

**Date:** November 27, 2002  
**To:** Campus Community  
**From:** Tony Frank, VPRIT  
Chair, Strategic Planning Committee  
**Subject:** Strategic Planning

Several factors make this a non-traditional year for our university's strategic planning activities. Initial plans were to focus this year's strategic planning on the development of a new Context for Planning, the 5-year vision and goals document that will guide our institution's direction until 2009. However, a combination of state-wide budget uncertainty, higher education policy discussions by the CCHE Blue Ribbon Panel, CSU System changes including the transition to CSU-Pueblo, and the search for a new CSU President make this a challenging time to accurately establish a realistic and balanced set of goals for our campus community. In light of this challenging climate, the SPC has agreed to build upon the Fall Forum's discussions of the Context for Planning by providing, in spring 2003, a summary of the general areas in which the university should strive to improve within each Shared Priority for Progress. Campus input to refine the Context for Planning, including quantitative goals and implementation plan, will thus be delayed until fall 2003. It is our hope that such a delay will not halt our strategic planning, but will allow us to meaningfully move forward in the near future under a clearer vision of issues facing CSU.

The near-term strategic planning is also impacted by the same factors which contribute uncertainty to our long-term planning. The State's budget picture certainly heavily influences our thinking as we prioritize our expenditures for FY04, including expenditures targeted to our strategic plan

During the last fiscal year – FY02 – state general fund revenues came in 15.7% below the original assumptions when the year's budget was constructed. For the fiscal year that started July 1, 2002 – FY 03 – state general fund revenues are already predicted to be 11.9% below the assumptions made last legislative session when the budget was developed. Colorado State University has a significant reliance on state financial support, as approximately 40% of our Education and General fund revenue comes from this source. Given recent actions by the Governor, our FY03 state general fund budget has already been reduced by approximately \$14 million (a 10.8% reduction), and the state is informing us that this is a base budget reduction that will carry forward in FY04. At the same time our state support has been declining, we have faced significant mandatory cost increases, and are restricted in raising additional non-state E&G revenue by TABOR. The outlook for next fiscal year – FY 04 – is not optimistic at this time, as our focus will likely be more on budget reductions/cuts than allocation of new resources.

Given this fiscal outlook and the on-going development of a new Context for Planning, you'll note that the draft FY05 KS/IPs – a key component of the Annual Update of the USP for FY04 – are markedly reduced from previous years, essentially reflecting a summary of our status at this date.

In the upcoming **open fora on December 9, 2002, 10:30 – noon, 220 LSC, and December 12, 2002, 3:00 – 4:30 pm, 210 LSC**, traditionally dedicated to a discussion of the draft KS/IPs, we will likely focus as much or more on answering your questions related to the university's budget situation as on the KS/IPs.

We recognize there are clouds on CSU's horizon, but we do so with the knowledge that we have a long history of excellence in the face of challenge. We welcome and encourage your input into our planning and budgeting processes because we know that we are strongest as a community when we are all informed and prepared to meet our challenges.

Thank you in advance for your participation.

## **KS/IP 1: The Undergraduate Experience**

**Key Strategy:** Examine all aspects of the undergraduate experience and make appropriate changes and enhancements to assure a high quality education for Colorado State University students.

**Responsibility:** Provost/Academic Vice President, Council of Deans, Faculty Council Chair, Peter Nicholls, Provost/Academic Vice President

### **KS/IP 1 Elements**

<b>1.1</b>	<b>The University Core Curriculum</b>	<b>Previously Completed</b>
<b>1.2</b>	<b>Life Sciences</b>	<b>Complete</b>
<b>1.3</b>	<b>Course Availability</b>	<b>Previously Completed</b>
<b>1.4</b>	<b>University Honors Program</b>	<b>Previously Completed</b>
<b>1.5</b>	<b>Classroom Quality</b>	<b>Complete</b>
<b>1.6</b>	<b>IS&amp;T</b>	<b>Complete</b>
<b>1.7</b>	<b>UDTS</b>	<b>Previously Completed</b>
<b>1.8</b>	<b>International Programs</b>	<b>On-going</b>
<b>1.9</b>	<b>Program Assessment</b>	<b>Complete</b>

### **Updated Final Report**

The quality of the undergraduate experience at Colorado State University will remain among the highest institutional priorities and will feature prominently in the new Context for Planning. Much progress has been made on the KS/IP elements, and in light of our evolving strategic planning process, this committee has been thanked for its valued contributions and disbanded. It was noted in the FY03 Annual Update of the University Strategic Plan that report that several elements of KS/IP 1 had been completed. Following is the updated report on the remaining open elements of KS/IP 1. No new university funds are requested.

