student Report – Presented by Mikayla Lerch**

Governor Lerch reported on student engagement activities, including the tree-lighting and other holiday events. She also discussed efforts to normalize tutoring. She noted that recent fundraising work had been successful. She noted that the morale on the campus has been wonderful and that it is awesome to see the events get the community involved. Plans for a “Party Gras” formal are underway for March, and the Chancellor is invited as a special guest.

#### **Faculty Report – Presented by Chris Picicci**

Governor Picicci reported on library events, fundraising and grant activities, and a week of international education celebrations. He noted that the faculty are doing amazing work even while trying to facilitate student needs related to the pandemic – from childcare, family issues, car troubles, mental health, and more.

He discussed how faculty are helping students prepare for graduate school. He also celebrated the launch of the Colorado Promise scholarship program.

### **President's report – Presented by Tim Mottet**

President Mottet reported on where his leadership team had been focusing its energies and discussed some of the ongoing challenges they are managing. He explained how the Board's support for two key positions has allowed the university to undertake critical work on behalf of the institution. President Mottet reported on efforts to strengthen advancement efforts and expand recruiting markets and to expand broadband to the Pueblo area. He also noted that he is a new board member for the Colorado Ballet. President Mottet explained that IT continues to be a challenge and they are working with a set of consultants to determine how to improve campus systems and the end-user experience.

### **Vision 2028 Update**

Vision 2028 was approved in August 2019, and the annual impact report is presented annually in December to show where the Board's investments are going and what the impact is for the campus. This report focused on Year Two of funding.

Vision 2028 is driven by 10 initiatives yielded from four leading indicators, and there are three "wildly important goals" that are the focus of activity: enhance appeal of campus, increase student success, and develop our people. He reviewed budgeted and invested resources, persistence by cohort group, pandemic impacts on retention and enrollment. President Mottet noted that he has asked the Office of Internal Auditing to assist with a preliminary audit of their efforts and progress. He addressed questions around enrollment metrics, athletics spending, and why students aren't re-enrolling.

### **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Governor Gabel, Chair of the Academic and Student Affairs Committee, convened the committee at 9:50 a.m.

Chair Gabel introduced Chief Academic Officer Rick Miranda who presented the new degree programs for CSU, which included Master of Park and Protected Area Management; Master of Prevention Science Practice; as well as Graduate Certificates in: Applied Investments; Corporate Finance; Organizational Leadership; Entrepreneurship and Innovation.

CAO Miranda then discussed the new CSU Global proposed degrees which included: Masters in Interdisciplinary Professional Studies and Masters in Marketing. He then asked Chancellor Frank to provide some historical context on the new CSU Global Master of Business Administration degree. Chancellor Frank noted that early on in the process the CSU Fort Collins College of Business desired some examination of issues around competition and brand confusion and the potential financial impact, which in turn could impact the Fort Collins campus and face to face students. He noted that the three campus presidents had lead their teams through a series of discussions and concluded that with a soft launch, with careful marketing, and guardrails in place, followed by an enrollment review, that any risk was manageable.

CAO Miranda then presented the following CSU Pueblo degrees and certificates, which included certificate in Cannabis Biology & Chemistry; Jake Jobs Certificate in Professional Entrepreneurship; Post Baccalaureate Certificate – Cannabis Biology and Chemistry; Post Baccalaureate Certificate – Education – Principal Leadership; Master of Engineering Management (MEM); Master of Science in Cannabis Biology and Chemistry; Doctor of Education in Educational Leadership (Ed.D.). He then presented the Faculty Manual Changes which included B.2.4, which adds explicitly the Dean of the Graduate School to the Council of Deans; C.2.1.3.2 and C.2.1.9, which eliminates 'specialized standing committees' which was created to provide non-tenure-track (continuing, contract, adjunct) faculty to serve on Faculty Council.

Recent changes have made this no longer necessary. Additional changes normalize the Committee on Non-Tenure-Track Faculty; E.10.5.1, E.13 which clarifies the notification protocols for promotion and tenure recommendations (applicant gets notified, response options indicated).

CAO Miranda then presented the final enrollment reports noting that the preliminary reports were presented in detail in October and these are the final numbers being submitted to the state (SURDS) and the federal government (IPEDS). Next he presented the Sabbatical Requests noting the robust application process and the recommendation/approval noting there were 80 sabbatical leaves approved this year.

Next CAO Miranda presented the CSU Pueblo: Academic Calendar for AY 22-23, 23-24 and 24-25, and how the new CSU Pueblo calendar represents new alignment with CSU's academic calendar.

The Board adjourned for a break at 10:16 a.m. and the meeting resumed at 10:27 a.m.

### **REAL ESTATE/FACILITIES COMMITTEE**

Chair DeSalvo convened the meeting of the Real Estate and Facilities Committee at 10:27 a.m. and requested a motion to move into Executive Session.

### **EXECUTIVE SESSION**

**Motion/Action:** Governor Easley moved for the Board to go into Executive Session for the reasons listed in the meeting notice. The motion was seconded by Governor Robbe-Rhodes and carried unanimously. General Counsel Johnson read the Board into Executive Session at 10:28 a.m. and noted the reasons for going into Executive Session under the Colorado Open Meetings Law, as stated in the meeting notice:

The Board moved to go into Executive Session of the Real Estate and Facilities Committee under C.R.S. § 24-6-402 (3) (a) (I), C.R.S. § 24-6-402 (3) (a) (II), and C.R.S. § 24-6-402 (3) (a) (VII) for discussions relating to the sale of property at competitive bidding, for matters concerning trade secrets, privileged information, and confidential commercial, financial data furnished by or obtained from any person, and to discuss specific legal questions related to the Hughes property and other real property in Northern Colorado.

Following a motion, second, and unanimous vote to leave Executive Session, the Board of Governors returned to open session at 10:47 a.m.

### **Motion/Action on Sale of approximately 161 acres of land known as the Hughes Property:**

Governor DeSalvo called for a Motion to approve the Action Item for the Sale of the Hughes Property. Governor Tuor moved for approval. The Motion was seconded by Governor Baca, and the Motion carried unanimously. The Action Item is included in the Board meeting materials.

### **APPROVAL OF CONSENT AGENDA**

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

The Consent Agenda included the following items:

Colorado State University System

Minutes of the September 23, 2021 Audit and Finance Committee

Minutes of the September 28-29, 2021 Board and Committee Meetings

Colorado State University

Master of Park and Protected Area Management



Master of Prevention Science Practice

Graduate Certificates in:

- Applied Investments
- Corporate Finance
- Organizational Leadership
- Entrepreneurship and Innovation

Faculty Manual Section B.2.4, Council of Deans

Faculty Manual Section C.2.1.3.2 and C.2.1.9, Ex-Officio Members and Standing Committees of Faculty Council

Faculty Manual Section E.10.5.1, Origin and Processing of Tenure Recommendations

Faculty Manual Section E.13, Advancement in Rank (Promotion)

Colorado State University Pueblo

Certificate – Cannabis Biology & Chemistry

Certificate – Jake Jobs Certificate in Professional Entrepreneurship

Post Baccalaureate Certificate – Cannabis Biology and Chemistry

Post Baccalaureate Certificate – Education – Principal Leadership

Master of Engineering Management (MEM)

Master of Science in Cannabis Biology and Chemistry

Doctor of Education in Educational Leadership (Ed.D.)

