

**THE FUTURE OF COLORADO STATE UNIVERSITY:
THE CONTEXT FOR PLANNING**

Updated: June 1995

For the four year planning and budgeting cycle

beginning July 1, 1995

to establish the

Annual Updates of the University Strategic Plan

FYs 1996-1997 through 1999-2000

EXECUTIVE SUMMARY

The *Context for Planning* is an enunciation of our shared understanding of our institutional character - heritage, vision for the future, and culture - and provides the foundation for the university's on-going planning and budgeting activities. To focus planning, there has been a restatement of the University Strategic Plan's goals (formerly aims). Future annual planning and budgeting processes have been redesigned based on an evaluation and reflection on planning and budgeting activities of the previous four years.

As revised, the Context for Planning provides the framework for the university's four year planning and budgeting cycle beginning July 1, 1995 and which will establish the Annual Updates of the University Strategic Plan for FYs 1996-97 through 1999-2000.

The most significant features of this update follow:

- **Structure of the University Strategic Plan**
 - A. **Goals** - Remain fixed for four years. The five goals address the following areas:
 1. Teaching & Advising
 2. Research & Scholarship
 3. Outreach
 4. University Community
 5. Physical & Financial Resources
 - B. **Objectives** - Established and prioritized each fall. The goals and objectives form the framework for strategies having a four year horizon.
 - C. **Strategies** - Specific activities and budget implications which complete definition of the plan.
- **Annual planning cycle and responsibilities** - Shown graphically in Figures 1A and 1B; charge and composition of university committees identified in Appendix A.

July-August: Next year's Legislative Budget Request is formulated by the Executive Budget Committee (EBC) and forwarded through the State Board of Agriculture (SBA) to the Legislature for consideration.

August-September: To create a strategic planning framework, the EBC and Council of Deans propose prioritized objectives under each goal to the Strategic Planning Committee (SPC).

October-November: Revision of proposed strategic planning framework using input from the university community; prioritization of objectives by the SPC and

- December:* Faculty Council [Committee on Academic Planning (CAP)]. Final recommendations on strategic planning framework (goals and objectives) by SPC and Faculty Council to the President.
- January:* Office of Budgets & Institutional Analysis (OBIA) and EBC develop revenue and expenditure budget projections for the next fiscal year.
- January–February:* Deans, Provost/Academic Vice President and Vice Presidents work with their units to identify capital projects, develop strategies and budget requests addressing the prioritized objectives in the strategic planning framework.
- March:* Planning/budgeting hearings at which each Dean, Vice President and Provost present their strategies and budget requests to the SPC and EBC.
- April:* SPC develops the updated four year University Strategic Plan by embedding strategies into the strategic planning framework in parallel with EBC formulation of the next year's budget.
- May:* Incorporation of comments from the university community; SPC, EBC and Faculty Council recommends the four-year plan and next year's budget to the President.
- June:* SBA formally approves next year's budget.
- July:* Publication of the President's Letter, summarizing previous year's progress relative to the plan and budget allocation, and presenting the next year's budget to the university community.
- **Comprehensive update of the university strategic planning/budgeting process every fourth year** - Shown graphically in [Figure 2](#)
- January–February:* SPC solicits and incorporates input for updated process from university community into a revised process draft.
- March–April:* Revised process draft submitted for review and comment to university community.
- May:* Revised process recommended to the President by SPC and Faculty Council.

PREAMBLE

The Context for Planning provides a framework for guiding Colorado State University effectively into the twenty-first century. Progress requires widespread understanding of the university's heritage, values and goals, and of its procedures for planning and decision making. The Context sets forth shared perspectives on these matters to facilitate planning by Departments, Colleges, and other units of the university.

Colorado State's commitment to the discovery, transmission, presentation and application of knowledge in response to, and in anticipation of, societal needs requires institutional flexibility, self-examination and willingness to change. The university's planning process prepares it for change; clarifies and communicates its mission, goals and priorities; provides for review and evaluation of its activities and programs; and assists in the acquisition and reallocation of resources.

The Land-Grant Heritage

In the 125 years since its establishment as one of the land-grant colleges under the Morrill Act of 1862, Colorado State has evolved into a comprehensive Carnegie Class I research university. The Morrill Act brought together liberal and practical education for the first time and opened higher education to qualified students including those previously confined to vocational areas. No longer were economically disadvantaged groups to be deprived of the opportunity to participate fully in the benefits accruing from higher education. The land-grant experiment in mass higher education has been copied worldwide because its combination of liberal education for a lifetime and professional education for productive employment has proved to be the key to a better future.

The Morrill Act also provided for assistance to the productivity of the American economy by emphasizing service to "agriculture and the mechanic arts," the dominant segments of the economy at that time. This function was actualized by the Hatch Act of 1887, which created experiment stations as a means of enhancing economic growth through the development of knowledge. The Smith-Lever Act of 1914 charged land-grant schools with application of new knowledge by taking it directly to the people through Extension programs.

The university's present charge is defined in Colorado Revised Statutes, 23-101-1988:

"Colorado State University shall be a comprehensive graduate research university with high admission standards offering a comprehensive array of undergraduate programs consistent with the tradition of land-grant universities."