### **KS/IP 1.2 Life Sciences**

In spring of 2002, all responsibilities (including the budget) for the Biocore were assigned to Dr. Tom Gorell who has assumed responsibility as the director of Biocore. This completes action on this proposal.

### **KS/IP 1.5 Classroom Quality and Teaching/Learning Environment**

The major activity undertaken in this area has been the opening of the new Chemistry/Bio-sciences Building. This state-of-the-art facility was opened for the fall 2002 semester and is providing a truly outstanding learning environment for our science students. It also provides the space necessary to increase laboratory support from two to three hours per week in undergraduate classes. This completes action on this item.

### **KS/IP 1.6: Information Sciences/Technology**

Hiring for the ISTEc initiative has proceeded on schedule and the last base budget commitment is to be made in FY03. Follow up by the Provost and the Vice President for Research and Information Technology will determine how the plans in the initial ISTEc proposal have been implemented. While the financial commitments to this implementation plan have been completed (pending the final scheduled base budget allocation), meeting the enrollment targets has lagged. VPRIT and ISTEc leadership will continue to work with EBC on this issue.

### **KS/IP 1.8: International Programs**

Activities in this area are continuing and have been a strong focus for the new Executive Director of International Programs, Dr. Jerry Bookin-Weiner.

### **KS/IP 1.9: Program Assessment**

A major activity in this area has been to hire a permanent, full-time Director of Assessment. Dr. Kim Bender joined the university in October 2002, and has initiated an aggressive program for outcomes based assessment on the campus. The Academic Program Assessment and Improvement Committee, with representation from each college, has been formed and is working with academic units to develop and collect individual unit assessment plans.

We have appointed co-coordinators and a Steering Committee to collect information and to write the self-study report for the upcoming NCA accreditation visit, scheduled for February 23-25, 2004. Action on this item is complete.

## KS/IP 2: Information & Instructional Technology

**Key Strategy:** Develop and implement a long-term strategic plan to deploy, use and support information technologies to enhance teaching and learning.

**Responsibility** Vice President for Research and Information Technology  
Chair: Tony Frank

### KS/IP 2 Elements

<b>2.1 Phased Campus Information Technology Infrastructure Upgrade CSUIITE Projects 2 and 3</b>	<b>On-going Commitment</b>
<b>2.2 Central Computing Upgrades</b>	<b>Revised Proposal (unfunded to date)</b>
<b>2.3 Administrative Software Replacement – Student System</b>	<b>On-going Commitment</b>
<b>2.4 Library of the Future</b>	<b>Complete</b>

**Implementation Plan Overview:** Campus I&IT infrastructure additions and upgrades will continue. Leadership for I&IT will be focused. The library will continue its transitions as recommended by the Provost's Task Force.

### KS/IP 2.1: Phased Campus Information Technology Infrastructure Upgrade CSUIITE Projects 2 and 3

#### A. Narrative of activities to be undertaken:

CSU Information and Instructional Technology in Education for the year 2000, CSUIITE 2000, a plan to upgrade technology at the University, was approved by in 1998 and is being conducted as a series of independent projects. Buildings to be upgraded (rewired) under CSUIITE 2000 are prioritized collaboratively by the University Information Technology Support Services (UITSS) committee, the University Instructional Technology Committee (UITC) committee, and subnet managers. The classrooms to be upgraded under CSUIITE 2000 are prioritized by the Office of Instructional Services (OIS) with input from the Classroom Review Board (CRB).

Building upgrades encompass fiber optic infrastructure, secure communications closets, conduit and raceways for cabling, high-speed copper cabling to the wall jack, and high-speed switches to activate the network. Classroom upgrades can encompass network upgrades (FE denotes that classrooms are to be put on the Fast Ethernet classroom network) and instructional technology upgrades of four types:

- **“SMART”** classrooms will provide projection equipment for computers, connections to the campus' central media distribution system, network ports to access the Internet, and lighting and or window shading modifications as required.
- **“SMART+”** classrooms have, in addition, a document camera to complement the basic SMART systems.
- **Enhanced SMART** classrooms will provide, in addition,
  - Videotapes, videodiscs, digital slide converters, projector screens, document cameras, and controlled audio and lighting systems;
  - Technological equipment to connect to the campus' central media distribution system; and
  - Telephone intercom

- “**Network**” classrooms have SMART classroom capabilities plus network jacks and electrical power at every student station, to support hands-on interactive computer instruction using computers in the classrooms.

In addition to the types of classrooms above, CSU has several “distance” classrooms equipped to support outreach. These rooms have video cameras and computer interfaces, and their output can feed videotape distribution, satellite broadcasts, and interactive video.

