

[Auto-generated transcript. Edits may have been applied for clarity.]

Welcome, everyone. We still have some folks coming on in, but I'm going to go ahead and get started.

For those of you who don't know me, I'm Debbie Lammers.

I'm the assistant vice chancellor of learning and development here on campus,

and I have the great pleasure of introducing our speakers for our last toolbox lunch and learn for 2024.

We will resume in January of 2025.

We are taking December off, but, watch for, January of 2025.

We are going to talk about events. So for today we are going to talk about, state legislative processes here at CU.

And we have three amazing speakers with us today.

First, we have, Tobin Bliss.

He's our assistant vice chancellor of fiscal planning within the budget planning and campus strategy office on this campus.

As part of Tobin's role, he serves as one of the two campus legislative liaisons to the system's Office of Government Relations.

Liaison work includes focusing on determining fiscal impacts of the proposed legislations.

He has worked at CU for 17 years including CU systems, CU Denver and CU Anschutz.

So lots of experience coming this way.

Next we have Neil Krauss. Most of you should know Neil.

He's been around for quite a while. He's our assistant vice chancellor for initiatives and community engagement.

And he's worked for CU Anschutz since 2011.

His primary focus is on projects and initiatives for leadership, including

facilitating responses to bills affecting the campus in the Colorado Legislature and partnering with the CU lobbyists to advocate for the campus by working with state legislators and their staff, as well as the Colorado's congressional delegation.

Co-leading the campus community engagement efforts with Regina Richards, who is our vice chancellor for the diversity,

equity, inclusion and community engagement and oversees the Community Connector and Community Management team in

focusing on improving the social determinants of health for people living in neighborhoods around the campus and throughout the state, through empowerment and education programming.

Neil also spent five years at the state Capitol as a legislative staffer with the Legislative Council of Colorado.

So some great experience going there. And then we also have Rebecca Massey with us.

And Rebecca is a senior advisor for state relations and public policy for the Office of Government Relations at the University of Colorado.

She's a part of the state relations team, which is responsible for CU's advocacy efforts at the state, including budget and capital requests, legislation of impact, and representing all four campuses at the Capitol.

As a registered lobbyist for the university, she develops, coordinates and maintains necessary relationships on the campuses,

as well as develop strategy to assist in attaining the university's legislative priorities.

Prior to coming to CU, Rebecca worked at the Colorado Department of Higher Education as the Lead finance analyst and a

budget and policy analyst at the Office of State Planning and Budgeting at the governor's office.

Originally from Salina, Rebecca's family's roots are in Texas, prompting her to study at Baylor University.

Rebecca is also active with the Junior League of Denver, where she focuses on public policy around housing, food access, and women's issues.

So a wide range of experience here today, from not only this campus, but representation from our systems office as well.

So I want to welcome all three of them here and thank them for being with us today.

And I'm going to turn it over to you guys. So thank you again for being here.

And, thank you all for allowing us to be here today. We're super excited to talk about the legislative process at CU Anschutz.

Before we get started, I want to thank all of the folks that submitted questions in advance to us.

That was incredibly helpful when we were developing what the presentation would look like.

And we were actually able to work in a lot of the answers to your questions throughout the presentation.

So thank you for that.

We're going to first start with understanding how legislation is created and passed in Colorado.

And we're going to look at some, you know, the process and some steps around that.

And I know that may seem a bit like a seventh grade civics lesson,

but it's important because the more we can understand the process, the more we can understand how best to engage in that process.

Then we will pass it over to Rebecca, who will talk a bit about the

CU system legislative engagement process in the Office of Government Relations.

And then Neil will talk a bit about the CU Anschutz internal engagement process,

the campus legislative feedback process, bill policy feedback and fiscal note.

And then actually I will talk about the fiscal note process. And then we will go into CU faculty and staff bill engagement protocols.

And this is actually one of the areas where we received the most questions around.

And so we really wanted to highlight that and spend some time on that.

All right. So how was a bill passed in the state of Colorado?

The top bullet is really the big takeaway for really this first section of the presentation.

Getting a bill from being introduced all the way to law is a very complex process that involves multiple steps and multiple stakeholders.

Some of the key players include the Colorado General Assembly.

House of Representatives in the Senate and the folks that you voted into office.

Stakeholders, which could be government entities or higher ed institutions or, you know, lobbyist groups, special interest groups, thanking you.

and then the lobbyists that often represent some of those stakeholders, and then the governor.

So in terms of our legislative session, our legislative session runs from January to May each year,

and it's statutorily set at 120 days, not an hour longer.

So when the stroke of midnight occurs on the 120th day, the session is over.