Vision for the Future

As we enter the twenty-first century, the university's commitment to discovering, disseminating, preserving and applying knowledge on behalf of a better future for all endures. Colorado State's international reputation as a leading comprehensive research university will grow.

The university's quest for excellence will demand responsible citizenship and ethical conduct by its members. Inspired by a passion for learning expressed through scholarship, the university community will strive to address questions confronting an increasingly complex world. With its educational programs fostered and sustained by an intellectual environment enriched by a creative and compassionate human spirit, the university will be recognized by the society it serves as a centerpiece in the struggle for a better life for all. Its diversity, in all senses of the word, will serve as a role model for the society at large. In working toward these ends, the university will be supported by its land-grant heritage.

UNIVERSITY CULTURE

The culture of a great university includes the beliefs, programs, values and actions that distinguish it from other institutions. An expression of the university's specific mission is created and transmitted through history, traditions, leadership, governance groups, and all members of the university community. Culture is manifested through a sense of place, pride and commitment, values and behavior, leadership and decision making philosophy, and the university concept of excellence. Colorado State is in a period of cultural transition, striving to maintain balance between its timeless values of purpose and its response to changing social demographics and worldwide needs.

Most of the culture of Colorado State University is implicit; however, some aspects should be made explicit for emphasis and clarity. These are:

- **EXCELLENCE**

Colorado State University pursues excellence in the fulfillment of its mission.

- **ACADEMIC FREEDOM & INTEGRITY**

Academic freedom and integrity are the basis for excellence at a university. Under academic freedom, the members of the university community have the right to express themselves freely and responsibly without repression. Academic integrity requires the unbiased pursuit of truth, the freedom to question that which is believed settled, and the scrupulous application of disciplined examination of issues.

- **UNDERGRADUATE EXPERIENCE**

The university values a high quality undergraduate experience which includes skilled teaching, responsive advising, effective recruiting and retention strategies, a cohesive and integrated curriculum, and opportunities for interaction with faculty and peers through co-curricular activities outside the classroom that enhance the educational and personal growth of students. These experiences must support and reinforce the student's academic and intellectual growth in a diversified environment intended to expand the individual's functional boundaries.

- **RESEARCH, SCHOLARSHIP & GRADUATE EDUCATION**

The quest for knowledge and its application to societal problems is a cultural heritage embraced by the university community and is the basis for graduate education. The mixture of basic and applied research increases the capabilities of the institution to provide service and enhances both the graduate and undergraduate teaching and learning experience.

- **OUTREACH**

As the state's land-grant university, the university is committed to serving the public interest of Colorado. Through outreach supporting economic development and other public endeavors, the university assists in the enhancement of the quality of life throughout the state and beyond.

- **TRIPARTITE MISSION**

The concept of the inseparability of the tripartite activities of teaching, research and service is a critical and unique feature of the responsibilities of all faculty in a land-grant university. Each activity supports and enriches the other and the overall campus environment, and contributes to the high quality of services and experiences provided to the many university constituencies.

- **DIVERSITY**

Colorado State University is committed to enhancing its diversity in all its forms: through different ideas and perspectives, age, ability, race, ethnicity, gender, sexual orientation, religious beliefs, and the socioeconomic and geographic composition of its faculty, staff, and students. The university is committed to institution-wide participation of all in an environment supportive of the mutual benefits to be gained and unique needs to be addressed. This environment produces a diverse campus where differences are celebrated within a community where shared beliefs and values exist.

- **SHARED GOVERNANCE**

The university is committed to shared governance in which all constituent groups in the university community participate in the university decision-making process, such as the university's strategic planning process. These constituents are also involved in specific decisions which affect them directly.

- **COMMUNITY**

The university values the human potential within its community. It stresses the continued support and development of its faculty, staff, students and alumni by providing opportunities for all in the university community to reach their highest personal and professional potential.

It strives to respond to the special needs of each constituent group in a safe and respectful environment.

- **INDIVIDUAL INITIATIVE & CREATIVITY**

The university community has developed a tradition of encouraging individual initiative and creativity in support of university priorities and objectives. The fruits of this creativity are to be found in the expanded resource base of the university; the striving for programmatic excellence; and the spirit of active service to the clientele of the university whether in the state, region, nation, or world.

- **INTERNATIONALISM**

Within the rapidly changing global environment, Colorado State University is a leader in international research projects and is strengthening international education, study abroad, and international student programs.

These elements of institutional culture underlie what Colorado State University is and are active components of the University Strategic Plan: its goals, objectives and strategies.

STRATEGIC PLANNING FRAMEWORK

The strategic planning framework provides the structure for the university's annual planning and budgeting effort. Embodied in the strategic planning framework is the need to achieve focused excellence in all aspects of the mission of Colorado State University.

The strategic planning process is guided by a set of five major university goals. The strategic planning goals are statements of the university's fundamental intentions and purposes. Because each defines an essential aspect of Colorado State University, goals are not prioritized.

The strategic planning framework consists of the university goals and their associated objectives. Objectives are updated annually and prioritized in response to local, state and national needs and priorities in education, research, and outreach. The goals, together with specific objectives that are modified each year, set the framework for planning for Colleges, Departments and administrative units. Their planning focuses on developing strategies to achieve the objectives defined in the strategic planning framework. The unit strategies are the basis for the budget requests presented during the annual university budgeting process each Spring.

