

Strategic Directions: Colorado State University Strategic Plan 2006-2015 [2009-10 Update Based on SPARC Refresh in Previous Year]

Colorado State University System Vision, Mission and Values

Adopted by Board of Governors April 2005

Vision

The Colorado State University System will be the premier system of public higher education in the nation.

Mission

The Colorado State University System is committed to excellence, setting the standard for public higher education in teaching, research and service for the benefit of the citizens of Colorado, the United States and the world.

Values

- Be accountable
- Promote civic responsibility
- Employ a customer focus
- Promote freedom of expression
- Demonstrate inclusiveness and diversity
- Encourage and reward innovation
- Act with integrity and mutual respect
- Provide opportunity and access
- Support excellence in teaching and research

Colorado State University Mission

Adopted by Board of Governors April 2005

Inspired by its land-grant heritage, Colorado State University is committed to excellence, setting the standard for public research universities in teaching, research, service and extension for the benefit of the citizens of Colorado, the United States and the world.

Institutional Profile

Colorado State is a comprehensive public research university with programs in science and technology, professions, and the liberal arts. Colorado State is distinguished as one of two major public research universities in Colorado, one of 106 land-grant institutions nationwide, and one of only 151 schools designated as a Carnegie Doctoral/Research University-Extensive. Colorado State sponsors an NCAA Division I intercollegiate athletics program as a member of the Bowl Championship Subdivision and the Mountain West Conference.

Colorado State's eight colleges include:

- Agricultural Sciences
- Applied Human Sciences
- Business
- Engineering
- Liberal Arts
- Warner College of Natural Resources
- Natural Sciences
- Veterinary Medicine and Biomedical Sciences

Foreword by President Tony Frank

As I've frequently noted, my first commitment as president is to focus on the fundamentals—specifically, fundamental excellence in our core mission of teaching, research, and outreach. This Strategic Plan is a key part of that commitment. Through the process of strategic planning, we have an opportunity to assess how well we're doing, identify emerging concerns, and prepare for new initiatives and opportunities.

At Colorado State University, we've established a planning process that is designed to be transparent and inclusive, transforming our aspirations for the institution into a reasonable path forward. It is also designed to evolve as the institution evolves, acknowledging the many factors that can influence our institutional direction and priorities.

Among these is certainly the state of the economy and the University budget. Some people I've spoken with recently have expressed frustration with the concept of planning for the future during a period when we are facing reduced budgets and limited resources. In fact, this is exactly the time in which thoughtful, long-term planning is most essential, allowing us to define our priorities and remain focused on institutional excellence.

Colorado State is a great university that will continue to have a profound impact on our world and on the lives of our students. How that occurs, and how we allocate our resources to assure that it does, is the guiding purpose of this plan. It is a living, working document designed to serve our campus community, not the other way around. As we continuously update, revise, and reorganize the plan, I invite your participation and feedback to assure its continued usefulness and relevance to the life of this institution.

Planning Overview

By providing strategic directions for planning at Colorado State, the University Strategic Plan outlines the institution's major priorities and the university-level outcomes against which our performance will be measured. The University's three-year planning cycle is designed to assure wide-based campus input into institutional budgets and priorities and to support budgeting that is tied to University strategic planning efforts in a transparent and coherent way. It includes a regular schedule for periodic updates of the strategic plan to reflect new priorities, new environments, new opportunities, and new ideas.

This document is organized around five broad objectives. Consistent with the university's mission statement, sections are devoted to teaching and learning, research and discovery, and service and outreach. The fourth section addresses financial and other resources critical to supporting CSU's mission. Finally, reflecting our commitment to diversity, a final section outlines how plans to achieve the institution's diversity goals.

In total, we have identified 40 specific goals related to these objectives and a number of strategies related to achievement of the goals. From this university-level outline, administrative divisions, colleges, departments and specialized units are encouraged to develop more detailed courses of action in unit plans that, collectively, will constitute the university's strategic plan.

Key Objectives

Teaching and Learning

This objective encompasses goals targeted at assuring excellence in academic programs, creating distinctive undergraduate experiences, enhancing the quality and role of graduate education, exposing students to diverse cultures, and integrating academic and co-curricular experiences.

Research and Discovery

The focus of this objective is to foster excellence in research, scholarship and creative artistry; improve discovery capabilities; and focus research in key areas of institutional strength and societal and global needs.

Outreach and Engagement

This objective reflects the university's commitment to engage citizens through community involvement, prepare and empower learners outside the campus environment, and foster excellence in intercollegiate athletics.

Resources and Support

This objective includes a broad set of goals focused on bolstering the university's resource base, financial stability, and public support—including fundraising and marketing, building necessary infrastructures, nurturing human capital, and promoting fiscal stability.