The information technology status of all buildings on the main, main south and foothills campuses and the instructional technology status of general assignment classrooms are available on the CSUIITE home page

[http://www.colostate.edu/Depts/ACNS\\_Pubs/ACNS\\_Home/csuiite/index.html](http://www.colostate.edu/Depts/ACNS_Pubs/ACNS_Home/csuiite/index.html).

CSUIITE Project 1, encompassing 12 buildings and 5 classrooms, is underway and scheduled for completion in FY 03. CSUIITE building rewire projects are shown in Table 1 below. Buildings for CSUIITE Projects 2 and 3 are tentative, and will be prioritized by the University to determine the final list of buildings.

<b>Table 1.A CSUIITE Buildings</b>		
<b>Project 1 (Underway)</b>	<b>Project 2 (Tentative)</b>	<b>Project 3 (Tentative)</b>
Anatomy/Zoology	AERC	AIDL
Animal Sciences	GSB	Airport Complex
Engineering W Wing	Industrial Sciences	Botany Greenhouses
ERC	Ind. Sciences Labs	Cooperative Units
Gifford	Military Sciences	Facilities Services North
MRB	Music	Facilities Services South
Microbiology	Occupational Therapy	Lake St. Greenhouses
Pathology	OT Annex	Military Annex
Shepardson	Painter Center	Morgan Library (electronics)
Student Services	Physiology	NRRL
USC	Wagar	Spruce Hall
	VTH	Visitor's Center

Proposed CSUIITE Projects 2 and 3 classroom upgrades are indicated in Tables 2.A and 2.B below.

<b>Table 2.A CSUIITE Project 2 – 22 Classrooms</b>			
<b>Building</b>	<b>Room #</b>	<b># of Seats</b>	<b>Room Type</b>
Chemistry	A101	158	FE <sup>1</sup>
	A103	256	FE
	B202	48	FE
	B301	36	FE
	B302	48	FE
Clark	C146	89	Smart
Eddy	8	60	FE
	102	35	FE
	103	36	FE
	104	36	Network
	212	187	FE
Education	1	24	FE

<sup>1</sup> FE denotes that these classrooms will be equipped with gigabit Ethernet Internet connections, capable of transmitting signals at 1 billion bits per second.

	2	35	FE
	7	72	FE
	11	30	FE
	13	32	FE
	105B	24	FE
	236	32	FE
Wagar	132	49	FE
	133	98	FE
	231	89	FE
	232	98	FE

Table 2.B CSUIITE Project 3 – 11 Classrooms			
Building	Room #	# Seats	Room Type
Clark	C142	89	SMART+
	C144	89	SMART+
Engineering	E103		SMART+
	E203		SMART+
Gifford	149	52	SMART
	332	52	SMART
Microbiology	A113	78	SMART
Physiology	243	97	Enhanced SMART
Shepardson	120	47	SMART
	212	47	SMART
Wagar	232		SMART

**B. Expected outcomes/justification:**

The building upgrades will provide reliable, fast network access capable of supporting next generation networking applications. The classroom upgrades will provide such network connections in the classrooms and access to instructional technology. Both aspects represent basic infrastructure needed by the University to provide students, faculty and staff access to modern technology. Benefits of this include improved productivity, enhanced learning, access to information from any where at any time, and students trained in the most modern technology. Also, as there is great demand for access to the most advanced technology, this will allow the University to attract and retain high quality students and faculty.

**C. Timeline for implementation:**

The timeline for implementation is very uncertain due to the state's revenue projections. This KS/IP recommends that CSUIITE Project 2 be re-submitted at the earliest possible opportunity. CSUIITE Project 2 is expected to require about 18-24 months to complete.

Should capital funding not be available for some time, progress may be made by using funding in existing plant funds, CRB funds and the Physical Development Plan process.

**D. Budget breakdown:**

The budget breakdown for CSUIITE Projects 2 and 3 are given in Tables 3.A and 3.B below.

<b>Table 3.A CSUIITE Project 2-- 8 Buildings and 22 classrooms</b>			
No.	Item	One-time funds	Recurring funds
1.	Total Information Technology	\$2,313,752	TBD <sup>2</sup>
2.	Classrooms -Instructional Technology	\$282,176	\$71,000
3.	Total Project 2	\$2,595,928 State funding	TBD <sup>2</sup>

<b>Table 3.B CSUIITE Project 3-- 23 Buildings and 9 classrooms</b>			
No.	Item	One-time funds	Recurring funds
1.	Total Information Technology	\$2,581,771	TBD <sup>2</sup>
2.	Classrooms -Instructional Technology	\$287,064	\$71,000
3.	Total Project 3	\$2,868,835 State funding	TBD <sup>2</sup>

### **KS/IP 2.2 Central Computing Services**

#### **A. Narrative of activities to be undertaken:**

This request will meet needs in two areas: 1) new, central server hardware, and 2) new portal software. No central funding is requested. Rather, this request will be taken to the Central Backbone Network Services Committee for incorporation in network charge back for FY 04.