The first three goals address the university mission to provide high quality teaching, research, and outreach programs to meet the needs of its many constituencies. Accomplishing the teaching, research, and outreach goals of Colorado State University requires capable and dedicated people and appropriate physical and financial resources. The last two goals deal with providing the environment that will make implementation of the university mission possible.

The university goals that form the basis of the strategic planning framework are defined in the next section. To illustrate how objectives might be grouped within each of the five goals, some examples of continuing objectives that were the focus of past planning efforts, together with possible future objectives, are included.

GOAL 1. TEACHING & ADVISING

Provide a university education designed to meet the current and future needs of students by developing critical thinking, communication skills, problem solving capabilities, subject matter and technical expertise in chosen major areas, and the appreciation of diverse and multicultural perspectives.

- Continuing objectives for teaching and advising include:

Develop a more coherent educational core to assure a sound basis for lifelong learning and living in a multicultural and interdependent world; provide effective academic and support services to ensure that students will graduate in a timely fashion; assist students to prepare for the future and assume roles as citizens in a multicultural society.

- Future objectives for teaching and advising may include:

Assure that persons throughout the state have the needed skills to compete effectively in today's competitive work environment; address anticipated enrollment increases; effectively utilize educational technology; achieve an appropriate balance of undergraduate and graduate enrollments; enrich undergraduate experiences with opportunities such as: Honors Program, internships, participation in research, interdisciplinary concentrations, multicultural experiences, international opportunities, co-curricular activities; infuse education with a joy of learning and an awareness of its applications by promoting critical thinking, communication skills, directed inquiry and experimental observation.

GOAL 2. RESEARCH & SCHOLARSHIP

Provide an environment supportive of excellent scholarly inquiry that will promote the pursuit and free expression of ideas, and ensure that Colorado State University will disseminate the results of its research, scholarship, and artistry through its classrooms and laboratories and throughout the world for the benefit of all.

- Continuing objectives for research and scholarship include:

Identify programs of excellence in research, scholarship and artistry, and maintain and/or raise their national stature; nurture identified emerging research programs; enhance interdisciplinary research efforts to solve state, national and international problems; identify and support graduate programs of national stature; support

research and other scholarly activities that are reflective of diverse styles and paradigms in their design and methodologies.

- Future objectives for research and scholarship may include:

Ensure a closer coupling between teaching and research; enhance research collaborations with many different partners including industry, elementary and secondary schools, other universities, federal agencies, state and local governments and international institutions; build and maintain a position of leadership among academic institutions in research and scholarship.

GOAL 3. OUTREACH

Enhance the capability of Colorado State University to fulfill its land-grant responsibility to serve the needs of the people of the state, the nation and the world by developing and sharing knowledge.

- Continuing objectives for outreach include:

Maintain the university's leading position in the areas of state economic development, agricultural outreach, technical assistance and transfer, continuing education, distance learning and community development; implement engineering, technical and business assistance to Colorado's manufacturing industry; expand outreach programs to address the needs and social issues of a diverse society; promote access to the university's educational opportunities.

- Future objectives for outreach may include:

Promote economic growth and help create rewarding jobs; ensure regional and national competitiveness in world markets; expand linkages with K-14 systems to improve teaching at all levels and to coordinate the delivery of education to students from kindergarten through higher education; develop stronger linkages to alumni and friends of the university.

GOAL 4. UNIVERSITY COMMUNITY

Ensure that Colorado State University will provide an environment that will encourage students, staff and faculty from all segments of our pluralistic society to participate to the full level of their capabilities and realize their aspirations.

- Continuing objectives for the university community include:

Recruit, retain, and support students, faculty, and staff from the multicultural society that the university serves with particular emphasis on groups that have not participated as full stakeholders in higher education, including minorities, individuals with disabilities, and women; provide an inclusive and supportive environment and resources to encourage

superior individual and collective performance by all students and employees; enhance opportunities for professional growth for university employees; strive for faculty and staff compensation that is competitive with those at peer institutions; enhance our system of shared governance.

- Future objectives for the university community may include:

Develop our intellectual capital, that is, the people and ideas that are essential for the university to achieve its goals; create and maintain work environments that are inclusive; demonstrate increasing productivity and quality; encourage faculty and staff to explore new avenues and pursue activities with high risk and potential payoff; build traditions and a strong sense of community.

GOAL 5. PHYSICAL & FINANCIAL RESOURCES

Provide modern, safe and accessible facilities, financial resources, and up-to-date management practices which are essential if Colorado State University is to accomplish its teaching, research and outreach missions.

- Continuing objectives for physical and financial resources include:

Restore a rapidly deteriorating campus building infrastructure and add new facilities; provide high quality, attractive, efficient, environmentally safe, accessible and barrier-free facilities and equipment to support the educational, research and outreach goals; provide the information technology infrastructure and services necessary to enhance learning, research and scholarship, outreach, and effective management.

- Future objectives for physical and financial resources may include:

Fully utilize computing, telecommunications and other educational information technologies to support the university's educational, research and outreach goals; foster a culture of continuous improvement to enhance service and productivity of university support units; increase private support for the university's mission through enhanced development, alumni relations and public relations.