And so there's a lot to work through and a tight timeline.

And we'll talk a little bit about some of those tight timelines and turnaround deadlines, later in the presentation.

But it's important to note that there's a lot to get through in a short amount of time.

The process involves several stages, and we'll go through each one of those, through a different slide.

We'll talk about Bill introduction, the fiscal note process, committee review, floor debate and voting, and then ultimately the governor's action.

All right. So first for the bill introduction piece, legislators draft bills with input from stakeholders and subject matter experts.

And then they work with the Office of Legislative Legal Services to take all of those ideas and put them into a bill draft.

Bills can be introduced by state legislators and committees, and require a bill sponsor.

Each legislator is allowed five bill titles. And this is an important piece as well, because when you're looking at that short timeline,

if we had more than five bill titles, it would be really, really difficult to get through all of the the bills.

A lot of late nights there at the Capitol, if that were the case.

There are some exceptions to this.

Some legislators are allowed to offer more of that, more bills, but they need to get approval from leadership on that.

And then also, some folks don't, offer all five bills as well.

Each bill is assigned a number, and then it signed to a relevant committee for further review.

To give you a sense of what we're talking about when we're talking about the legislative session, there are roughly over 650 bills, introduced each year.

And, approximately 100 of those will have potential impacts on CU.

So when you look at the numbers, it's not surprising that legislation does impact us fairly regularly.

Some of the key areas that they do impact are obviously our administrative side.

So HR, a lot for police and facilities, but also on our education mission, our health care mission, and our research mission as well.

And they don't actually tell you which of the 650 that are going to impact us.

And so our partners over at the system office go through all 650 of those bills to make sure that we're not missing anything.

And some of those bills could be, you know, 20 to 30 pages long,

but wanting to make sure that there's not any pieces that are buried in different legislation that may have downstream impacts to us.

So thank you for the partnership there and saving Neil and I work on this end.

And so. After the bill is introduced,

it works through what we call the fiscal note process,

and the fiscal note is an estimate of the financial impacts of adopting the legislation on the state budget.

And they're looking at costs up, both up and down, increased costs to reduce costs.

But also on the revenue side, if it's bringing in more revenue or reducing revenue for the state and any other potential impacts downstream.

Fiscal notes are created by the Nonpartisan Legislative Council, who consult with impacted entities when they're putting together those fiscal notes.

There's a couple good things here with this. The word nonpartisan is really important.

We don't want partisan politics to be playing in estimating costs.

You know, for specific bills that can get pretty messy when you're dealing with those politics.

So that's great.

And then the fact that they're really concerned about what are the downstream impacts on the affected units in the Legislative Council,

have been really great partners in wanting to hear from impacted units on what those, estimated costs could be.

Then the fiscal note is updated throughout the bill process.

And that's important too, because bills change a lot.

And so it's not uncommon where you would have, you know, 4 or 5 different fiscal notes as a bill works through the process.

I mean, sometimes bills change so much that the bill that was introduced to the bill that was actually adopted is not at all the same,

other than the bill title itself.

And so there's a lot of work that needs to be done in between to make sure we're accounting for all of those changes within the process.

And so why do they do the fiscal note process.

And obviously they want to understand what are the impacts of that specific bill before they vote on that legislation.

But there's a larger piece to this. The Colorado legislature is required to pass a balanced budget.

We cannot do what the feds often do, which is go into debt to pay for government activities.

We can't do that. We have to live within our means. And so fiscal notes are really important when they're thinking about building the entire budget,

which building that budget takes about a year long process.

But we can only spend what we bring in. So there's a finite pool of funds for that.

And so oftentimes because of that, fiscal notes go a long way in determining the outcome of bills.

It's just the way things work. And so sometimes what you'll have is bills that don't pass in session, because we simply don't have enough money to pay for that bill within that session.

But subsequently, those always seem to come back in subsequent sessions when there might be a more positive financial outlook.

And so really timing depends on that too. Right.

Once the bill has a fiscal note attached, then the committee work can begin and.

After Bill is introduced, it's assigned a committee for review, and committees are made up of smaller groups of legislators from both parties.

And I say that in that they may not be the same number of people from each party.

Right. Those committee makeups really mirror what the overall chamber makeup is in terms of the political party splits.

Committee assignments are generally, based on the topic of the bill.

So if you had a bill that was impacting our education mission on the Anschutz campus, it would be assigned to the Education Committee.

If it was something related to health care, would be, assigned to the Health and Human Services Committee and so forth.

There are roughly ten committees within the Senate, and I believe there's about 11, within the House of Representatives.