Academic Calendar

Colorado State University Global

Masters in Interdisciplinary Professional Studies

CSU Global: Masters in Marketing

CSU Global: Master of Business Administration

## **RECOGNITION OF OUTGOING BOG MEMBERS- Nancy, Jane and Steve**

Chair Jordan invited the outgoing Board members to offer parting remarks at their final meeting. Governor Tuor, Governor Robbe- Rhodes, and Governor Gabel all shared their reflections and thanks. Chancellor Frank, Chair Jordan, and the campus presidents all offered remarks and thanks. Melanie Geary announced that a dinner will be held in their honor in the spring and commemorative bricks will be placed on the Board walk at the south end of the CSU Oval. To honor Governor Tuor's service as chair, a \$2,500 scholarship in her name will be awarded at each campus in the spring.

The Board adjourned for a break at 11:25 a.m. and the meeting resumed at 11:45 a.m.

### **EXECUTIVE SESSION**

**Motion/Action:** Governor Tuor moved for the Board to go into Executive Session for the reasons listed in the meeting notice. The motion was seconded by Governor Easley and carried unanimously. General Counsel Johnson read the Board into Executive Session at 11:47 a.m. and noted the reasons for going into Executive Session under the Colorado Open Meetings Law, as stated in the meeting notice:

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

Following a motion, second, and unanimous vote to leave Executive Session, the Board of Governors returned to open session at 12:43 p.m.

## **EVALUATION COMMITTEE**

**Motion/Action:** Following a motion, second, and unanimous vote to go into Executive Session of the Evaluation Committee, the Board moved into Executive session of the Evaluation Committee at 12:44 p.m. General Counsel Johnson read the Board into Executive Session of the Evaluation Committee and noted the reasons for going into Executive Session under the Colorado Open Meetings Law, as stated in the meeting notice:

The Board moved to go into Executive Session under C.R.S. § 24-6-402(3) (b) (I) for discussions regarding the Board's evaluation and performance update for the Chancellor, Presidents, and professional staff employees of the Board.

Following a motion, second, and unanimous vote to leave Executive Session of the Evaluation Committee, the Board returned to open session at 1:56 p.m.

With no further business, the meeting was adjourned at 1:56 p.m.

# 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

*Construction Status Reports*

Project	Bonds/Funding		Occupancy	Status as of Dec 2021
<p>Nutrien (aka Shepardson) Building Renovation and Addition</p> <p>Total Budget: \$44,000,000</p>	<p>\$35,000,000-state funds (\$18M CCF, \$17M COP)</p> <p>\$9,000,000-bond funds</p>		<p>March 2022</p>	<p>This project will completely revitalize the Shepardson Building and add approximately 40,500 gsf of auditorium, classroom, and laboratory.</p> <p>Project is at substantial completion. Furniture move-in to start in Jan 2022 with occupant move-in from March-June 2022.</p>
<p>Lory Student Center Phase 3 Revitalization and Adult Learner &amp; Veteran Services addition</p> <p>Total Budget: \$27,000,000</p>	<p>\$22,000,000-bond funds</p> <p>Student fees</p> <p>\$5M from LSC reserves</p>		<p>June 2023</p>	<p>This project will revitalize the north section of the Lory Student Center, focusing on MEP upgrades and finishes. Approximately 9,300 gsf will be added to accommodate the Adult Learner and Veteran Services (ALVS) program.</p> <p>This project has restarted with receipt of bond funds in November 2021.</p>
<p>Meridian Village Ph 1</p> <p>Total Budget: \$130M</p>	<p>\$130,000,000-bond funds</p> <p>Housing and Dining Services</p>		<p>Tbd</p>	<p>This project will construct approximately 1000 beds for 1<sup>st</sup> and 2<sup>nd</sup> year students, with a satellite dining facility.</p> <p>This project has been contractually suspended to March 2022.</p>





# Construction Projects: Status Report

Colorado State University Pueblo | Board of Governors, February 2022

Prepared by Dr. Donna Souder Hodge  
VP Operations and Advancement



**COLORADO STATE UNIVERSITY SYSTEM**

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL

# Projects In Progress

Started, Not Complete | Funded, Not Started/Preliminary Stages



# In Progress: Started, Not Complete (Ongoing)

Replace campus water lines (Phase I)

\$900,680 State-funded controlled maintenance

Phase I consists of replacing existing valves and adding new valves for building isolation

**COLORADO STATE  
UNIVERSITY SYSTEM**

COLORADO STATE UNIVERSITY  
CSU - PUEBLO | CSU - GLOBAL



# In Progress: Funded, Staged and Preliminary

Technology Building - Construction Management, Engineering, Education, and Automotive Industrial Management | Nunn/HCM selected as Design-Build team  
**Design phase has begun; stakeholder groups engaged in January 2022, at start of spring 2022 semester**

Upgrade building fire alarms (phase I)  
AX/Athletics buildings are currently unfunded – **Agreement being negotiated with JCI for funding (Jan 2022)**

Emergency roof and structural repair at Buell Communication Center – **Contract under review at state**

Refurbish elevators, upgrade ADA compliance in four buildings – **1 of 4 begun; awaiting parts availability**

**COLORADO STATE  
UNIVERSITY SYSTEM**

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CSU - PUEBLO | CSU - GLOBAL



# New Project Wish List

✓ Master Plan, FY 22 – Partner selected | Work begins in spring 2022

New Academic Building Renovation (TBD), FY 24

Replace Campus Water Lines, Phase II

Upgrade Fire Panel System/Alarms, Phase II – Funding from state secured; work to begin in spring 2023



# Replace Campus Water Lines, Phase II

Phase II includes new water main tap with distribution (**pending**)

## Problem:

- 1) CSU Pueblo does not have the capacity to effectively irrigate
- 2) Existing water lines are deteriorating and many existing isolation valves are inoperable

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UNIVERSITY SYSTEM**

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# Upgrade Fire Alarms, Phase II

To replace infrastructure in four more state selected buildings to include horns, strobes, wire and smoke detectors (**pending**)

**COLORADO STATE  
UNIVERSITY SYSTEM**

COLORADO STATE UNIVERSITY  
CSU - PUEBLO | CSU - GLOBAL



# Thank you

Questions? Email: [donna.souder@csupueblo.edu](mailto:donna.souder@csupueblo.edu)





# APPENDIX II

## *Correspondence*



**From:** [Wildrose Hamilton](#)  
**To:** [CSUS Board](#)  
**Subject:** How to provide safety for students and staff at Colorado State...  
**Date:** Thursday, December 30, 2021 11:42:26 AM

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Dear CSU School Board,

I am writing to you with deep concerns regarding the spread of Covid-19 in our university and community, as well as suggestions for conducting safe schooling this semester.

**I believe our educators must have safe working conditions, and our students must have safe learning conditions.**

Today is Thursday, December 30th. Today, Larimer county reported **the testing positivity rate at 18.4%**. Yesterday, it was recorded at 14.3%, ~10% two days prior to that, and 6% the previous week. We are witnessing the exponential growth of this virus before our eyes.

Many have speculated that this is a good thing, that the Omicron variant is less severe, and perhaps may induce the end of the pandemic. I believe these arguments lack nuance and downplay how unsafe this current situation is.