Diversity

While the institution's commitment to diversity is embodied within all of its key objectives, this final objective focuses on specific goals relative to promoting an environment that encourages excellence, access, and inclusion.

Definition of planning terms

Objectives are broad, aspirational outcomes that we seek to achieve as we fulfill our mission.

Goals are more specific, measurable outcomes that contribute to the attainment of objectives.

Strategies are the overall approaches used to achieve objectives and goals. These can be achieved through specific tactics or activities.

Metrics represent the measures upon which our success in attaining objectives and goals will be assessed. Each metric has a target level and target date at which and by when we aim to accomplish each goal.

Please note that several pages from this document have been removed so that could quickly access the relevant portions, namely pages 1-4 and the Strategic Planning Area 5: Diversity section.

To view the document in its entirety, please go to:

www.president.colostate.edu/pdf/csu-strategic-plan-update-2006-2015.pdf.

Strategies

- 36.1. Develop a mix of revenues that maximize sources other than student paid tuition and fees such as state support, grants, gifts, and other revenue sources.
- 36.2. Manage future debt offerings strategically given debt levels are increasing and debt capacity is a limited resource that needs to be managed in relation to strategic objectives.
- 36.3. With respect to funding, continue to stress efforts to improve state financial support for the University.
- 36.4. Evaluate existing tuition and fee strategy while continuing to maintain a sensitivity to tuition and fee levels and the importance of access for underrepresented student populations.
- 36.5. Increase spending on support functions to assure administrative efficiency but maintain spending below 100% of peer average.

Related Metrics

- Primary Reserve Ratio of .40 by FY10. Primary Reserve Ratio measures financial strength by comparing expendable net assets to total expenses. A ratio of .40 or better with affiliated organizations is suggested to provide optimal financial flexibility for institutional transformation.
- Return on Net Assets Ratio of 3.0 by 2010. Return on Net Assets Ratio determines whether institution is better off than in previous years by measuring total economic return.
- Net Operating Revenues Ratio maintained between 2% and 4% over a period of time. Indicates whether total operating activities resulted in a surplus or deficit in the current year—a measure of whether the institution is living within its available operating resources. A positive ratio indicates a surplus was generated for the year.
- Viability Ratio of 1.0 by 2010. Measures availability of expendable net assets to cover debt should the institution need to settle its obligation as of the balance sheet date.
- CSU institutional support expenditures as a percent of total expenses vs. peer average

Responsibility: VPUO

Strategic Planning Area 5: Diversity

Objective: Colorado State University is committed to enhancing its diversity through the inclusion of individuals reflective of characteristics such as: age, different ideas and perspectives, disability, ethnicity, gender identity, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and socioeconomic and geographic background. The University's commitment to diversity is a longstanding one that reflects the essential function a diverse

community, spanning international boundaries, plays in the furtherance of its role and mission as a land-grant institution.

As we enter the 21st Century it is important to embrace the ways the land-grant mission can be used to provide access to new audiences seeking to gain the opportunities afforded by higher education. The benefits derived from an educational environment that includes individuals reflective of our society cannot be overstated. It is only in such an environment that individuals come together to prepare themselves most effectively for their roles in a global society.

Given the historic and legal discrimination that has existed in American society, particular emphasis needs to be placed on the inclusion of individuals who are members of groups that have been excluded, e.g., racial/ethnic minorities, women in non-traditional areas and persons with disabilities.

The University strives to foster for its members recognition of their role in a global community with greater understanding of their own and other cultures and perspectives.

University Strategic Diversity Goals

Goal 37: Environment

Colorado State will be an intellectual community and workplace that respects, welcomes, and promotes diversity through teaching/learning; research, scholarship, and artistry; outreach; and other university programs and practices.

Strategies

- 37.1. Identify, develop, and support institution-wide and unit level programs that contribute to the development of a welcoming environment and enhance appreciation and understanding of cultural and other differences.
- 37.2. Ensure a teaching, learning, and work environment that welcomes and respects diversity of thought and experiences to prepare students for participation in a global society.
 - 37.2.a. Increase collaboration on diversity-related activities and build strong and continuing relations with public and private entities in the local community in order to develop an environment that supports the University's commitment to diversity.
 - 37.2.b. Develop strategies to support culturally-responsive curricular and co-curricular advising with particular attention to the needs of students that are first generation, nontraditional, men and women in nontraditional fields, etc.