But that can change kind of year to year as well. And then there's also joint committees, a number of joint committees as well.

So once those committees are formed and Bill is working through the process, and next goes to a committee hearing,

and what the hearing is doing is gathering public input and expert testimony and making amendments and all those

changes that I talked about to those bills based on feedback that they're receiving throughout the hearing.

And this is a key piece throughout the process. A lot of work gets done in the committee process.

And so it's a really important thing for the CU system,

because we often engage at the committee level when there are bills that are impacting the CU campuses.

And then if after the committee concludes their hearing, they ultimately vote on whether to recommend the bill for further consideration,

and that could be sending it to another committee to also review it.

Bills that have fiscal impacts do go to multiple committees.

And so is it working way through. It might be going to 3 or 4 committees depending on what is in the bill.

And if it doesn't need that, it could be recommended to the committee of the whole, which is the larger chamber, and it can be debated on second reading there.

But it also can be rejected, right there, then and there.

And it's what they call killing the bill. And I know that's a bit harsh, but it's the legislature kind of words there.

But for those bills that are ultimately don't make it out of committee.

The process ends there for that bill for that session.

Now we do see typically bills kind of come back with other sessions depending on the make up of the legislature.

And so you can see those bills, coming forward. But ultimately the bill process stops for those bills.

For the bills that make it out of committee. Now they are on the House or Senate floors and it goes to second reading.

And this is the bill is debated on on that House or Senate floor.

And it allows the folks, the legislators who are not in those committees to have input on the bill, and they debate the bill on the merits of the bill, but also offer, you know, amendments as well.

But it's the larger chamber that it is in, that gets through that goes to the third reading and which is the final vote within that chamber.

If it gets through there, it's sent over to the other chamber and it goes through a similar process.

So if you have a bill that started in the Senate and it works its way through each one of those steps, it's then sent over to the house and it works its way through those steps as well.

If it gets through both chambers, then it's sent to the governor's office for either signature, or the governor can also veto that bill.

And once, if the governor does decide to sign that bill, then it would go into law.

On the timeline of when those bills go into law really sometimes outline within the provisions of the bill.

So, I know that was a lot. And I went through it fairly quickly.

And we'll have time for questions at the end. But I do think it's important because it really sets the stage or the framework of our

further discussion on how we as a system and how CU Anschutz engages in that process.

So I'm going to go ahead and pass it over to Rebecca. And she's going to talk a bit about the CU system legislative engagement process.

I could have done that for you. Okay then.

Am I good? There we go. Okay. Hello. And thank you again for joining us.

I will reintroduce myself. I am Rebecca Massey. So I have a long title of senior advisor for state relations and public policy.

But it really boils down to I am one of the system lobbyists for CU.

I work specifically with the Anschutz campus in the UCCS campuses, but I also work from the system level.

So I will work with Boulder and Denver as well, and through system office just depending on legislation, subject area, etc.

There are four of us in the office currently.

There are three lobbyists.

So myself, my colleague Aaron Greco, who does Boulder and Denver, and then our boss, Heather Rezko, who's the vice president for state relations.

And she mainly focuses on budget and some of the bigger ticket issues.

So we kind of are a smaller office. We have our senior policy director who goes through all the bills.

And as I go through the process, you'll kind of see kind of how that flows.

But again, we are kind of a small office.

So we are in the Capitol every day throughout session of those 120 days, working with legislators, stakeholders, lobbyists, etc.

So as we go through the government relations process.

So we support the University of Colorado by building the effective partnerships between the university and the state and federal governments.

So we have our state office, which is again where I'm housed, but we do have a federal office as well.

They are housed in DC as well as we have a federal lobbyist here who helps support the local teams.

So that's going to be delegation member offices, who do tours, who work with campuses on events, etc.,

who will come and visit us to talk through what they're going to be doing in DC and what their member is wanting to do.

So we kind of split the work that way. Our federal lobbyist is Brett Rudy.

He obviously is in DC working right now, so he's not here today.

But we work very closely with him as well, just to talk through state issues and federal issues and how those might interact.

We achieve a lot of this partnership through central representation and advocacy, again, as a lobbyist.

So we kind of are the intermediaries between the.

CU system campuses and anybody that we'll be working with.

So whether that's legislators, lobbyists, etc. that I listed government entities.

So we are those people that are trying to help bridge the gap when we have any sort of questions for them or policies that we want to work on,

or we again have tours, etc. on campus.

We want to showcase the work that we do because we do such incredible work on this campus and throughout the system campuses.

So we do that work to make sure that we build those partnerships,

build that level of trust in relationships so that they know to come to us when they need something.