- The claim that Omicron is "mild," is unsubstantiated in date. Evidence suggests that is **as severe as the original strain** of Covid-19. Although many people have immunity to Covid-19 conferred by vaccine or by infection to protect them, breakthrough cases are common, which indicates that we do not have durable or expansive immunity to this variant.
- **Allowing the virus to rip through school will not end the pandemic - it will prolong it** and cause long-term health problems for some and death for others. Variants occur when the virus has new hosts to mutate in. More hosts means more chances for a new variant to emerge, and there is no guarantee that the next variant will be "mild."
- People, our loved ones, are still dying of Omicron. Because of the rate of infection, the rate of death and disability will be high in absolute numbers. **There is no such thing as mild death.**
- **We still do not understand the long-term effects of Covid-19 infection but it appears to have a negative impact on quality of life.** Covid appears to affect many organs in the body, including the brain and lungs, and "Long Covid" is a common consequence **even in previously healthy individuals**. Allowing Omicron to tear through our schools is incredibly irresponsible. Some have called this wave a "disabling event" and I agree with that assessment.
- If you allow in person learning to resume with community transmission as high as it is, the university will be impacted swiftly. **Widespread infection means**

**you will be out of instructors, out of professors, out of nurses, out of cafeteria workers, out of maintenance workers, and out of students.** Statistically, some of those people will die, or their family members will die, or they will be responsible for caring for their sick loved ones. **The university will be brought to a halt and barely function, and afterwards, it will have to pick up the pieces with fewer resources than before.**

With the current levels of community transmission, Covid-19 is absolutely sure to be in nearly every classroom if you return to school in January. The university will be a hub of high and extensive transmission within the entire community.

I think that CSU **must conduct classes online for at least the first month of the new semester, if not longer.** Returning to in-person should depend on doubling down on mitigation strategies (suggestions below), and be predicated on **test positivity falling below 5% for at least two weeks.** Source Johns Hopkins University: <https://publichealth.jhu.edu/2020/covid-19-testing-understanding-the-percent-positive>

Once the positivity rate is below 5% for two weeks, to return to school, all students and staff must be:

- Fully vaccinated and **boosted**. Boosters must now be considered standard for "full vaccination."
- **Provided with free N95 masks**, respirators, or better to wear daily. Three to five masks each may be enough - wear one for a day, place it in a paper bag by itself to self "sterilize" for two or more days until its next use. **Cloth masks are NOT adequate in indoor settings like a school.** Reputable N95s can be found at Project N95
- **Education on masks** - why your mask needs to "seal" around your face, how to handle your masks, and keeping them on at all times indoors due to the hours-long persistence of aerosolized virus particles in the air
- Suggest or provide **Elastomeric Respirators** to those who want them, especially vulnerable people in the university system

And **to KEEP school in session, I think CSU has the opportunity to be a leader in safe ventilation** in school because **Covid is airborne.** Safe ventilation in every part of the University will help keep school in session beyond this pandemic, and be an investment with great ROI.

- **Use CO2 monitors** to monitor where air stagnates to unsafe levels in any particular space

- **Install filtration and ventilation where needed to circulate the air**
- As a temporary solution, create **Corsi-Rosenthal Boxes**, aka DIY HEPA air filters, in areas where needed

In summary, I will quote Jon Levy:

“Q: Want lower concentrations in the air?  
A: Ventilation and filtration  
Q: Want lower exposures?  
A: High-quality masks  
Q: Want to stay healthy if you are exposed?  
A: Vaccines and boosters”

If there's anything I can do to help as a community member, please let me know and I will do my best. Wishing you all safety, health, and sanity in this new year.

Best,

Wildrose  
CSU Alumna 2010  
B.S. Applied Human Sciences

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**Wildrose Hamilton**  
303-667-1649  
Time Zone: U.S. Mountain (GMT-7)

## Geary, Melanie

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**From:** mikepruz@gmail.com  
**Sent:** Monday, January 17, 2022 4:37 PM  
**To:** cityleaders@fcgov.com; boe@psdschools.org; CSUS Board; andy.dorsey@frontrange.edu; joann.ginal.house@state.co.us; andrew.boesenecker.house@state.co.us; cathy.kipp.house@state.co.us  
**Subject:** MLK: Racial Justice Through The Power Of Transparency

\*\* Caution: EXTERNAL Sender \*\*

Racial Justice Leaders,

As I'm sure you all know, in 1977 the court ordered the FBI King records sealed until 2027. One of the most important things you can do to show your support for racial justice, King, and transparency is to call for the release of these records immediately. These records contain information about some of the most important acts of racial injustice by our government towards someone it labeled an enemy of the state. Understanding the racial injustice hidden in these records is key to making racial justice progress. I look forward to you showing your support and commitment to this issue by placing such an item on your next agenda and the subsequent press release showing it passed unanimously.

Michael Pruznick  
Private Citizen  
Community Enthusiast

REFERENCE:

[https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.coloradoan.com%2Fstory%2Fnews%2F2022%2F01%2F12%2Fcsu-plans-march-hosts-member-little-rock-nine-honor-mlk-day%2F9176936002%2F&data=04%7C01%7Ccsus\\_board%40mail.colostate.edu%7C2b321eeb10b64728c70908d9da123a0b%7Cafb58802ff7a4bb1ab21367ff2ecfc8b%7C0%7C0%7C637780594236964711%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C2000&data=t93cXKyTk2NtRH2A7bWBk45dh%2FLrvACWA7WRdzqX%2B2w%3D&reserved=0](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.coloradoan.com%2Fstory%2Fnews%2F2022%2F01%2F12%2Fcsu-plans-march-hosts-member-little-rock-nine-honor-mlk-day%2F9176936002%2F&data=04%7C01%7Ccsus_board%40mail.colostate.edu%7C2b321eeb10b64728c70908d9da123a0b%7Cafb58802ff7a4bb1ab21367ff2ecfc8b%7C0%7C0%7C637780594236964711%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWwiLCJXVCi6Mn0%3D%7C2000&data=t93cXKyTk2NtRH2A7bWBk45dh%2FLrvACWA7WRdzqX%2B2w%3D&reserved=0)

**From:** [President Office](#)  
**To:** [Phil Brink](#); [presofc](#)  
**Cc:** [CSUS Board](#)  
**Subject:** RE: Free speech hostility on campus  
**Date:** Monday, January 31, 2022 1:55:10 PM  
**Attachments:** [image001.png](#)

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Greeting Mr. Bink,

Please accept my response on behalf of President McConnell. CSU is committed to Free Speech as both a legal protection and a foundation of the robust debate that is core to higher education. We also recognize the power of speech to impact people deeply, and we are committed to supporting all of our students. The sign is a list of some of the many resources available to our students. It is not related to any event in particular, but rather is intended to share resources knowing that protected speech will always, and must always, be part of higher education.

Regards,  
Nik Olsen

Nik Olsen  
Assistant Chief of Staff for Communications and Outreach  
Office of the President  
Colorado State University

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**From:** Phil Brink <[phil@brinkinc.biz](mailto:phil@brinkinc.biz)>  
**Sent:** Saturday, January 29, 2022 5:26 PM  
**To:** [presofc@colostate.edu](mailto:presofc@colostate.edu)  
**Cc:** [emily.lewis@colostate.edu](mailto:emily.lewis@colostate.edu); CSUS Board <[csus\\_board@Mail.Colostate.edu](mailto:csus_board@Mail.Colostate.edu)>  
**Subject:** Free speech hostility on campus

**\*\* Caution: EXTERNAL Sender \*\***

President,

I am shocked and disgusted to see CSU's pandering to political correctness in the form of offering "resources" for those "affected by free speech."