ANNUAL PLANNING

The details of the university's annual planning (which includes updating the strategic planning framework) and budgeting process are schematically described in Figures 1A and 1B. The timeline of activities is defined by the progression of rounded-corner boxes describing products from the planning activities. Over each of these products is a box listing the party(s)

responsible for its completion; below each are boxes listing the party(s) providing review, consultation and/or making a recommendation.

Legislative Budget Request

At the start of each fiscal year, the university and its Agencies [Agricultural Experiment Station (AES), Cooperative Extension Service (CES), and the Colorado State Forest Service (CSFS), Colorado Water Resources Research Institute (CWRRRI)] prepare their Legislative Budget Request for the following fiscal year. To initiate the process, the Office of Budgets & Institutional Analysis (OBIA) working with the Executive Budget Committee (EBC) develops a set of budget parameters consisting of estimates of increases in inflation, salary (faculty and state classified personnel), benefits, tuition (resident and non-resident), and state funding. Based on these estimates, the EBC prepares revenue and expenditure budgets to fulfill the Legislative Budget Request requirements for the university and its Agencies. The requests prepared reflect the general priorities identified in the University Strategic Plan. These are shared with the Council of Deans and Faculty Council Committee on Budgets & Financial Planning (B&FP) for input. In most cases, the Agencies are permitted to submit "decision items" (requests for new funding), which become their mechanism to make a case for additional funding to support new initiatives in the next year's appropriated budget.

The Legislative Budget Request documents are submitted to the State Board of Agriculture (SBA) in August before being forwarded to the Colorado Commission on Higher Education (CCHE) which, in turn, forwards them to the Office of State Planning & Budgets (OSPB) in the Governor's Office. In September, the Legislative Budget Requests prepared by the university and Agencies are received by the Legislative Joint Budget Committee (JBC), which holds hearings on these requests before the legislative session begins in January.

Outcomes Analysis

Simultaneous with the preparation of the Legislative Budget Request, an outcomes analysis begins in the Summer and provides feedback on the impact of the previous year's planning by documenting and analyzing the progress made on strategies and specific budget allocations. These data provide information essential to the annual update of strategic planning objectives to create the strategic planning framework. OBIA will facilitate the outcomes analysis by preparing the necessary financial data and performing the background analysis for the Strategic Planning Committee (SPC) which will, in turn, coordinate its review with input from the Council of Deans and the Faculty Council. This outcomes analysis should be completed as early in the Fall Semester as possible so as to provide additional input to the new year's planning and budgeting processes.

Strategic Planning Framework

To assure that university planning remains strategic, the strategic planning framework is carefully examined at the beginning of each fall semester. Considering such key factors as legislative priorities, changing environmental and external factors and governmental requirements, the EBC and Council of Deans work together to edit, revise and propose prioritized objectives under each goal to create the strategic planning framework, which is forwarded to the Strategic Planning Committee.

The SPC will coordinate and receive input on the proposed strategic planning framework from the Faculty Council through its Committee on Academic Planning (CAP), Associated Students of Colorado State University (ASCSU), Graduate Student Council, Administrative-Professional Council, Classified Personnel Council, and the university community-at-large. Suggested revisions will be considered and incorporated where appropriate. Priorities will be assigned to all objectives in the strategic planning framework by the Strategic Planning Committee and Faculty Council (CAP) before it is forwarded to the President for approval by the end of fall semester.

Academic Department/College/Libraries Planning

At the beginning of each Spring Semester, all academic units will review their four-year plans in the context of the strategic planning framework updated and adopted during the previous Fall. The seven-year departmental self-evaluations and the academic outcomes assessments serve as additional input to academic planning. Planning provides the formal opportunity for academic units to involve departmental faculty, staff, students and advisory boards in developing strategies describing specific activities, budgetary requirements and sources, a timeline, and identifying the responsible parties to meet university goals and objectives. The academic units' highest priority strategies will, in turn, be the basis for each Dean's planning and budget presentation at a hearing in early March. The College of Agricultural Sciences will include the AES and CES in its planning; and the College of Veterinary Medicine & Biomedical Sciences will include the Professional Veterinary Medicine Program (PVM) as part of its planning.

President/Provost/Vice Presidents Planning

In a manner similar to the academic Department/College planning described above, the President, Provost and each Vice President will update and organize the strategies comprising their four year strategic plans in terms of the strategic planning framework. Again, their highest priority strategies will be presented at the planning and budget hearings in early March.

Facilities Planning

The Office of Facilities Planning will request information about facilities needs and plans from every College, the Library, each Vice President, the Provost, the President and the Agencies by February 15 to update the facilities needs listing required to prepare the Physical Development Plan/Capital Development Plan and budget. The Physical Development Committee will review the listing and recommend a prioritization to the EBC by April 5. In turn, the EBC will forward the Capital Development Budget Request to the President for SBA approval and submission to the CCHE in May to meet their deadline for submission to the Legislature.

Planning and Budget Hearing Guidelines

At the start of Spring Semester, the EBC, working with OBIA, will prepare projections of revenue and expenditures for the next fiscal year. In addition, the EBC in collaboration with the Council of Deans and B&FP will formulate general budget request parameters and unit-specific programmatic and budgetary questions to be addressed during the planning/budget hearing process. These guidelines will be formally recommended to the President for approval.