The state team advocates at the state legislature.

So again, that is where I'm going to be at the Capitol every day.

But in the interim. So in that time between the legislative session and in May, going back in January the following year,

we work with legislators and their offices and again, government entities to come out and do campus visits.

We work with them on starting to build that policy for the next session.

So you might think that, oh, you know, bills get passed, you know, we introduce them throughout session.

Well, essentially as soon as session ends, most legislators kind of go silent for about a month,

but then they immediately start working with us again about kind of end of summer August to start building that policy again,

because they know that some of the bills that they want to pass, that they either couldn't pass in the prior session or that they've been thinking

about and working with stakeholders and community members on their constituency, they know that it would be something that we would work with them on.

So they would start coming to us in the summer months and in the fall to start building that legislation,

because they have to have their bill titles to the legislative services by usually October and in election years, by the end of November.

So it's kind of a long process to get everything as soon as we start in January set up.

But that is again why we are here, to help bridge those gaps and help campus work with those policymakers.

The individual campus legislative priorities and system inform again our policies that we are pushing in the legislature.

So when we come to you all, we are asking what the campus needs are, what you know, the system is looking at overall.

So one of our main focuses is always going to be budget.

I mean, we receive higher ed funding through a funding formula every year.

And this campus specifically reads or receives special education funding.

So it's kind of a different I don't want to get too in the weeds,

but it's kind of a different form of the funding because obviously a medical campus is not going to be

the same as an undergraduate graduate campus where you are not going to be training future doctors.

So we receive funding through that mechanism.

And so our focus every year is just making sure we get as much funding to support students and families and kind

of cover our costs to make sure that we keep things running and are allowed to have kind of the best faculty,

staff, etc., for you all. So as we go through the bill feedback process.

So again, as soon as January starts with the legislative session,

and even again in that interim time when we start speaking with legislators on what those policies may be,

we have our senior director or senior policy director of state relations.

Her name is Angela Renick. She looks at every single bill we receive.

So, as Tobin said, we get, you know, about 650 bills a year.

She looks at every single one to see what that impact is going to be for our system and for each campus individually.

So you might think, you know, is there just going to be higher ed impacts?

Is there just going to be kind of medical impacts, etc. for this campus?

But we also have to realize that C.U. is the third largest employer in the state.

So a lot of employment law will affect us. So we have to look at implementation for every single bill to understand how it will affect us.

We work very closely with legal to make sure we're understanding what those implications are, and then we're pushing it through to campuses to determine, okay, if this does have an impact on a specific campus.

This one specifically usually leans more on the health care side and working with our partners at UC Health, Children's, etc.

So we kind of also work with the hospital entities to make sure we're understanding what those impacts are going to be,

both here and at the hospitals. So once we understand if we have an impact, then Angela sends those bills to campus.

So usually Neil, Tobin and whoever else will be impacted.

So it's usually program specific to understand what those impacts are going to be.

So as soon as we receive the feedback from campus we work through leadership to make sure we understand,

okay, this is what the impact looks like for campus for the specific program.

Now what is our next move going to be? Are we going to amend the bill.

So we would work with stakeholders, proponents of the bill,

the bill sponsors to make sure that they understand what our needs are and why we would need to change that legislation.

Are we trying to kill the bill? Because it's going to be very bad for campus.

It's going to be very bad for either students, faculty, staff, the work

we're doing, the research. So we need to make sure that we, again, are working with the folks that are trying to push this bill,

to have them understand why we are not in support of it. Or are we going to support the bill.

And usually when we support that bill, that means that we're going to testify for it.

And I know, again, as Tobin mentioned, that there are questions about kind of that policy, and we will get to it.

But again, when usually we support a bill, we will have people come and testify.

We've had leadership testify for bills. So that's kind of what the support side looks like.

So when we have campus feedback, we also include those potential issues with the amendments, the support, etc. so as soon as they get sent back to us, we work with leadership.

That's when we determine what our position is going to be in the system office.

So we've worked through campus leadership.

Now we work with system office to determine, okay, we understand this is what the impact is going to be on campus.

We know that we need to amend the bill. We work through the system legal office to make sure that we're getting the correct language,

and then we are going to the legislature as that next step.

So once we do have that determined position again, amend, kill.

And so and to back up a little bit, the positions that we usually take are either going to be neutral.

So we don't really care one way or another.

We don't take a position. And usually in a lot of highly politically kind of delicate situations, we will take a neutral stance.

We will work on campus to determine what the impacts are going to be.

Because again, as Tobin mentioned, we have to stay nonpartisan.