Universities, of all places, should be places where free speech is unhindered and unapologetically encouraged.

Instead, CSU is apologizing in advance for free speech. Young adults NEED to be exposed to free speech in order to grow. They NEED opportunities to hear ideas and perspectives that are different from their own. They NEED to learn to practice respect and self-restraint for viewpoints that challenge their world views.

CSU is making itself look like a WOKE JOKE with this insulting sign. It says to students – in essence – if someone expresses a view that hurts your tender sensibilities – here are the many resources we have to help you remind yourself that you're the center of the universe and only your thoughts and opinions are of value.

My daughter and my money currently go to CSU. I am not happy about the hostile environment CSU is propagating toward free speech.

I would like a response to this email regarding what actions you are going to take to start championing and protecting free speech on CSU's campus.

Sincerely,  
Phil Brink  
Erie, CO

**If you (or someone you know) are affected by a free speech event on campus, here are some resources...**

<b>Dean of Students</b>   970-491-5312     201 Administration Building - for complaints and suggestions	<b>Office of Equal Opportunity</b>   970-491-5836     <a href="http://Oeo.colostate.edu">Oeo.colostate.edu</a>
<b>CSU Health Network Counseling Services</b>   970-491-6053     <a href="http://Health.colostate.edu">Health.colostate.edu</a>	<b>Ombuds (for CSU employees)</b>   970-491-1527     <a href="http://Ombuds.colostate.edu">Ombuds.colostate.edu</a>
<b>Multicultural Counseling</b>   970-491-6053     <a href="http://Health.colostate.edu/multicultural-counseling">Health.colostate.edu/multicultural-counseling</a>	<b>Employee Assistance Program (for CSU employees)</b>   970-988-5057     <a href="http://Hr.colostate.edu/employee-assistance-program">Hr.colostate.edu/employee-assistance-program</a>
<b>Vice President of Inclusive Excellence</b>   970-491-6849     <a href="http://Inclusiveexcellence.colostate.edu">Inclusiveexcellence.colostate.edu</a>	<b>Victim's Assistance Hotline</b>   970-988-5057     <a href="http://Wgac.colostate.edu/support">Wgac.colostate.edu/support</a>
<b>Incidents of Bias Reporting</b>   <a href="http://Biasreporting.colostate.edu/report-a-bias-incident">Biasreporting.colostate.edu/report-a-bias-incident</a>	<b>Free Speech</b>   <a href="http://csusystem.edu/free-speech">csusystem.edu/free-speech</a>

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**Student Diversity Programs and Services/Cultural Centers:**

<b>Asian Pacific American Cultural Center</b>   970-491-6154     <a href="http://Apacc.colostate.edu">Apacc.colostate.edu</a>	<b>Pride Resource Center</b>   970-491-4342     <a href="http://Prideresourcecenter.colostate.edu">Prideresourcecenter.colostate.edu</a>
<b>Black/African American Cultural Center</b>   970-491-5781     <a href="http://Baacc.colostate.edu">Baacc.colostate.edu</a>	<b>Student Disability Center</b>   970-491-6385     <a href="http://Disabilitycenter.colostate.edu">Disabilitycenter.colostate.edu</a>
<b>El Centro</b>   970-491-5722     <a href="http://Elcentro.colostate.edu">Elcentro.colostate.edu</a>	<b>Women and Gender Advocacy Center</b>   970-491-6384     <a href="http://Wgac.colostate.edu">Wgac.colostate.edu</a>
<b>Native American Cultural Center</b>   970-491-1332     <a href="http://Nacc.colostate.edu">Nacc.colostate.edu</a>	

 **COLORADO STATE UNIVERSITY**

Scan or visit [StudentAffairs.colostate.edu/resources/parent-students/student-support/](http://StudentAffairs.colostate.edu/resources/parent-students/student-support/) for links and more information





# APPENDIX III

*Higher Ed Readings*

## Fewer high school graduates go straight to college

*Inside Higher Ed; Jan. 7, 2022*

Data from the National Student Clearinghouse Research Center shows a 13.1 percent drop in high school students enrolling directly in college since 2019. The drop is seen across all sectors except private nonprofit four-year institutions but is concentrated most strongly among two-year colleges and nonselective four-year colleges, where low-income and minority students are concentrated. Factors contributing to the decline could include lack of family or financial support, confusion around shifting COVID-19 protocols, misinformation around SAT and ACT requirements, lack of name recognition for certain schools, and increases in the minimum wage.

## Globeville and Elyria-Swansea residents are burnt out on projects they say don't benefit them. But there is hope for CSU's Spur campus.

*Denverite; Jan. 12, 2022*

In November, Denver voters rejected Referred Question 2E, which would have allowed the City and County of Denver to borrow municipal bonds in order to build a new arena at the National Western Center. Residents from the surrounding neighborhoods — Globeville and Elyria-Swansea — strongly opposed the measure, saying the project, like so many others in the area, was aimed solely at tourists and would do nothing for the local community. But many residents and community leaders think there is potential for CSU Spur, also part of the National Western Center redevelopment. Spur is utilizing an anchor institution model, aiming to establish deep roots in the community through community wealth building and economic development, and over the years has partnered with Focus Points Family Resource Center and the Dumb Friends League to host vaccine clinics for local residents, worked on community projects, and established a scholarship for students in the 80216 zip code.

## U.S. college enrollment dropped again in the fall of 2021, despite the arrival of vaccines.

*The New York Times, Jan. 13, 2022*

Total undergraduate enrollment dropped for a second year in a row, bringing the overall decline since Fall 2019 to 6.6%, representing 1,205,600 students. College enrollment was declining pre-pandemic thanks to a leveling-off of college-age students, high tuition, and the highly polarizing

immigration debate, but the decline accelerated steeply after the onset of COVID-19, with public two-year colleges remaining the hardest hit.

### [Tony Frank: On Spur 2022](#)

Check out the latest Chancellor's letter from Dr. Frank.

### [CSU Spur: January update \(Vida is open!\)](#)

Check out the latest news from CSU Spur.

### [Together We Grow: December update](#)

Check out the latest news from Together We Grow and Executive Director Kristin Kirkpatrick.

## **Fewer high school graduates go straight to college**

*Inside Higher Ed*

The share of high school students enrolling directly in college continues to fall, data from the National Student Clearinghouse Research Center show. College enrollment by the high school Class of 2020 showed an “unprecedented” decline of between four and 10 percentage points depending on the high school category, according to the finalized version of the High School Benchmarks report released last month.

Prospects for the graduating Class of 2021 don’t appear much better; preliminary data from the clearinghouse show freshman enrollment declined 2.7 percent from last fall—13.1 percent since 2019—across all sectors except private nonprofit four-year institutions, which increased 2.5 percent over last fall. Overall postsecondary enrollment for fall 2021 is running 2.6 percent below 2020’s level, for a total 5.8 percent drop since 2019.

Continued enrollment losses among traditional college-age students, aged 18 to 24, remain “concerning,” the center noted.

Some state boards of regents are feeling the squeeze. In Arizona, a new postsecondary attainment report from the Arizona Board of Regents found that out of the 73,400 high school students who graduated in 2020, less than half—46.3 percent—enrolled in college, a steep drop from 2019, when 52.9 percent of high school graduates did.

“Arizona is not moving in the right direction on high school graduates going to college and this problem was exacerbated by the pandemic,” the report says. “This is a concern because educational attainment is a primary factor that impacts the quality of Arizona’s labor market and the state’s ability to compete regionally and nationally for high-paying employers and jobs.”