Item 1 - ACNS and IS propose to purchase new, redundant computing server hardware for delivery of central services. This new hardware will enable ACNS and IS to meet increasing demand for existing but increasing central computing services and provide a development and delivery platform for new central services, including portal services. In addition, this hardware will replace some of ACNS' existing central hardware that is well beyond a reasonable life cycle. Partial funding is requested for this item, with ACNS contributing all that its budget will allow.

Item 2 – On behalf of ACNS, IS and Enrollment Services, funds are requested to purchase software to deploy portal services. In FY 02, a portal request was blended with the request for the new student information system (SIS) for which funding was deferred. While a combined SIS and portal would be optimal, a portal can and should be launched independently if further delay is expected on the student system. The effort would initially be targeted at students, but expand to faculty and staff over time. Over the past 24 months ACNS, IS and ES have been reviewing portal technology. Product evaluation is ongoing, but one vendor's solution has emerged as a potentially cost effective alternative. This interim solution could “jump start” a portal project for the campus. Additional discussion and hardware requirements are noted below. Full funding of this item is requested.

Item 3 – ACNS has identified the need to modernize central file storage. This is due to a variety of factors: a) the aging of the current storage system used by ACNS, b) emergence of new technologies that support a much larger, faster centralized file storage system with built-in, fail safe measures, c) increased demand for storage space including roaming storage, and d) strategic planning for a “My Storage” option on a portal. No funding is requested for this option. ACNS would plan for the conversion to a new storage system and pilot the roaming storage

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<sup>2</sup> The recurring costs will be included in the network charge-back, and are therefore identified as To Be Determined (TBD), as the algorithm for network charge back is yet to be determined for FY 03.

program in FY 04, and include this as an item in the Strategic Planning process for FY 05. Pending approval by the campus, ACNS would purchase and deploy a new storage system in FY 05.

**B. Expected outcomes/justification:**

Item 1 Server upgrade: Significantly increased demand for central computing services has exceeded ACNS' and IS' budgets for hardware refresh. Increased demand for central computing services has necessitated ACNS to juggle services among various server platforms. Most of this has been accomplished transparently. However, the combination of increasing demand for existing services, demand for new services and aged central servers renders this "juggling act" no longer sustainable. This item addresses three needs: 1) meet increased demand for existing services, 2) meet demand for new services, and 3) refresh aged central computing hardware.

Examples of increased demand for ACNS' existing services in FY 02 include 81.2% growth in number of email messages, 61.2% growth in email traffic, 57.6% growth in disk space usage, and 49.4% growth in number of accounts. A server upgrade in FY 04 will provide immediate performance enhancements and add robustness for ACNS' central services. Last year, funding for hardware for WebCT was approved, and ACNS implemented new and redundant hardware and updated the software for WebCT. Performance and reliability of WebCT has improved dramatically this year.

New services deployed in FY 02 by ACNS, Enrollment Services and IS include: eID services, with 49,000 accounts, RamFYI email to undergraduates and graduates, RamSelect email to selected groups of students, and RAMweb. During this past year ACNS' and IS' servers have processed more than 1 million RAMweb requests, with back-end systems that were not designed to handle this volume of requests. Moreover, the volume of requests is increasing dramatically.

Currently, ACNS runs 10 unix servers with 49 CPU's. All but 4 servers are more than four years old. Endemic of ACNS' aging hardware is the central server *eagle*, an IBM computer with 256 Mbytes of memory (less than today's average PC) that is seven years old (more than two generations of computer technology, well beyond a reasonable life cycle). It has no further upgrade path; that is, it cannot support additional memory or CPU's. This computer handles creation and management for 49,000 accounts. *Eagle* is aging while account management activity is increasing. In addition, this computer hosts all centrally run software such as SAS, SPSS, Minitab, compilers, linkers, etc. The additional load of syncing accounts to eID and IS' tables has forced "duct tape" solutions that are no longer sustainable.