We have to understand what those impacts are on campus, but we cannot take a side one way or another.

So we always give our feedback, whether when it's, especially when it has fiscal impacts.

But if we need to stay neutral on the bill, we will we will take a support and position.

We will take an amend position or we will try and kill the bill.

So those are kind of the different positions that we usually take on bills.

And again, once we take that position, we then work with sponsors in the House and Senate, the proponents of the bill and stakeholders to either push the agenda or work on those amendments to make sure we understand who all it's going to impact.

So a lot of times, especially for bills for this campus, we work with our hospital partners to understand what their impacts are going to be,

what our impacts are going to be, and how we can amend the bill to make sure that it kind of covers all of us.

All right. And now I will pass it to Neil, who will explain this process.

All right. Hi everyone. Nice to see you all today.

So I'm going to go through, what our internal process is.

And, so some of this is nuanced because there's a lot of collaboration in what we do.

So as Tobin mentioned, there are policy ideas that are created externally that have an impact on the campus.

And there are policy ideas that are created internally, either through faculty, ideas or leadership ideas or through center ideas.

So we have lots of ideas being created.

I think that the most important thing is that, when faculty and staff who have legislative ideas, the ideas need to go through this individual schools and be approved through the deans.

Every year, Rebecca and Angela and the staff down at the Capitol, you know, ask us what our priorities are.

Oftentimes the priorities are actually created external to to the campus.

Sometimes, they're created internal to the campus.

There are two sets, I think, of policies.

that, you know, if you could boil the ideas down.

One is, policies that affect the university as an entity.

And then policies that affect the functional areas of what people do on campus.

The, you know, the the physicians, the nurses, the pharmacists.

So there are sort of two sets of ideas, that, that are impacting the campus.

So in each school and college, suggestions to state policy are made, you know, in the months leading up to, in this year, the legislature starts on January 8th.

So right now there are ideas that are being developed.

And then, sometimes, the university is told, about, ideas that are going to change the way we operate.

Sometimes we're not told. So sometimes we're able to have input and sometimes we're not.

So on our own generated ideas.

we try to have campus leadership, and that would be the chancellor, the executive vice chancellor for finance administration, that's, Terry Carruthers, as well as, each of the school's deans.

Discuss, you know, what their individual school's priorities are.

And it's what, one thing it's really important is,

while we might have, we being our campus, might have, some ideas of policy changes.

We're part of, you know, a 4 campus system.

And so those depending on which legislators, will want to, either support or might not be in favor of a bill.

The implications of a particular bill on the overall system need to be considered.

So we work really closely with Rebecca, not just on external bills and internal bills,

but also bills that might not have anything to do with the campus because it has

to do with the individual legislators and what we need them for in the process.

Does that make sense? Okay, so the Office of Government Relations sends us the bills.

we, thank you.

So Tobin and I go through them. I counted through we had 73 bills, that we received, throughout the process last year.

Oftentimes there are bills that impact us that, that aren't flagged.

for instance, CU medicine. They're the billing arm of of the School of Medicine faculty practice.

There are all sorts of, of business related bills that might impact them.

And, so, we're constantly talking with, with Mark Couch

from the School of Medicine. because there are just nuances to policies that we might know about.

So we rely really heavily on the individual schools, to get feedback.

So we route that throughout the bill, the bills, through, the programs to the leadership, the faculty and staff.

we give, pertinent feedback on whatever issues of the bill addresses.

Oftentimes, during the committee process, committee members, legislators will bring up changes to the bill,

and those changes will have some, might have some major policy implications for our campus.

And sometimes we have to literally get feedback that afternoon.

So it's really important that we are working with the relevant faculty and leadership.

So they know that a bill is being heard. That sometimes testimony is needed.

But then also we have to read the bills to understand what the what the policy implications are.

Thanks. Let's see here.

So as bills make their way through the multiple committees, what we, I think our role is, to make sure that you all who are involved either with, the policy or functionally impacted by a bill, are aware of it.

So we reach out to, individuals. For instance, Adrienne is here, with H.R. many times.

Reach out to Adrienne throughout the the months that the legislature is in session, because there are bills that are going to impact all the human, capital on this campus.

So we try to get feedback, and really think through what the implications are, as amendments are made, some might or might not have implications.

So we have to do those assessments. So I guess as the legislature winds down, bills can be changed unexpectedly.

There's a term, the strike below clause.

And that's literally at any time a legislator and a committee could strike the entire bill and rewrite it.

In which case we have to go through it, determine all the implications as quickly as possible.

Oftentimes, we'll bring in our legal team, and they'll try to do an assessment of the policy implications.