Planning/Budget Presentation

The Strategic Planning and Executive Budget Committees will hold planning/budget hearings in March. At these hearings, each Dean, Vice President, the Provost and the President will summarize their planning in terms of high priority strategies organized by the strategic planning framework. The strategies will define specific activities, their expected outcomes and budgetary implications including the source of funds [new funds (recurring and non-recurring), reallocation of existing resources, external]. The latter information will serve as the units' formal budget request.

Following the hearings, the EBC will take the budget request information and develop a budget proposal for the next fiscal year which addresses the priorities in the strategic planning framework. The proposed budget is given to the Council of Deans and Faculty Council (B&FP) for comment. Based on these comments, the EBC refines the proposed university budget prior to submission to the President for approval and forwarding to the State Board of Agriculture for final approval in May.

In conjunction with the EBC's development of a budget proposal, the Strategic Planning Committee will organize and incorporate strategies provided during the hearings into the strategic planning framework to create the Annual Update of the University Strategic Plan. Strategies will be edited, included or excluded from the University Strategic Plan based on input received during the hearings and priorities in the strategic planning framework. Also, the Physical Development Plan listing capital projects in priority order will be part of the University Strategic Plan. The Draft Annual Update of the University Strategic Plan will be forwarded to the Graduate Student Council, Administrative-Professional Council, Classified Personnel Council, Council of Deans, Faculty Council, and ASCSU in early April for consideration and comment. Based on inputs received, the Strategic Planning Committee refines the draft plan prior to submitting it to the Faculty Council for consideration and to the President for approval. The annual planning/budgeting activities started at the beginning of Fall Semester will be completed by the end of Spring Semester.

The academic portions of the approved University Strategic Plan will become the Academic Initiatives Report required by CCHE.

President's Letter

The President's Letter serves as the annual report to the entire university community at the end of each fiscal year. It summarizes and celebrates the past year's achievements of the university and its members - students, faculty, staff and alumni and friends. Further, it describes the past

legislative session which both impacts the budget and provides important input for the coming planning cycle. Finally, the President's Letter describes in detail the budget allocations for the coming fiscal year. The budget developed each Spring allocates funds to the highest priorities of the University Strategic Plan. The adoption of the budget by the SBA completes the annual planning/budgeting cycle.

Updating the Strategic Planning Framework and Planning/Budgeting Process

Every fourth year, the Strategic Planning Committee undertakes a process to update the strategic planning framework and planning/budgeting process during the Spring Semester using the process described in [Figure 2](#). This committee solicits input from all university units, before proposing changes. A new draft strategic planning framework and planning/budgeting process will be developed and distributed to the university community for review and input. Comments, written and oral, will be solicited from individuals and various groups such as the Faculty Council (CAP), Council of Deans, Colorado State University Agencies, Associated Students of Colorado State University, Graduate Student Council, Administrative-Professional Council, Classified Personnel Council, Alumni Association, etc. Hearings will also be held to describe the strategic planning framework and planning/budgeting process in order to clarify the proposal and solicit further comment. The Strategic Planning Committee will make revisions based upon these comments before the proposed planning framework and planning/budgeting process are considered by the Faculty Council and submitted to the President for approval by the end of the Spring Semester.

ESTABLISHING PRIORITIES & DECISION MAKING

The university's process for making decisions is open and honest, allowing broad input from internal and external constituents. Decisions must be made in full recognition of established plans and priorities in order to achieve the goals, objectives and strategies of the university as a whole. During the annual planning and budgeting process, six fundamental criteria guide the setting of priorities and decision making:

Quality

Quality is a primary consideration in all decisions. All programs must be of high quality and strive for continuous improvement toward excellence in the fulfillment of their mission. Although quality is a subjective concept and difficult to measure directly, attempts must be made to assess the implications of all decisions on quality. Quality can be demonstrated by reference to independent evaluations, regional and national comparisons of program accomplishments, observable indicators of scholarship and achievement, and other metrics. Leaders must be forward thinking in seeking new and creative ways of delivering high quality programs.

Centrality

The centrality of an activity is the extent to which the activity is an indispensable part of the university's mission. Thus, centrality can be judged by the aggregate of such assessments as:

Is the activity essential to the university's role and mission?

Is the activity consistent with or even necessary for future directions of the university?

Does the activity significantly contribute to other programs that are critical to Colorado State's mission?

What impact does the activity have on institutional culture and values, institutional distinctiveness, our vision for the future, students, faculty, and staff?

Need

The university must make decisions that are in concert with the needs of the university community, the state, and its broader constituencies. Need can often be supported by indicators such as student demand, placement of graduates, and areas of distinction or emphasis. The determination of need requires sound academic and professional judgment as well as objective information.

Cost

Cost cannot be ignored and must be considered within an overall balance of programs and in relation to one or more factors, such as cost benefit considerations and on-going vs. one-time cost requirements. Cost reviews should indicate how a decision will optimize our use of resources.

External Mandates

The university recognizes that it is subject to external influences such as federal and state statutes, CCHE requirements, regulatory agency mandates, etc. These mandates vary widely and include legislative priorities, the Americans with Disabilities Act, Title IX, etc. Confirming safety in the workplace, assuring the academic and environmental quality, guaranteeing individual rights, and adhering to the law of the land direct decisions that affect the university community.