The decrease in enrollment mostly hit Arizona’s two-year institutions, which saw a 6.1-percentage-point decrease year over year; four-year enrollment held “relatively steady” at 28.3 percent of high school graduates, according to the report.

Data from the University of Wisconsin system show there were 1,710 fewer new first-year, full-time-equivalent students in 2020 compared to 2019. In Ohio, the

number of public high school graduates enrolling in a public institution peaked in 2018 at 51,075 students and declined 4 percent to 48,451 in 2020. The Kansas Board of Regents shows enrollment for first-time entering students declining from 16 percent in fall 2019 to 14 percent in fall 2021.

According to the latest High School Benchmarks report, the enrollment decline among 2020 high school graduates disproportionately affected students from low-income schools, who enrolled at a rate of 49 percent; by comparison, 65 percent of higher-income high school graduates immediately enrolled in college.

At high-poverty schools, the immediate enrollment rate fell from 55 percent to 45 percent between 2019 and 2020, the report found.

Anthony Carnevale, director of the Georgetown University Center on Education and the Workforce, noted that some low-income students may be deterred from going to college by the physical risks of COVID-19, while others have had a hard time finding jobs during the pandemic, leaving them unable to afford college.

“Most people who are in the lower half of the family income distribution, you can’t work your way through college anymore. It’s too expensive,” Carnevale said. “But you do need a job. And so when the jobs go away, that screws up going to college, which is what’s unique about COVID.”

Carnevale said that applications for the top 200 colleges in the U.S. have actually risen; the decline in enrollment is mostly hurting two-year colleges and nonselective four-year colleges, where low-income and minority students are concentrated.

The High School Benchmarks report found that students from high schools with fewer minority students were 12 percentage points more likely to enroll immediately in college than those from high schools with higher minority populations—64 percent versus 52 percent.

Will Patch, senior enrollment insights leader at Niche, a company that connects people to institutions, neighborhoods and workplaces, said surveys from his organization showed that Native students, first-generation students and low-income students were more likely than other groups to say they weren’t

planning to attend college. Students who identified as nonbinary or other-gendered were about three times as likely to say that they weren't enrolling in college as students who identified as male or female—perhaps because those students had less family or financial support, he said.

“What I'm piecing together here from these surveys is really the groups who were already struggling are also the ones who are forgoing college,” Patch said. “I think there's these hopes and finger-crossing going on that they will enroll later. But I think anyone who's worked long enough with students, if a student doesn't enroll that first year, they're much less likely to come back later.”

Patch said students have a lot of hesitancy about enrolling because of shifting COVID-19 protocols—especially now, with a lot of institutions starting their spring semesters remotely due to the Omicron variant surge. Misinformation also plays a role in shrinking college enrollment, he noted; some students are confused about the evolving SAT and ACT requirements, and others fail to cast a wide enough net when applying, often sticking to institutions with high name recognition.

Only 20 percent of students surveyed said they'd considered enrolling in community college, Patch said, which he finds odd.

“If students have this financial instability, they may not quite know what they want to do next,” he said. “It seems like it should be another big time for community colleges, where students can get their start ... So it's surprising to me that so few said that they're interested in that.”

Enrollment rates at community colleges continue to plummet across the country, forcing some institutions to reduce their operating budgets over worries about larger economic repercussions.

Patch said many high school graduates are more interested in taking jobs at restaurants and other establishments where pay runs \$15 per hour with benefits.

“Before coming to higher ed, I was a secondary teacher, and \$15 an hour is about what I was paid,” Patch said. “If I go work at Taco Bell, I could make about as much as I could teaching. And one of those doesn't require a four-

year degree. So how do you compete with that? How do you attract people to these very needed professions—social workers, teachers—that are not really valued financially in the same way?”

Carnevale noted that with more high school graduates opting to go straight to work, the U.S. could face a skills shortage in the future, which employers and politicians will need to address.

“There’s a debate going on that once the economy recovers, there’s going to be skill shortages all over the place, because people aren’t going to college,” Carnevale said. “And because the retirement rate has gone up dramatically with COVID, with baby boomers, the skill-shortage story may be real.”

Pre-pandemic data from his center showed that 22 percent of jobs held by workers with less than a high school diploma were “good jobs,” he said, meaning they pay at least \$45,000 a year by midcareer; by contrast, 40 percent of jobs held by workers with a high school diploma and 48 percent of jobs held by workers with some college but no degree met that criterion.

Carnevale predicted that by 2031, there will likely be about 35 million job openings, of which 30 percent will be available to high school graduates, 30 percent will be middle-skill jobs that require more than a high school diploma but less than a bachelor’s degree and 40 percent will demand a bachelor’s or graduate degree.

Patch noted that the wave of high school graduates choosing work over college could lead to a big push in 15 or 20 years for more adult education, drawing an influx of people who have some technical training and can fill lower-salaried positions but aren’t ready for higher-level jobs.

“I really hope that students go back to college sooner rather than later,” Patch said. “I hope we have these part-time pathways or other options to bring students back in a way that’s going to help them thrive. I think there are a lot of ways to go, but I just hope it happens fast, rather than waiting until it becomes a problem.”

**Globeville and Elyria-Swansea residents are burnt out on projects they say don't benefit them. But there is hope for CSU's Spur campus.**

*Denverite*

Between Interstate 70 reconstruction and a proposed transformation of the National Western Center, community leaders in Globeville and Elyria-Swansea say they are tired of projects that don't take the neighborhoods or its residents into consideration.

But leaders like Armando Payan, a realtor and longtime GES resident, are hopeful that a new project at National Western will be a "good neighbor."

Colorado State University recently opened its new satellite campus, CSU Spur, at the National Western Center. The campus will host three facilities that each focus on different themes. Vida, which is open now, focuses on animal and human health.

The facility houses an equine sports medicine and rehabilitation clinic and the second Temple Grandin Equine Center, which offers therapy services for both horses and humans. The facility also has an animal hospital operated by the Dumb Friends League, where visitors can watch veterinarians perform exams and surgeries through glass panels. The hospital is accepting pets whose owners are experiencing financial difficulties and can't afford a vet bill.

The other facilities, Terra and Hydro, will focus on food and water, respectively. Terra will have a rooftop garden, a commissary kitchen, and a food lab, while Hydro will house Denver Water's water quality laboratory, a farm-to-table café and artist studios.

Cultivating a relationship with GES residents was one of CSU's goals for Spur, said Jocelyn Hittle, CSU's assistant vice chancellor. Hittle said Spur will utilize an "anchor institution" model for the Globeville and Elyria-Swansea neighborhoods. Anchors, such as universities and hospitals, look to solidify a presence and a connection in a neighborhood through community wealth building.

Basically CSU wants to be a "good neighbor" through economic development and provide area students with job-development opportunities.



“We [residents] can cultivate that relationship [with CSU] into some academic promise for local students, so they further establish their academic foundation,” Payan said. “We can have strong goals and goals that lend themselves to STEM courses. They can set themselves up for the real academic challenges as they pursue secondary education, if they decide to go down that route. And if they don’t, at least they got exposed to the agricultural and livestock world that we live in.”

Hittle said CSU’s partnership with GES residents began about eight years ago. CSU has worked with the Focus Point Family Resource Center and the Dumb Friends League to host veterinary clinics for GES residents, offering free wellness exams, vaccines and neutering.