And then our legal team will lobby, to have, legislators understand what the impact is on the campus.

Thanks to. All right.

As we talk a little bit about the fiscal note process on this campus, it's really a parallel process to the bill policy feedback process.

And we really try to keep those separate in a way, because we don't want to get into the partisan side of things.

And so we're really just trying to understand what are the financial impacts of potential legislation on this campus.

And they're really looking for is obviously the cost. But they want to understand a bit more about those costs.

Or are they one time in nature, are they ongoing costs? Are you going to need to hire additional folks in order to implement the bill?

How long will you need those folks? And so there's a lot more that kind of goes into the actual fiscal note itself than just kind of high level.

I mean, you really need to justify how you came to those costs.

So Legislative Council facilitates that process, and they work with, the campuses in our case, they work with the system office,

to together and solicit feedback on that process, which is great because I again,

I think they understand that we know our business, better than they do.

And so they want to get that feedback from us. Those are sent to the system office, and then they are forwarded from the system office to the campus.

I'm the primary contact on this campus for the fiscal note process.

And then what I do is I work with all of the folks that it may be potentially impacted with that legislation,

and we collectively work together to, determine what an estimated fiscal impact is.

And then we send that on to the system office,

and they compile all of the fiscal impacts from the other campuses and determine if there are any kind of differences in methodology,

and they work through that with the campuses. And then we submit a collective system wide feedback

fiscal note. Again, I know we've harped on this a bit, but the obviously, because of those tight timelines,

the turnaround time for fiscal notes is really, really short.

So if you ever get an email from me, just know that we're on a tight timeline and I appreciate all of your help.

And really crafting these, potential fiscal impacts.

Okay. So what?

What is a protocol we use? so.

Oh, you're on.

So state lobbying, involves both written and oral communication aimed at influencing legislative regulatory actions within the state.

It's.

I guess it's important to know that what the engagement that's going on, is with the governor can be with the lieutenant governor can be with all,

100 members of the General Assembly, regardless of whether the General Assembly is in session or not.

There's always communication and there's always a discussion, and there are always a variety of interests of things that are going on.

And I just want to make a note that, you know, we talk about what state lobbying is and what state lobbyists are.

So as a lobbyist, I have to register every year with the secretary of state.

I have to report my hours every month. So it's a true like, recorded process.

And we are. Constitutionally and like lawfully required to submit all of this information and data.

And that's why it's so important for us. That's why we go through protocols too of, you know, we have so many kind of rules in place for us as well.

And we want to make sure that we do everything correctly. And so that's also again why we talk about these.

So I just wanted to kind of make that note as well. So there are specific policies and protocols that we have to go through.

The main policy is, 2009, that provides guidance to all of us, as employees.

And then who can lobby on behalf of CU.

So no person is, can engage in state lobbying except our, you know, our lobbyists and then basically our leaders or their designees,

and any individual that is retained by the university and authorized by the president to engage in state lobbying on behalf of the university.

So, what, 2000. It did, we broke it.

It broke. All right.

So the Administrative Policy statement 2009 is not intended to restrict, protected expression by university employees.

Nor are employees restricted from identifying their profession and place of employment in the in the context of any

private or personal state lobbying activities with state officials.

However, university employees must make it clear that they are not expressing an official position of the university.

So this is critical, right? We really, there's the university stance.

And the university's stance is determined in part on what leadership, including the deans, want to advocate for the university.

But it's also important because the university is one of four campuses.

So while the university might have, a particular interest, it might impact another one of our campuses.

So we really have to consider, you know, how our interest impacts, the rest of the university.

it's also important to know that university funds and resources, can't be used for private, lobbying activities.

So if an employee wants to go and testify on their own, down at the legislature, we strongly recommend they reach out to our lobbyists.

So our lobbyists will know that they're going down there.

The employee needs to take personal leave time because they they can't be testifying on their own behalf

on university time.

And then when they testify, they need to, you know, A: you know, you can establish your credibility, say what you do and where you work,

but then be very explicit that, you know, I'm speaking here on behalf of myself and not not on behalf of the university.

And then this is with regard to any person who engages in state lobbying, you know, must notify the Office of Government Relations.

And then, our guidance is sort of is given to us, through university council.

And it's not. So testimony is very different because you register to testify in committees.

So you are again essentially speaking on behalf of yourself in front of a committee of members to discuss your point of view.

Usually we consider lobbying is when you are discussing legislation, policy, etc. directly with members, or you are kind of lobbying on behalf of yourself for these things.

So it's very separate because testimony is a kind of a, it's a certain process.

It's like a registered process. Oh yes.