Unanticipated Requirements & Opportunities

Planning is as much an art as a science, and while critical to any organization, it cannot anticipate each and every event that may occur. The planning and budgeting processes of the university are closely connected, but both demand some level of flexibility to respond to unexpected issues which will arise outside the boundaries and schedule of the process.

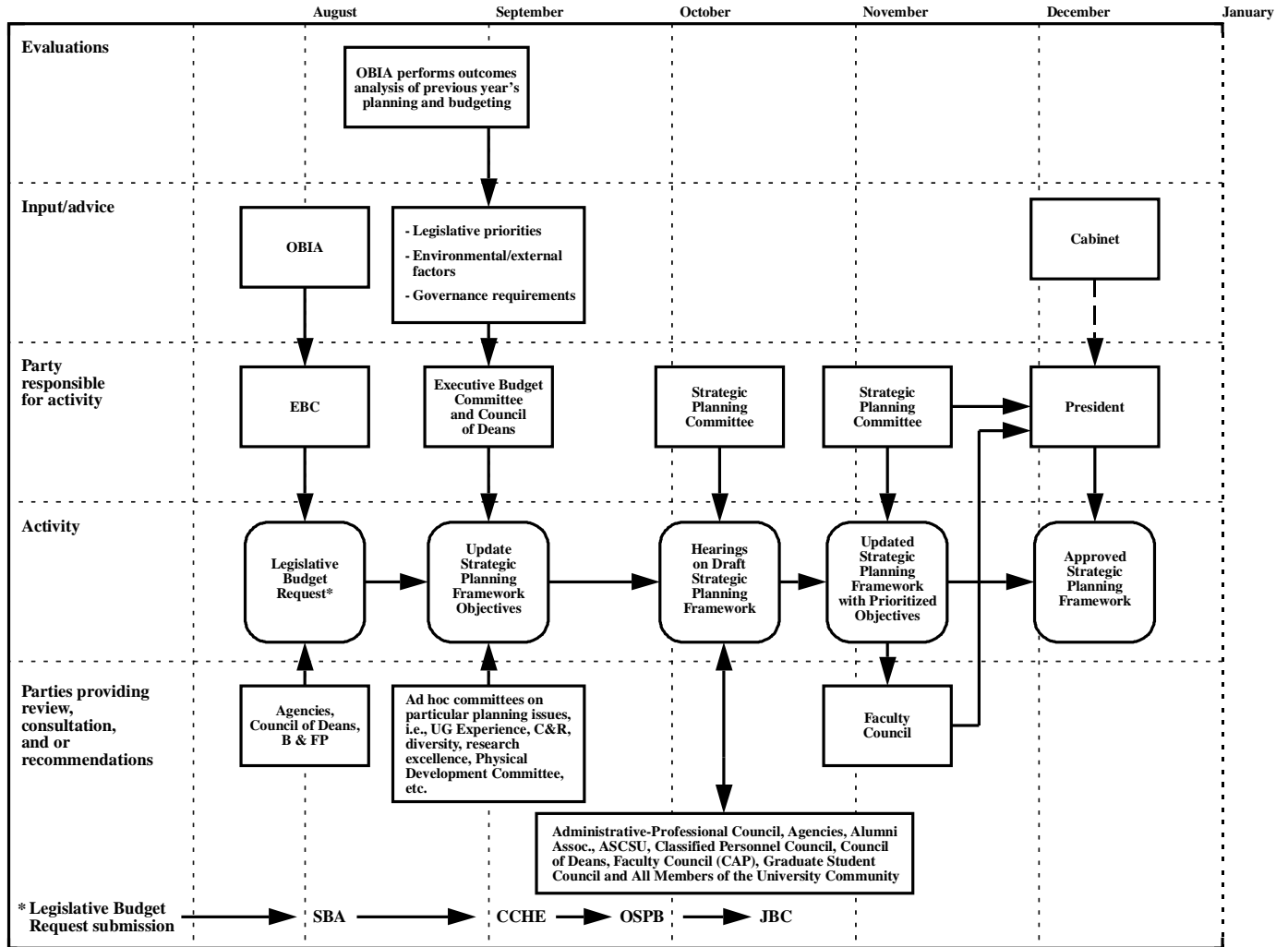
SUMMARY

Planning is necessary if the university is to:

- Evolve in a coherent manner;
- Clarify, communicate and fulfill its mission, goals, objectives and priorities;
- Review and evaluate its activities and programs; and
- Acquire, allocate and/or reallocate resources.

Planning is an on-going activity, focused at the program level, faithful to accepted principles and values, responsive to and responsible for a changing environment, focused at the program level yet fully integrated with all university programs. Effective planning will allow Colorado State university to enhance the quality of all its programs and strive for excellence in all aspects of its mission.