Item 2 Deployment of a University portal: A portal will provide individualized, personalized electronic access to virtually all electronic services. Many believe that a portal will transform the way the University does business, even more so than have email and the web. A good example of a portal is that of UC Davis (see <http://my.ucdavis.edu/>). A portal will provide increased efficiencies and functionality in diverse areas. Four of our peer institutions, Iowa State, Oregon State, UC-Davis and Washington State have deployed portals and more than one-fifth (21.4 percent) of the campuses participating in the Campus Computing Project in 2001 report a plan for student portal services (compared to 12.6 percent in 2000). To remain competitive, CSU needs to deploy a portal. Due to its strategic importance and increased functionality and efficiency, the Information Technology Executive Committee (ITEC) and its subordinate group have unanimously endorsed proceeding with a portal "experiment" in FY 03, under the condition that no funding would be forthcoming for the "experiment."

The portal would be designed in collaboration with the campus, and be implemented to have "channels" of information that colleges and departments could use for their purposes. In FY 03, ACNS, ES, IS and UR will provide a prototype, nascent portal by implementing a "wrapper" around RAMweb. The RAMweb "wrapper" is not a substitute for a full portal project, but is a first step in organizing data and coordinating with campus constituents in planning for a true portal. In

addition, two “build” options, one in Cold Fusion and the other in Java (the uPortal initiative), will be explored, and various “buy” options will be explored. A portal would consist of a “front end” web server run by ACNS and a “back end” server on which IS’ databases exist. Once a portal is successfully deployed for students, portal services for other populations (faculty/staff, alumni, prospective students, etc.) would follow.

Item 3 Plan for new disk storage system: Planning would occur in FY 04 and implementation, if funding is approved, would occur in FY 05.

ACNS currently manages almost 20 servers (Unix and Windows), most with multiple processors. The increased number of servers that access disk subsystems and the increased volume of storage required to support all the existing central services are taxing the older disk technology now in use by ACNS.

SAN/NAS (Storage Area Network/Network Attached Storage) technology is inherently more stable, more reliable, better performing, and more scalable than the current IBM SSA mass storage devices ACNS uses. The IBM SSA storage devices are becoming outdated, do not perform with currently required response times, and are not as cost effective to scale compared to state of the art SAN/NAS systems.

Centralizing storage devices will allow tape backup technology to interface directly with most of the storage (since SAN/NAS storage would be centralized onto one device), decreasing the amount of time tape backup sessions require and increasing backup performance and reliability in general.

Several University departments and/or colleges have requested use of central space available for faculty, staff and students. With the deployment of eID and the populating of the Windows 2000 Active Directory with eIDs, a mechanism now exists to grant to individual users disk space that can be accessed while the user is roaming anywhere on campus (and off campus under certain circumstances).

ACNS is in the process of implementing a pilot project to provide 20 MBytes of storage space per user during FY 03. The pilot will be implemented on an external SCSI disk array. For roaming service to be truly effective the amount of storage should be between 100-500 MBytes per user (as other universities are offering). The pilot is expected to be useful for about one year, at which time additional storage will be required. Advantages of a modernized disk storage system include: Increased performance, reliability, stability, efficiency, and scalability for all the central services. This includes email, web services, and databases.

Storage space that would be accessible from anywhere. Ultimately roaming storage would be accessible from a personal portal link “My Storage.”

A streamlined process for delegating disk storage to various projects.

More efficient use of disk space.

More reliable and better performance of file backup.

### **C. Timeline for Implementation:**

Item 1 The new servers would be implemented in the summer of 2003.

Item 2. The portal project would be launched, in pilot stage, in late FY 04.

In addition, FY 04 will be used for planning and testing in pilot mode of roaming storage. Funding would be requested for implementation in FY 05.

**D. Budget:**

The budget is provided below and shows ACNS' contribution and the request for one-time funds. Item 1 is for two new, central V880 Sun server computers, one to serve as the front end and the other to serve as the back end. Item 2 is for portal software.

Item	Item Total Cost	ACNS Allocation	One-time Request
1. Central servers	\$210,000	\$70,000	\$140,000
2. Portal Software	\$60,000	\$0	\$60,000
Totals	\$270,000	\$70,000	\$200,000

**KS/IP 2.3 Student Systems Replacement**

Colorado State University has embarked on a major project to replace student information systems with contemporary systems. During FY02, a functional and technical specification was developed but release of a Request for Proposal and selection of a system was suspended due to State budget issues. When funding is approved, the project will be restarted. Given state budget issues, this will not likely occur until FY05. The FY04 goals are to review and update the functional specification, and either release a Request for Proposal and select the new system or examine sole source vendor options. The schedule would be to release the RFP in August, 2004 and complete contract negotiations in order to begin implementation activities early in FY06.

**A. Narrative of activities to be undertaken:**

A plan for replacement of the Student Systems was developed in Fall 2001. Significant modifications in project cost and timetable were then made and a revised plan reviewed in January 2001.