- 37.3. Encourage and support research, scholarship, and artistry that illuminate major issues relating to a diverse global society.
 - 37.3.a. Provide institutional support for infusion of multicultural and global perspectives into the curriculum
 - 37.3.b. Provide institutional support for research/scholarship/artistry that increases our understanding of the multicultural and global society in which we live.
- 37.4. Ensure that diverse communities are served by our outreach and service activities.
 - 37.4.a. Encourage, recognize and value research that is collaborative and socially-responsive to the needs of underserved communities.
- 37.5. Engage the university community in dialogue and action around the diversity of thought, expression, ideology, and culture with the goal of promoting a welcoming and respectful community and workplace.
 - 37.5.a. Encourage, support, recognize and value faculty and staff for participation in diversity-related activities across the educational, research/artistry, and/or engagement mission of the University.
 - 37.5.b. Create opportunities for professional development that leads to enhanced appreciation and understanding of cultural and other differences
- 37.6. While responsibility for the creation of a diverse and welcoming environment rests with the entire campus community; University leadership, at all levels, will be held accountable for the diversity efforts.
 - 37.6.a. Communicate, both internally and externally, that Colorado State University is striving to be a university where the commitment to diversity is demonstrated by the actions of leaders at all levels of the institution, through planning, allocation of resources (human and financial), establishing expectations for those in their units and setting standards of accountability for furthering that commitment.
 - 37.6.b. Support the recruitment, admission, and retention of diverse student-athletes.
- 37.7.. Develop and provide support for living-learning communities with thematic focuses that help prepare students for participation in a global society.
- 37.8. Develop strategies for increasing participation in study abroad experiences in order to enhance the cultural awareness of the university community.
- 37.9. Improve and expand opportunities for members of the international community to participate in the life of the university.

Related Metrics

- Compliance in all respects with appropriate accessibility guidelines, regulations and best practices.
- Faculty, staff and students will demonstrate progress towards enhanced understanding and appreciation of cultural and other differences.
- Survey and assessment data will demonstrate continuous improvement in the teaching, learning and work environment.
- Survey and assessment data will demonstrate continuous improvement in the encouragement and support of research, scholarship and artistry that illuminate major issues relating to a global society.
- Survey and assessment data will demonstrate continuous improvement in outreach and service activities to diverse communities.
- Survey and assessment data will demonstrate continuous improvement in engagement activities that are reflective of our 21st-century land grant mission.
- Survey and assessment data will demonstrate continuous improvement in the level of engagement of the university community in dialogue and action around the diversity of thought, expression, ideology, and culture with the goal of promoting a welcoming and respectful community and workplace.
- The teaching, learning and work environment will be “universally accessible”.
- Survey and assessment data will demonstrate continuous improvement towards enhanced appreciation and understanding of cultural and other differences among faculty, staff and students.
- Performance evaluations for all leadership roles, at every level, would contain specific measurements for activities and support for diversity efforts.

Responsibility: Director of OEOD; Provost

Goal 38: Students

We will recruit, retain and graduate a student body in keeping with the land-grant mission of the university to provide access and opportunity to individuals from all segments of society and will create an effective learning environment that benefits all members of the campus community. We will do so by enhancing the pipeline through strengthened partnerships with institutions that serve diverse populations (K-12, community colleges, HBCUs, Hispanic-serving institutions, tribal colleges). We will also develop strategies to support culturally responsive curricular and co-curricular advising with particular attention to the needs of students that are first generation, nontraditional, men and women in nontraditional fields.

Strategies

- 38.1. Establish a development priority to increase resources available for both need- and merit-based financial aid to attract and retain members of underrepresented groups and increase overall access.
- 38.2. Develop and support pre-collegiate summer programs for leadership and college preparation.

- 38.3. Develop and support baccalaureate to master's transition enhancement programs and strategies to increase the participation of individuals from underrepresented groups in the Graduate School.
 - 38.3.a. Demonstrate continuous improvement in the percentage of graduate degrees awarded to students from each underrepresented group.
 - 38.3.b. Demonstrate continuous improvement in the percentage of professional degrees awarded to students from each underrepresented group.
- 38.4. Ensure early awareness of financial aid resources.
- 38.5. Increase utilization of federally funded programs for support and retention of women and minorities in nontraditional areas (cross-reference graduate education strategic plan).
- 38.6. Refine and broaden criteria for merit-based scholarships to increase the pool of potential recipients.
- 38.7. Develop broad-based opportunities for participation in undergraduate research experiences in order to increase participation rate for students from underrepresented groups.
- 38.8. Recognizing the particular importance of cultural and physical space to the recruitment and retention of students from underrepresented groups, the university will initiate a planning process to ensure an enriching environment.
- 38.9. Enroll students from underrepresented groups such that CSU will place in the top quartile of an appropriate peer group.
 - 38.9.a. Demonstrate continuous improvement in our enrollment of students from each underrepresented group
 - 38.9.b. Demonstrate continuous improvement in the six-year graduate graduation rates of students from each underrepresented group
 - 38.9.c. Increase the rate of retention and graduation of transfer students from underrepresented groups.