Figure 1A: Annual University Planning/Budgeting Process for the Next Fiscal Year



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Figure 1B: Annual University Planning/Budgeting Process for the Next Fiscal Year

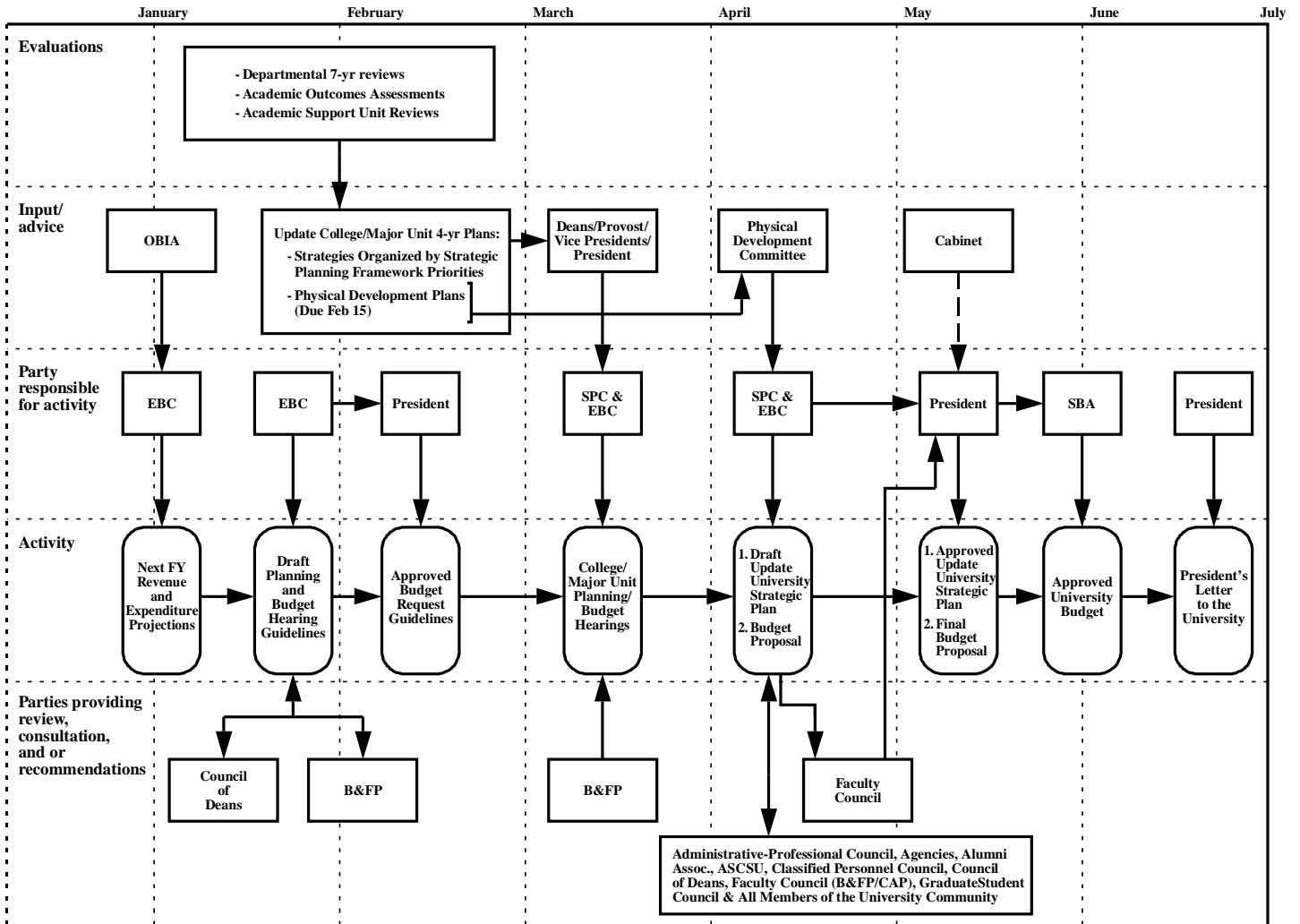
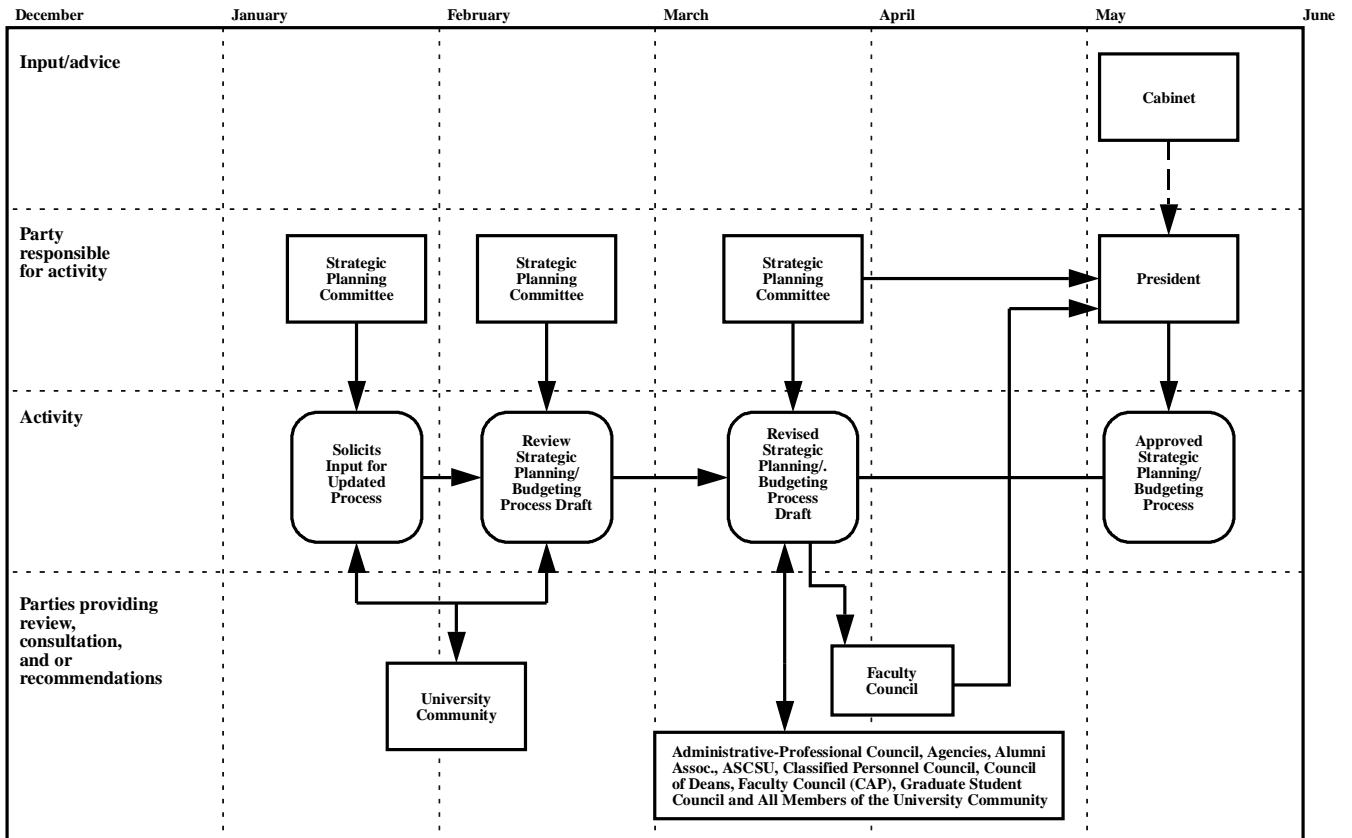