A campus-wide team was selected and charged in September, 2001 to create the functional and technical specifications to be released as a Request for Proposal. In February, 2002 the team completed their work but given the State budget condition, the RFP was not released and the project was placed on hold for an indefinite period.

The student system replacement project costs are projected in both one-time funds over six years and recurring costs phased in over a three-year period beginning in FY 05. One-time expenses will cover hardware and software acquisition, training and consulting. Recurring expenses include new technical staff and maintenance on hardware and software.

**B. Expected outcomes/justifications:**

A new student system will provide significantly improved enrollment management, recruitment, scheduling, degree audit, student financial aid, etc. service accessible on line in real time. The features of the new system will be accessible to authorized faculty, staff and students.

The project is a joint effort of IS, Enrollment Services and Admissions with extensive input from the campus and utilized by the entire campus.

**C. Timeline for implementation:**

<b>2004</b> .... April	Reassess and update functional specification
August	Release RFP
<b>2005</b> .... January	Select software and consulting service provider
May	Install/upgrade computer and install software

August                      Implementation plan developed with consultants  
 October                    Begin implementation schedule

**D. Budget:**

When the project funding is committed, startup methodology will include the following steps:

Emerging software and hardware technologies, changing needs and existing system modifications make it necessary to update functional and technical specifications created in FY 02. The project team will be recharged to review the existing specifications and make changes as indicated.

Project team management continues to track vendor pricing and software functionality. Vendor pricing strategies are evolving as a reaction to dramatic changes in market competition and reduced opportunities. The budget spreadsheet will be updated to reflect then current price estimates of hardware, software and personal services.

Another sole source proposal will be solicited and compared to projected costs from other vendors. Project management will report to their management both sole source and projected price obtained via RFP, and functional alternatives. Sole source may offer a lower price and this alternative must include a detailed comparison with RFP specifications versus any system to ensure campus needs are met.

Timing	Requested Amount of Increase over FY 04 Base		Change in FTE		
	Base/Recurring	One-time	Faculty	Admin-Pro	SCP
FY 05					
Base Funds	\$170,000	N/AN/A			2.0
One-Time Funds	N/A	\$1,412,000	N/A	N/A	N/A
Reallocation*					
New Revenue (specify)					
Subtotal: FY 03 Requests	\$170,000	\$1,412,000			2.0

Future FY Needs (sum over full remaining period of IPE – includes FY05)					
Base Funds	\$491,000	N/AN/A			
One-Time Funds	N/A	\$4,955,000	N/A	N/A	N/A
Reallocation* (in FY 08)	\$107,000				
New Revenue (specify)					
Total Implementation need	\$304,000	\$4,955,000			2.0

#### **KS/IP 2.4: Library of the Future**

The Provost's Library of the Future Task Force met during the summer and fall of 2000 to define future directions for the Colorado State University Libraries. The Task Force was comprised of both academic and library faculty. The full report of the Task Force can be obtained from the University Libraries Administrative Office. The Task Force was organized to articulate the Library of the Future following the July, 1997, flood and develop a long-range plan for the Library to integrate into the University Strategic Plan.

The Task Force report establishes goals for the Libraries, working in collaboration with other areas of the campus, to best meet the University's need for library resources. The Library of the Future will emphasize electronic resources to complement the traditional archiving of print materials in order to maximize access to available resources.

Enhancements in the condition of the library to a position of distinction are ongoing, as significant resource allocations have already been made over the past four years since the disaster. The Library will continue to remain a very high priority for Colorado State University, and it is expected that it will continue to compete successfully for additional enhancements in the future. The Library of the Future Plan (Attachment A) will be the basis for future priority requests and is attached for your information.

### **KS/IP 3: Continuing and Educational Outreach**

This Key Strategy was closed in FY 02.

## KS/IP 4: Diversity

**Key Strategy:** 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 and commonalities are celebrated within a community where shared beliefs and value exist. The Key Strategy is to continue implementation of the University Diversity Plan.

**Responsibility:** All Vice Presidents, with lead provided by the Provost/Academic Vice President. Diversity Coordinating Council, Chair, Alan Tucker, Vice Provost for Faculty Affairs.