Related Metrics

- The aggregate percent of new freshmen from underrepresented groups will place us in the top quartile of an appropriate peer group by 2015.
- The aggregate percentage of graduate students from underrepresented groups will place us in the top quartile of an appropriate peer group by 2015.

- The aggregate percentage of undergraduate students from underrepresented groups will place us in the top quartile of an appropriate peer group by 2015.
- The aggregate percentage of professional students from underrepresented groups will place us in the top quartile of an appropriate peer group by 2015.
- Increase the rate of retention of students from underrepresented groups in order to achieve average first-year retention that will place us in the top quartile of an appropriate peer group.
- The five-year average first-year retention rates for students from underrepresented groups will place us among the top quartile of an appropriate peer group.
- The first-year retention rates for students from underrepresented groups will meet or exceed the retention rates for majority students for each index interval by 2015.
- Increase the six-year graduation rate for new freshmen from underrepresented groups in order to place us in the top quartile of an appropriate peer group.
- First-year retention rates for transfer students from underrepresented groups will meet or exceed the retention rates for majority students by 2015.
- Graduation rates for transfer students from underrepresented groups will meet or exceed the graduation rates for majority students by 2015.
- Increase the percentage of graduate and professional degrees awarded to students from underrepresented groups that will place us in the top quartile of an appropriate peer group.

Responsibility: Provost; Director of OEOD

Goal 39: Employees

Colorado State will have academic faculty, administrative professional and classified employees from all segments of society who contribute to an environment that respects and welcomes diversity.

Strategies

- 39.1. Identify and implement strategies and best practices for search committees and hiring authorities, including, as appropriate, alternative recruitment venues, “grow your own” opportunities, networks, search waivers, etc. to maximize the opportunity to hire individuals from underrepresented groups.
- 39.2. Establish a resource base to be used for salaries, start-up packages, and spousal/partner hires to enhance the competitiveness of offers and retention, especially of individuals who are members of underrepresented groups.
- 39.3. Provide training, professional development, mentoring and leadership opportunities to enhance the professional growth of all employees, especially those from underrepresented groups.

- 39.3.a. Develop an array of opportunities for employees to increase their awareness of the value of diversity and appreciation and understanding of cultural and other differences.
- 39.3.b. Establish a resource base to provide support for employee participation in external leadership programs and diversity conferences and workshops.
- 39.3.c. Identify mentoring and professional development opportunities for all faculty, especially individuals from underrepresented groups to enhance competitiveness for external funding.
- 39.4. Recruit and retain faculty from underrepresented groups in order to achieve meaningful representation.
 - 39.4.a. Identify appropriate incentives for the recruitment, retention, and support by units of individuals from underrepresented groups.
 - 39.4.b. Develop applicant pools that reflect the availability of members of underrepresented groups.
 - 39.4.c. Demonstrate continuous improvement in the representation of faculty members from each of the underrepresented groups at all ranks.
- 39.5. Recruit and retain administrative professionals from underrepresented groups in order to achieve meaningful representation.
 - 39.5.a. Develop applicant pools that reflect the availability of members of underrepresented groups with appropriate minimum qualifications for the positions.
 - 39.5.b. Demonstrate continuous improvement in the representation of members from each of the underrepresented groups throughout the organizational structure.
- 39.6. Recruit and retain classified staff from underrepresented groups in order to achieve meaningful representation.
 - 39.6.a. Develop applicant pools that reflect the availability of members of underrepresented groups with appropriate minimum qualifications for the positions.
 - 39.6.b. Demonstrate continuous improvement in the representation of members from each of the underrepresented groups throughout the organizational structure.

Related Metrics

- By 2015, new faculty hires will reflect the availability of members of underrepresented groups in the discipline.
- By 2015, new administrative professional hires will reflect the availability of members of underrepresented groups with appropriate minimum qualifications for the positions.

- By 2015, new state classified hires will reflect the availability of members of underrepresented groups with appropriate minimum qualifications for the positions

Responsibility: Director of OEOD; VPUO; Provost

Goal 40: Assessment

Provide leadership and support for continuous improvement through planning and evaluation.

Strategies

- 40.1. Develop appropriate assessment tools to assist the University in furthering its diversity goals and for researching and assessing effectiveness of unit and overall diversity efforts.
- 40.2. Develop and support an organizational structure that determines policy and direction for diversity planning, evaluation and information distribution, in part, through its interpretation of performance research.

Responsibility: Provost; Director of OEOD