And and I was going to say we've got, you know, state lobbying involves both written and oral communication aimed at it.

So so I guess in a way you could say like testifying is, but it's not because you are going through signing up online.

You are testifying in front of a committee, and you are making it clear that you are doing this on behalf of yourself.

So that's when you could say, you know, if you consider this lobbying, I'm doing this on behalf of myself and not the entity.

And one thing I wanted to also make note of is we are always letting you all know that absolutely.

There is no like no rules against you testifying, you know, working with coalitions, etc. to push forward agendas.

But again, it's just when you come from the university side, that's where you have to work through us.

And so you can do anything on behalf of yourself. But again, as soon as it involves anything with CU, that's just why you have to go through us.

But, you know, again, when you reach out to us, which again, we really love, we are happy to help support you.

We usually can help you, help take you to committee rooms,

help you get signed up for testimony because I think, you know, it's a confusing process.

I mean, especially when we're at the Capitol, there is really you know,

we tell people setting up meetings during session is almost impossible unless it's at like 7:30 a.m.,

because usually you don't know what your schedule is going to look like.

They are in session in the chambers, like usually starting at 9 or 10,

and then they could go until three in the afternoon, or they could be done at 11 and go straight to committees.

So you just truly don't know what that looks like. So for us, we keep an eye on when they're going to adjourn, when they're moving to committees.

And we help our folks try and get to committee rooms on time for testimony,

or tell them where they're going to be testifying or make sure they have the zoom link.

So that's another reason that we say, you know, please let us know because we're happy to help.

Yeah. So so there are a few exceptions, because there are some organizations here who are required by statute,

regulations or orders to make reports.

Right. So there are sometimes are reports that are required.

We'll let Rebecca know that the reports are coming down. but then the reports can be sent directly to the legislators.

In terms of faculty expertise.

So a faculty member can discuss topics related to their expertise or courses,

but they just need to clarify that they don't represent the university's views.

And also they notify the Office of Government Relations before that's that's being done.

In terms of, you know, where the statement is, you can you can find it online.

Yes.

via email or phone and again with via email, you would usually copy us and loop us in to the, to your response to that I guess person.

But if you get a phone call usually, I mean, obviously it's a little harder because you can't say, let me just dial them in really quick.

So, you would just, as soon as you finished with the call,

usually we like you to send us an email and just kind of give a summary of what they're needing.

And usually we also ask that in that phone call, you say, you know,

let me work through our government relations team if there are questions, if they're asking for data, you know, policy expertise, etc., we just ask that, you know, you don't give it on the spot because you probably honestly have to gather it anyway.

So you would just loop us into the process. So that's kind of really all we ask is just making sure you loop us into that process.

Of course, there are always going to be times, I mean, people have personal relationships.

We understand that people, you know, have met a legislator at an event,

and so they decide to reach out because they knew you were working on something and said, hey, I know I want to get this data from you.

So again, it's just kind of making sure you loop us in at some point in the process so that we can help guide you as well, because, you know,

as long as we have the knowledge of what you're working on,

we can help support you at the Capitol and make sure that we're up to date on kind of where you are in that process as well.

You know, what data they have received, what they haven't received.

If you're waiting on questions from them, if we're waiting on questions on our side, we can always do the follow up, etc.

So again, that's kind of why we ask again, loop us in as soon as possible.

We will help support you and kind of help guide you in ways and also help set up meetings, etc.

Questions, any other questions? Yeah.

Now we can open it up for questions. And I think, again, as Neil said, we have all of our information on here.

So you can always follow up with us there too. So the question was, what happens if two of the schools don't agree on policy?

Or I guess feedback as well. So that is kind of why we operate the way we do in our office.

So I support again Anschutz, UCCS. My colleague Erin supports Boulder and Denver.

Every campus is different. And so every campus is going to have a different kind of policy procedure, feedback for their specific campus.

So that is why we collect feedback from every campus.

We bring it in. And then that's when we usually will work through System legal to understand what it's going to look like,

because we have had that quite a bit, actually.

We have some campuses that say, you know, we want to support this bill, and then we have some campuses that say we want to oppose this bill.

And so you have to work internally to understand what the impacts are going to be on either side.

And then at system, we have to determine again that legal impact and kind of what the greater impact is going to be.

And then we will work with either campus, well, all campuses,

but really work with the campus that may say, you know, we're not going to support this bill, but we're not going to oppose it,

but we're going to amend it to make sure that we can address the issues that one campus may have so that it works for the whole system.

So again, we just have to work through each piece of feedback, bring it in to kind of that system level,

and then work with legal and through our office to make sure we understand what our path forward is.