### KS/IP 4 Elements:

4.1	<b>Student Recruitment and Retention</b>	<b>On-going</b>
4.2	<b>Faculty, Administrative Professional, and State Classified Staff Recruitment and Retention</b>	<b>On-going</b>
4.3	<b>Campus Climate</b>	<b>On-going</b>
4.4	<b>Community Partnerships</b>	<b>On-going</b>
4.5	<b>Responsibility and Accountability</b>	<b>On-going</b>

### Implementation Plan

**Overview:** The most recent 5-year University Diversity Plan was adopted in Fall 1998. Both academic and non-academic units have implemented specific initiatives aimed at supporting the plan. Each Vice President's division assesses progress annually. The **Diversity Coordinating Council (DCC)** reviews these assessments and makes recommendations for the continuation or termination of previous initiatives and the development of new initiatives. For FY04, the University will continue implementation of the recommendations of the special task force concerning reorganization of various commissions and committees with responsibility for diversity. To this end, the DCC will provide oversight and leadership in implementing unit diversity initiatives that support the Diversity Plan and will coordinate diversity initiatives using a 'master calendar' of events.

### Executive Summary

Significant progress was made on several diversity initiatives, whereas other initiatives require greater effort and more resources. A detailed status report is included as Attachment B.

**Student Recruitment and Retention:** Enrollment of diverse undergraduate students increased again in Fall 2002, with record numbers of minority freshmen and total undergraduates. Retention of undergraduate students was enhanced by programs offered by offices and centers in the Division of Academic Affairs and the Division of Student Affairs. The graduation rate for minority undergraduates continues to increase. An increased number of minority students were enrolled in Master's programs, whereas the number of minority doctoral students remained constant. For FY04, higher minority enrollment targets have been set: 15% for new freshmen; 13% for total undergraduate students; 10% for graduate students; and 15.5% for DVM students. A goal of closing the gap between the 5-year

baccalaureate graduation rates for majority and minority students has also been established. To meet these goals, the following budgetary recommendations have been made:

- Consider the basis of funding \$80,000 for the Summer Bridge Program
- Increase base funding for the Advocacy Offices (total of \$50,000)
- Examine provision of tuition waivers for Native American students enrolled through articulation agreements and determine a specific recommendation for funding in FY05

**Financial Support for Undergraduate and Graduate Students:** Faculty and Staff have been successful in obtaining support for a variety of scholarships and fellowships for minority students. These efforts will be encouraged by providing cost-share resources as appropriate. Requests for budget increases will be made as new scholarship initiatives are identified.

**Curricular Initiatives:** The following initiatives are to be undertaken: develop a B.A. degree in American Ethnicity Studies; provide more sections of courses offered through CASAE; expand the Key Academic Community program (amount to be determined at a later time); develop a GLBT certificate program (\$15,000 administrative costs).

**Faculty, Administrative Professional, and State Classified Staff Recruitment and Retention:** The number of ethnically diverse faculty members remained constant, but there were slight to modest increases in the numbers of minority staff members. The institution will continue to support campus organizations (with one-time funding sources) that promote the retention of a diverse faculty and staff. Furthermore, the Provost and VPRIT will continue to provide funds to recruit individuals from underrepresented groups (~\$100,000 per year ongoing commitment).

**Campus Climate:** The institution will continue to foster an environment that respects and welcomes diversity by providing programming and training for students, faculty, and staff. The Diversity Coordinating Council will ensure that the findings of the "Campus Climate" survey be widely distributed, that the Diversity Summit planning process engages all constituents, and that an assessment and evaluation of all diversity initiatives be conducted to ensure that our resources are being utilized efficiently to meet our goals. The institution should evaluate the benefits and costs of establishing a senior-level administrative position to oversee all diversity and social justice programs/activities on campus, and to serve as the University liaison with our community, regional, and national partners. The Office of International Programs, in partnership with several academic and service units, is developing on-campus and study-abroad opportunities for students and faculty. The Advocacy Offices will be charged with ensuring greater engagement and participation in the programming and activities provided by these offices. Budget recommendations include providing base funding for the GLBT Office (\$95,000).

**Community Partnerships:** The institution will continue to become increasingly involved in the ethnically diverse communities of Colorado through K-12 and community outreach programs.

**Responsibility and Accountability:** The Diversity Coordinating Council has accepted the responsibility of organizing diversity efforts throughout the University by engaging representatives of all groups within our multicultural community. The annual Diversity Summit, held each Spring semester, will serve as the forum for developing focused diversity initiatives. **Budget:** \$160,00 in base funding (4.1 and 4.3) requested for consideration as budget conditions warrant.

## **KS/IP 5: Enrollment Management**

**Key Strategy:** Develop and implement enrollment management initiatives to enhance the recruitment and enrollment of resident and non-resident students. Improve retention and graduation rates of all students. Continue to develop a marketing plan that will serve to effectively position the University to positively impact recruitment activities. Ensure that Colorado State University remains the university of choice for Colorado undergraduate students. Improve enrollment of international, diverse, high ability undergraduates, and graduate students. Establish an integrated enrollment plan including institutional size considerations.