“We’re going to be here for the long run, so we need to understand how our presence can be something that is beneficial across a lot of different metrics,” Hittle said. “Whether it’s the programs that we’re offering or the way that we are procuring things. Even something as simple as making sure we’re hiring our local caterers to come in and offer food at our community sneak peek. Those things are really important to us. Not only because the food is spectacular, but also we want to support our local economy.”

The idea for the educational campus came in 2008 when the Western Stock Show Association started reimagining how the National Western Center grounds could be used as a year-round destination. That’s when the association reached out to CSU. The two have been partners since the first stock show in 1906, according to Hittle.

“This project allows us to build on that partnership and it allows us to have this outreach presence that’s really focused on kids and families in the Denver metro area,” Hittle said. “We can reach the urban population easily to talk about these big themes of food, water and health that are kind of a backbone of our programming at Spur.”

Issues related to food, water and health are especially poignant in the Globeville and Elyria-Swansea neighborhoods, which are some of the most polluted in the country.

CSU has also worked on community projects in GES, including home repair with the help of Extreme Community Makeover and Construction Management students at CSU Fort Collins.

Hittle said CSU has strived to listen to residents' needs and concerns. One request was scholarship opportunities. So CSU is offering students in the 80216 area code scholarships of up to \$10,000 if they attend any CSU school.

Payan said the school has shown its dedication to the area in smaller ways, too.

"They chose a local band for their grand opening," he said. "They didn't have to do that, but that's a good example of reaching out to make us feel like part of the campus environment. That's just the tip of the iceberg."

The National Western Center has been a site of contention for Globeville and Elyria-Swansea residents.

In November, nearly 58% of Denver voters rejected Referred Question 2E, which would have allowed the city to borrow \$190 million in municipal bonds to build a new arena on Center grounds. GES residents strongly opposed the bond measure.

"I think there were mixed feelings since the onset," Payan said. "It was more of an arena to bring outside tourism from an agriculture and livestock standpoint to the city of Denver. It was an event for them, not really for the residents, especially not the neighborhood."

But Payan said he has high hopes for Spur.

"I think this is a game-changer for the neighborhood," Payan said. "You see a lot of these academic institutions throughout the world. Sure, they have nice campuses in the city, but they never really integrate into the neighborhood. I'd like to see that develop here. If they really want to have a meaningful impact, they'll integrate this whole neighborhood and it'll be a win for all to see."

**U.S. college enrollment dropped again in the fall of 2021, despite the arrival of vaccines**

*The New York Times*

The enrollment crisis at U.S. institutions of higher learning continued a second year into the pandemic, even as coronavirus vaccines became widely available for students last fall, according to the latest numbers from the National Student Clearinghouse Research Center.

Total undergraduate enrollment dropped 3.1 percent from the fall of 2020 to the fall of 2021, bringing the total decline since the fall of 2019 to 6.6 percent — or 1,205,600 students.

“Our final look at fall 2021 enrollment shows undergraduates continuing to sit out in droves as colleges navigate yet another year of Covid-19,” said Doug Shapiro, the executive director of the research center, which collects and analyzes data from 3,600 postsecondary institutions.

Even before the pandemic, college enrollment was declining nationally as the number of college-age students leveled off. At the same time, high tuition costs discouraged prospective domestic students, and the highly polarizing immigration debate drove away international students.

That decline then accelerated steeply when Covid-19 forced many classes online and restricted campus life. The economic disruption caused by the pandemic also forced many prospective college students into the workplace.

The new figures show that undergraduate enrollment declined at every type of college, but public two-year colleges remain the hardest-hit, with U.S. community colleges disproportionately hurt.

Tens of thousands of students, many of them low-income, were forced to delay school or drop out because of the pandemic and the economic crisis it has created. The new data showed that enrollment in community colleges was down 13.2 percent, or 706,000 students, compared with 2019.

The number of students seeking associate degrees at four-year institutions also fell, as did the number of students aged 24 and over.

“Without a dramatic re-engagement in their education, the potential loss to these students’ earnings and futures is significant, which will greatly impact the nation as a whole in years to come,” Mr. Shapiro said in a news release.

There was one bright spot in the data: The enrollment of first-year students stabilized, up about 0.4 percent, or 8,100 students, from 2020 to 2021.

Even so, first-year enrollment is 9.2 percent lower than prepandemic levels in fall 2019.

[View this email in your browser](#)



### Community focus | Statewide engagement | Global impact

The CSU System includes three campuses: [CSU in Fort Collins](#), [CSU Pueblo](#), and [CSU Global](#).



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*[This editorial piece ran in the Colorado Sun on Sunday, Jan. 9.](#)*

Since 2008, we've had a big dream at the Colorado State University System. We've dreamed of creating a one-of-a-kind public campus that doesn't grant degrees but instead throws open its doors and invites the community to come inside and explore learning about food, water, and human and animal health.

And now, over the next two weeks, we will officially open the doors to our new campus in Denver – [CSU Spur](#). What began as a “What if...?” conversation back in 2008 has come into its own as a three-building campus that will make hands-on learning and inspiration available to everyone, for free.

The full CSU campus at the National Western Center will open over the course of 2022, but the opening of our first building, Vida, this January is a major milestone. And I'm reminded of all the steps and conversations that led to this point...and the people who

got us here.

One of the most pivotal figures in my mind is Jerry McMorris, then chair of the National Western Stock Show. Jerry is remembered as the man who brought major league baseball to Denver. Before the team's first-ever game, he gathered them together and told them the sky was the limit – the dream was there for them to chase. And when we sat down at the table years later with former State Senator Pat Grant, then CEO of the National Western, to talk about how to keep the Stock Show in Denver, Jerry came with the same spirit – a willingness to dream big not just about the National Western, but about the future of the city and the community the Stock Show calls home.

We were fortunate, as well, to have a then-new mayor in Michael Hancock who listened to a blue-ribbon panel he appointed and was convinced that the National Western Stock Show should stay in Denver. And the voters of Denver agreed, voting overwhelmingly in 2015 to fund phases 1 and 2 of a long-term master plan in partnership with legislators on both sides of the aisle who saw value in the National Western Center and then ran the legislation that provided state funding to make CSU's portion possible.

The Board of Governors of the CSU System had the courage and foresight to take on the project and cement the partnerships that made it happen. Their leadership and long-term vision will benefit Colorado for generations to come.

Of course, turning a dream into a reality requires people who can put together a plan and get it done. For the CSU System, that was Amy Parsons, then-executive vice chancellor of the CSU System, who guided our CSU venture from inception through its branding as CSU Spur, before she took on a CEO role in the private sector. She passed the torch to our Assistant Vice Chancellors Jocelyn Hittle and Tiana Kennedy, who kept all the pieces in place to get the project finished on time.

Now-Secretary of Agriculture Tom Vilsack helped bring thought leaders together from around the country to consider what might be possible at a venue like Spur – leading to programs like our Water in the West Symposium and the partnership of organizations like Together We Grow and the North American Agricultural Advisory Network, which will headquartered at CSU Spur. Tom was joined by Christie Vilsack and Kathay Rennels, who met with educators and county leaders across Colorado to create a foundation for the programming we'll offer on the campus and statewide.