Figure 2: Comprehensive Update of Strategic Planning/Budgeting Process Every Fourth Year



Appendix A: Description of charge and composition of university committees identified in the planning/budgeting process

Committee on Academic Planning (CAP):

Charge: Standing committee of the Faculty Council, charged to make recommendations to the Faculty Council on planning that affects the academic function of the university. CAP's duties are: (1) to review the procedures, outcomes, and accountability of the university's strategic planning processes and plans, for example, the Academic Initiatives Report, the periodic University Strategic Plans, and associated *ad hoc* reports; (2) to present the committee's evaluations and recommendations on such planning processes and plans to the Faculty Council for approval or disapproval on a semi-annual basis; (3) to review university proposals, policies and procedures as they affect the academic programs and structure of the institution; and (4) to consult with other committees of the Faculty Council and with members of the university administration as appropriate.

Members: One academic faculty representative from each college and the Libraries, and the Provost/Academic Vice President (*ex officio*).

Appointed by/reports to: Nominated by Committee on Committees and elected by members of the Faculty Council. Reports to Faculty Council through Executive Committee.

Committee on Budgets & Financial Planning (B&FP):

Charge: Standing committee of the Faculty Council, charged to recommend: (1) financial policies to achieve long-range goals and objectives; (2) priorities for resource allocation; and (3) policies for the distribution of faculty compensation increases and yearly salary reports/analyses to the faculty.

Members: One academic faculty representative from each college and the Libraries, Provost/Academic Vice President (*ex officio*), Director of the Office of Budgets & Institutional Analysis (*ex officio*), an academic dean (*ex officio*), one undergraduate and one graduate student.

Appointed by/reports to: Nominated by Committee on Committees and elected by members of the Faculty Council. Reports to Faculty Council through Executive Committee.

Council of Deans:

Charge: To serve as a deliberative body to provide guidance and advice to the Provost/Academic Vice President.

Members: Provost/Academic Vice President, Deans of the eight academic colleges (Agricultural Sciences, Applied Human Sciences, Business, Engineering, Liberal Arts, Natural Resources, Natural Sciences, Veterinary Medicine & Biomedical Sciences), Dean of the Graduate School, Dean of Libraries. *Ex officio* members include the Associate Provosts, Chair of Faculty Council, and such other administrators as the Provost/Academic Vice President shall designate.

Appointed by/reports to: Provost/Academic Vice President.

Executive Budget Committee (EBC):

Charge: To coordinate, facilitate and implement university budget decisions in compliance with fiscal regulations and university priorities as identified through the planning/budgeting process.

Members: Provost/Academic Vice President, Vice President for Administrative Services, Vice President for Research, Vice President for Student Affairs, Vice President for University Advancement, and Director of Office of Budgets & Institutional Analysis (*ex officio*).

Appointed by/reports to: President.

Strategic Planning Committee (SPC):

Charge: To coordinate and facilitate university planning efforts.

Members: Provost/Academic Vice President, Vice Presidents, two Deans, Chair of Faculty Council, Chair of CAP, Chair of B&FP, one undergraduate and one graduate student, one State Classified representative, and one Administrative-Professional representative.

Reports to/appointed by: President.