Similarly, on campus, you can have two different schools disagreeing.

And oftentimes you do have different professions disagreeing.

So those conversations take place then among the deans and campus leadership.

And they talk about, you know, what their interest is.

Sometimes they'll just, we'll just be neutral, especially when it comes to a specific professional area.

But sometimes, you know, the issues, items need to be vetted through,

and they'll come to a compromise or, you know, they'll agree to disagree and we won't have a university position.

what are going to be some of the major proposals or policies that will be coming forward that could affect campus in this next session?

So again, we kind of look at first what happened last year,

what didn't make it through or what bills may have made it through that are going to need policy changes.

And then we also work with stakeholders to understand what bills they're working on.

And we also know again some things that, you know, a couple of years ago reports were passed or a study was put forward.

And so it will, the report went through this year and then it's going to come back.

So a couple of the major things that we're thinking will come through are probably facility fees again.

So again that bill passed two sessions ago in 2023.

And they did the study over this past fall, summer, spring, etc.

The report came out in October, and we're likely going to see some form of legislation in this upcoming session.

You know, I think we've heard that there needs to be a lot more data on it,

rather than just kind of a jump right into it and start making determinations on facility fees, etc.

This is again where we work very closely understanding what the impacts are with our hospital partners.

So UC health and children's obviously have a very big stake in this.

So we work very closely with their government relations teams to understand what those impacts are for them,

how it will affect us in turn, because again, we have our faculty and staff in their hospitals working with them.

So we need to understand how it would impact us. And then again, once we understand that, then we will work with them.

We will work with other proponents entities to make sure if that bill has any sort of kind of injury toward campus,

we'll work to make sure that we can get amendment language in.

And I wanted to kind of go back to, as we were going through that legislative process,

you can amend a bill up until the second reading in the second chamber.

So, as Tobin explained earlier, you know, it goes through committees and then it goes through first, second and third readings in the chamber that it started in.

So how we can say it starts in the House. It goes through the Senate in the same process where it goes committees first second third.

So you can essentially amend it on the floor of the second reading of that second chamber.

And so it's kind of a last minute hit. So we have a lot of time to make sure that we can make changes to these bills.

And then it has to go back kind of through the process in the first chamber. So there's a lot of technicalities to it.

But that is why, you know, even Neal said, you know, when we email you and Tobin said, you know, we need that information ASAP because sometimes it's going to be like day of we need something and we're trying to make amendment language.

And so that's why we work so closely with campus. That's why we work with our partners, and that's why we kind of look at these bills.

Any other bills that you think are going to be.

No, I don't think any other bills. But I think we the reality is, is we're coming upon a pretty difficult budget year on the state level.

I mean, they need to cut approximately \$900 million from from where they are now next year.

And so when you see that, those kind of big cuts or downturns in the economy, you don't necessarily see as many big proposals that have huge fiscal impacts, because the reality is they won't pass because we won't be able to afford them.

So it's a different session this year. Maybe then perhaps the last couple of sessions where you saw much more expansion in different programs.

It won't be necessarily like that this year, and it might be a bit more tough to get bills through that process. Or reductions.

You might, we might see programs that that are funded currently and actually we're being contacted by that now,

that are not going to be able to receive the funding that they've received previously.

So we're being asked, you know, what a potential reduction in funding would mean.

And that's one thing, as I mentioned, kind of at the beginning of my portion is,

you know, one of our main focuses for campus and system-wide is going to be that budget.

And so the funding that we receive is so vital to our operations, both on each campus and at the system level.

And so we are working kind of around the clock to make sure that we protect that funding that we receive.

We want to protect the funding that our programs receive,

but we also have to understand what those impacts are going to look like if we do receive cuts.

And so again, as they mentioned, that's kind of the big focus this year is understanding what we're going to look like in a budget cut scenario,

and then working with stakeholders, working with legislators and working with the Joint Budget Committee who works with the governor's office.

Submission for the budget that they received on November 1 to understand what they would like to submit to the legislature as the long bill.

So there are a lot of different moving pieces throughout session.

The long bill is going to be kind of one of our biggest ones this year, because again, it's going to be where our funding lies.

And so that is going to be where we're lobbying probably the most this year.

And we will have more policies that come up. I mean, we hear again, we probably think there'll be facility fees.

There could be something again, coming back on animal research.

So those are just things that we kind of keep our ear to the ground, understanding that they may not have passed,

but things come up in the middle of the session that you're not prepared for.

And so that's again why we work so closely with campus.

Any other questions? I think we're out of time, but. Thank you all for coming.

Thank you.