Various people have come and gone from the project over the past 13 years, but the stalwart partnership of the Dumb Friends League, Denver Water, the Temple Grandin Equine Center, and the National Western Center founding partners – the Stock Show, City and County of Denver, History Colorado, the Denver Museum of Nature and Science, and National Western Center Authority – has and will continue to make CSU Spur a resource for all of Colorado. I also want to honor the leadership of CSU faculty who have stepped

up to bring their research and expertise to Spur – and our campus presidents, Joyce McConnell at our Fort Collins flagship, Timothy Mottet at CSU Pueblo, and Pamela Toney at CSU Global.

Above all, I want to recognize the neighbors in the Globeville, Elyria, and Swansea communities who have welcomed us and helped CSU understand how to be a good partner and better neighbor for the long-term. We are committed to be an anchor institution in the community that supports the long-term health and well-being of the community and its residents – a commitment we formalized this fall with the creation of a scholarship exclusively for students from the 80216 zip code to attend any CSU campus.

The idea of Spur has moved off the white boards since 2008. We now have the keys to the Vida building (thanks to ICON, Clark & Enersen, JE Dunn, and an outstanding group of artists for the wonderful facilities), and we're ready to open the doors on Jan. 7. Our System team, led by Senior Vice Chancellor Henry Sobanet, has been working overtime in challenging conditions to give all of you your first view of what we've been dreaming of over these years. (This System team includes Ashley Stiles and her company, Tribe Development, who have been integral to this project for years.)

Now it's time for the real work to begin. We hope this campus will ignite the curiosity of children from both urban and rural backgrounds who want to know more about how food grows, where our water comes from, and how to keep animals healthy. We hope this campus becomes a treasured partner with our state's K-12 schools in delivering knowledge that aligns with classroom content and is available year-round. We hope this campus becomes a hub for innovative engagement with industries and business around pressing research challenges.

But most of all, we hope and believe that CSU Spur will make a difference in the life of a child – thousands of children, actually – who may begin to see their own dreams and futures more clearly after spending time on our campus.

It's a big dream. And we welcome you to join us in bringing it to life this January (and visit us year-round).

- tony

Tony Frank, Chancellor  
CSU System

*For more information on grand opening events and daily activities, visit [csuspur.org/events](https://csuspur.org/events).*

*Share this letter via social:*



## LATEST AT THE CSU SYSTEM



— The first building to open at CSU Spur — [Vida](#) — officially opened to the public on Jan. 7! Vida will be open every day during the National Western Stock Show (Jan. 7-23) from 9 a.m.-6:30 p.m. daily. Find out what's happening at Spur every day [here](#).

— Vida's family-friendly grand opening event will be part of CSU Day at the National Western Stock Show on Jan. 15. Watch veterinarians at work, see the horses who live at Spur, enjoy demos, giveaways, and tons of fun; [register today!](#)

## CAMPUS SPOTLIGHTS

— A team of **CSU Fort Collins** researchers — led by Thomas Borch, professor in the Department of Soil and Crop Sciences with joint appointments in chemistry and civil engineering — [received a \\$1.9 million grant](#) from the U.S. Department of Energy's National Alliance for Water Innovation, a \$110 million, multi-institutional network of scientists focused on treatment and reuse technologies for outside-the-box water sources like municipal wastewater, seawater and agricultural drainage. The grant is for a research project that would create new, sustainable uses for non-traditional water sources (water from agricultural fields or wastewater facilities, etc.) and disrupt humanity's reliance on traditional fresh water for crops and other needs.

— **CSU Pueblo** [received \\$132,000 from The Daniels Fund](#) to launch its fifth University Tracks Center at Harrison School District Two in Colorado Springs. UTC programs go in



depth with financial literacy training, career exploration and understanding educational paths towards desired careers, and UTC coordinators provide scholarship essay writing support, resume building workshops, career counseling, mock interview opportunities, field trips to local universities and businesses, FAFSA family night events, and one-on-one support for every student or family member in the district interested in post-secondary educational opportunities.

— **CSU Global**, in line with the CSU System’s mission of expanding access to higher education for all, [launched the new CSU Global Direct](#), built to provide the prerequisite courses students need to attend professional school, begin a graduate program, or accelerate their undergraduate degree. The first set of 100% online courses offered under CSU Global Direct cater to aspiring healthcare professionals looking to advance their education. Removing common educational barriers, students can sign up for courses directly online without having to send in transcripts or other materials, they can pay on a per-course basis to avoid loan debt, and monthly start dates are available. Registration is now open at [CSUGlobal.edu/Direct](https://CSUGlobal.edu/Direct) with classes beginning in March 2022.

## HIGHER EDUCATION LANDSCAPE

— Some colleges [are ramping up their vaccination requirements](#) as the new Omicron variant has begun to sweep the globe. (*The Chronicle of Higher Education*)

— For 32 years, the American Indian College Fund [has offered scholarships](#) to Native American students with a mission to continue to increase enrollment nationwide. (*9 News*)

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## Read the latest issue of *STATE*

*STATE* is the official CSU System magazine. The (new!) Winter 2022 issue is focused on CSU Spur and includes:

- [A guide to all campus activities](#)
- [The history of CSU at the National Western Stock Show](#)
- [The Temple Grandin Equine Center](#)
- [A revitalized South Platte River](#)
- [Dumb Friends League's new veterinary hospital](#)
- [The future of urban agriculture](#)
- [Six CSU alumni working as leaders in food and agriculture](#)



And more! Dive in to the latest issue [here](#) or email [chancellor@colostate.edu](mailto:chancellor@colostate.edu) to receive the print copy biannually.



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You are receiving this publication because you have expressed interest in the CSU System and/or its initiatives such as CSU Spur and the CSU Todos Santos Center.

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*This newsletter is designed for the CSU System community — faculty, staff, and students — engaged with and interested in CSU Spur at the National Western Center. Stay up to date at [csuspur.org](https://csuspur.org).*

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## VIDA: ANIMAL AND HUMAN HEALTH

*The [CSU Spur Vida building](#) hosts the new Dumb Friends League Veterinary Hospital at CSU Spur, the second location of the CSU Temple Grandin Equine Center, and exhibits and art focused on animal and human health. Vida is now open to the public!*



*Vida is the first building to open at CSU Spur and is welcoming visitors daily!*

— The CSU Spur campus [is now open](#) to the public, as a year-round destination in Denver with the opening on Jan. 7 of its first building — Vida! CSU Spur is free and open to all, and made for visitors, field trips, and the community to get a glimpse into research, science, and careers in animal and human health. [Come visit us!](#)

— Come to Vida to see surgeries in action, watch horses rehabilitating on underwater treadmills, get a selfie with our 9-foot-tall kitten, and more! [Learn more about the top 10 attractions at Vida](#) and [plan your visit](#) today.

— Visitors to Vida can watch cats and dogs in surgery as part of the [Dumb Friends League's](#) new veterinary hospital, which puts veterinary care — including spay and neuter surgeries, dental care, and routine exams — on view to the public. [View photos of the first surgery performed](#) at Vida, and [read the STATE magazine article](#) about this innovative new hospital.

— The [Temple Grandin Equine Center at CSU Fort Collins](#) has long integrated research and education in the field of equine-assisted services. And now there is a second location: at CSU Spur Vida. Programming at the Vida location includes physical therapy, occupational therapy, and adaptive riding — and like all things at Vida, it is on-view for visitors. Learn more about the [Temple Grandin Equine Center at CSU Spur](#) and [read the STATE magazine article](#) on the importance of the services it provides.

## TERRA: FOOD AND AGRICULTURE

*The [CSU Spur Terra building](#) will host summer camps, rooftop greenhouses and vertical gardens, research on urban agriculture, and exhibits and art focused on food and agriculture. Terra opens in April 2022.*



*Terra will open to the public in April.*

- Roofing, drywall, and carpeting are all underway at Terra, with wood flooring and other interior finishes on deck, as its spring grand opening is coming up quickly!
- Terra will be home to several rooftop greenhouses (check them out on social [@CSUSpur!](#)) that support CSU-led research into urban agriculture as well as production of herbs and vegetables for use at the planned café on site or distributed to families through local food pantries. [Read the STATE magazine story](#) about Terra's urban agriculture program.

## HYDRO: WATER

*The [CSU Spur Hydro building](#) will host artist studios, indoor and outdoor event space, connectivity to the South Platte River, Denver Water's water quality lab, and exhibits and art focused on water. Hydro opens in November 2022.*



*Hydro will be the last building to open at CSU Spur, with a grand opening planned for November.*

— Interior and exterior framing is ongoing at Hydro, and drywall has begun on the ground level. At the McConnell Building — attached to Hydro and the future site of Hydro's artist studios — barn door restoration of the 1930 building is underway.

— One of the main features of Hydro will be connectivity to the South Platte River, which runs adjacent to CSU Spur and the National Western Center campus, and is undergoing extensive clean up and renovation, led by the City and County of Denver. Since 2019, researchers from CSU and partner organizations, including the Butterfly Pavilion and the Denver Zoo, have been conducting periodic bioblitzes to catalog plants and animals, providing a baseline of data that can be used to determine the success of the ecosystem rehabilitation. The bioblitzes are a part of the larger "living laboratory" concept at CSU Spur and will continue after Hydro opens, with plans for community science activities. [Read the \*STATE\* magazine story](#) on the South Platte River restoration project.



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*[Together We Grow](#), a consortium of some of the world's largest agribusiness interests, is focused on building a more diversified pipeline of talent for the agricultural industry. The organization is headquartered at the [CSU Spur campus at the National Western Center](#), which opens in 2022.*

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2021. Whew! It's been a year. You'll see evidence of some of my favorite Together We Grow highlights further below in this newsletter, but in the meantime here are a few of my favorites.

This past year we focused largely on building ecosystems that drive inclusion, such as our communications infrastructure. We've launched an industry-wide training program, an industry pledge, and convened our members in collective action. We've shared best practices in our Food for Thought Series, brought in innovators from across our sector, and hosted an invigorating annual meeting.

There are some numbers that we're proud of: We've doubled the size of our team (okay... from one to two!), tripled the size of our board, and grown our social media following by factors with ever expanding zeros.

But, the best part of all of this work is getting to do it with you. Thank you for your energy, passion, time, and funding. Thank you for all that you give to help Together We Grow, grow.

We cannot wait for 2022, when we will begin to execute on direct recruitment infrastructure to improve the diversity of our industry. And we cannot wait to do it with all

of you!



Kristin Kirkpatrick  
Executive Director, Together We Grow

## JOIN US AT CSU SPUR...THIS SPRING!

Our Future of Food Reception has been postponed to Spring 2022. Keep your eyes open for additional details!

## HELP US TELL GREAT STORIES

We continue to build our social media campaigns around stories that highlight the full breadth of our industry! Take a look:

- [Instagram](#)
- [Twitter](#)
- [LinkedIn](#)
- [Facebook](#)
- [TikTok](#)

If you are have questions or interested in sharing your story, please reach out via any social channel or email [russell.schiller@colostate.edu](mailto:russell.schiller@colostate.edu)!

## COMING IN 2022

Please join us in welcoming Anna, a Colorado State University senior studying Equine Science who has a passion for DEI, to help support our sector gatherings in 2022!

## NEW YEAR, NEW BOARD



We are delighted to welcome our new board to Together We Grow as we expand our team and strategy in 2022.



Deborah Borg (Chair)  
Bunge



Dr. Olga Bolden-Tiller  
Tuskegee + MANRRS



Wanda Jackson  
National Urban League



Mark Stewart  
Agriculture Future of America



Melissa Werneck  
Kraft Heinz



Dr. Jeremy Williams  
Bayer

## FOOD FOR THOUGHT

### **Glass floors and ceilings: Why closing the median wage gap isn't fair**

Compared to men, women in executive roles are more likely to receive compensation in a compressed range around the median of their peer group and are less likely to receive compensation outside this range. The practice of Gender-Based Compensation Management artificially addresses the gender pay gap by increasing the median woman's compensation without providing women equal access to the full range of compensation. *(S&P Global)*

### **Being transgender at work**

In recent years, there have been fits and starts for the advancement of LGBTQ+ rights at work in the United States, but those efforts can face roadblocks. Moreover, some employers focus more on supporting sexual-orientation diversity in the workplace than on gender identity or expression. All too frequently, the transgender experience may not even register on the radars of employers when they work on corporate diversity, equity, and inclusion efforts. *(McKinsey & Company)*

### **PowHER redefined: Women of color reimagining the world of work**

A white paper focused on the experiences of WOC at work, the number of WOC leaving (and being forced out) of workforces today, and the trauma and burnout they are facing. *(nFormation / Billie Jean King Leadership Initiative)*

### **Call to action for science education: Building opportunity for the future**

This report, authored by a committee convened by the National Academies of Sciences, Engineering, and Medicine, lays out a vision for equitable access to quality science learning experiences across K-16 education that will enable all people to develop the scientific literacy they need for personal and professional success. To achieve this vision, investing in improved science learning for all must be a national priority embraced by federal and state policy makers and local communities. (*The National Academies of Sciences Engineering Medicine*)

### **Report: Universities helping workers and students upskill**

A new report from the Association of Public and Land-grant Universities and the Coalition of Urban Serving Universities looks at three trends altering the higher education landscape: a quickly moving economy creating new training needs for workers; shifting student demographics as older, nontraditional students with prior work experience grow more common; and rising employer demand for “21st Century Skills” like data analysis. (*Diverse Issues in Higher Education*)

### **The economic impact of ageism**

In this episode of The McKinsey Podcast, Mona Mourshed, global CEO of the independent nonprofit organization Generation, joins Roberta Fusaro, McKinsey executive editor, to discuss findings from Generation’s recent report about the state of midcareer workers. The organization surveyed 3,800 employed and unemployed people, as well as 1,404 hiring managers from seven countries; the responses revealed a consistent pattern of bias against workers aged 45 and older across geographies; they also suggest actions business leaders can take to hire, retain, and retrain this cohort of employees. (*McKinsey & Company*)

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## MEMBER SPOTLIGHT

SHANNON  
ARCHIBEQUE-ENGLE

Associate Vice President  
for Inclusive Excellence,  
Colorado State University



*Shannon Archibeque-Engle is the associate vice president for Inclusive Excellence at [Colorado State University](#). She previously worked as an advisor in the Department of Animal Sciences and as the director of Diversity and Retention in the College of Agricultural Sciences.*

**Together We Grow:** Why is diversity important to you and your organization?

**Archibeque-Engle:** There is both a moral and business imperative to prioritize diversity, equity, and inclusion. Further, it is the land grant mission. If we are failing to provide access and support to our historically excluded and minoritized students, faculty, and staff in education or failing to provide access and support to our historically excluded and minoritized communities in extension or failing to prioritize the research needs of our historically excluded and minoritized communities then we are failing to achieve our mission.

[Read the full interview.](#)



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