**Responsibility:** All Vice Presidents, with the lead provided by the Provost. Chair, Peter Nicholls, Provost/Academic Vice President

### **KS/IP 5 Elements**

<b>5.1</b>	<b>Undergraduate Student Recruitment and Enrollment</b>	<b>Complete</b>
<b>5.2</b>	<b>Graduate Student Recruitment and Enrollment</b>	<b>Replaced (see KS/IP 8)</b>
<b>5.3</b>	<b>Summer Session</b>	<b>Complete</b>
<b>5.4</b>	<b>Student Retention</b>	<b>Complete</b>
<b>5.5</b>	<b>Public Relations and Market Positioning</b>	<b>On-going</b>
<b>5.6</b>	<b>Assessment and Evaluation of Enrollment Management Strategies</b>	<b>On-going</b>

### **Updated Final Report**

Enrollment Management continues to be a critical activity for the University and will feature prominently in future strategic planning as guided by the new Context for Planning. We have brought student enrollment at Colorado State University to the level of 24,500 for the fall semester 2002. In doing this we have addressed important issues such as the size of the WUE program and the size of the Start Up program. Important issues remain, including enhancing graduate enrollments, addressing undergraduate enrollments in light of the large number of controlled majors, and accommodating growing demands for needed instructional sections. A committee, chaired by the Provost, has been formed to address these issues as part of developing a comprehensive enrollment management plan that encompass all the KS/IP 5 elements.

In light of this progress and the development of new approaches to enrollment management issues, the KS/IP 5 Committee has been thanked for its valued contributions and disbanded. It should also be noted that the Enrollment Management Policy Committee has been disbanded and its work assigned to the Committee of Associate and Assistant Deans, which is chaired by the Vice Provost for Undergraduate Studies. No new university funds are requested.

## **KS/IP 6: Sustaining Faculty and Administrative Professional Quality**

**Key Strategy:** Develop a plan for sustaining faculty and administrative professional (AP) quality in a time of significant retirements, external competition, and changing faculty and AP roles and responsibilities.

**Responsibility:** Provost/Academic Vice President and Vice President for Research & Information Technology.  
Chair, Peter Nicholls

### **KS/IP 6 Elements**

<b>6.1</b>	<b>Allocation of vacant positions</b>	<b>On-going</b>
<b>6.2</b>	<b>Faculty &amp; Administrative Professional Salaries and Benefits</b>	<b>On-going</b>
<b>6.3</b>	<b>Basic Types of Academic Faculty Appointments (Adjunct Faculty</b>	<b>On-going</b>

### **Updated Final Report**

Sustaining the quality of the faculty and Administrative Professionals on our campus will remain among the highest priorities for Colorado State University and will certainly be a focus of attention in the new Context for Planning. All the areas identified in last year's report remain the subject of continued effort. It is particularly noteworthy, however, that the institution made extraordinary efforts to fund a 5% faculty and administrative professional pay raise package for FY03. The University remains committed to the fact that competitive salaries and benefits are critical for the recruitment and retention of the highest quality faculty and staff. This issue particularly, as well as all of the issues raised by the KS/IP 6 Committee, will continue to be high priorities for the academic leadership at the University.

In light of our evolving strategic planning process, this committee has been thanked for its valued contributions and disbanded.

## **KS/IP 7: Civic Education and Civic Renewal**

**Key Strategy:** Create and implement focused initiatives and programs that establish civility and respect as campus values and priorities; assist students in becoming people of integrity who demonstrate strong ethical values; encourage all University members to contribute to the greater community; and inspire students, faculty, staff, and administrators to participate in a campus environment that is respectful, service-oriented, open-minded, intellectually honest, and committed both to individual success and community development.

**Responsibility:** Vice President for Student Affairs, Provost/Academic Vice President, Vice President for University Advancement. Chair: Linda Kuk

### **Key Strategy Summary:**

Historically, Colorado State has been dedicated to principles that create a welcoming, engaged community. By virtue of its land-grant heritage of educational access, opportunity, and service in a democratic society, the University has a special obligation to foster a community that strengthens and expresses the vitality of all its members. In Fall, 1999, President Albert C. Yates commissioned the Task Force on Civic Education and Civic Renewal, a representative group of students, faculty, staff, and administrators, to propose ways to enhance civility and civic education at Colorado State University. Recommendations with a foundation of core values and principles were articulated in four areas: University Compact; academic experiences; University community development; and public dialogue. As well, this year Colorado State and the University of Denver are collaborating for a yearlong, statewide series of programs, "Bridges to the Future: American History and Values in Light of September 11<sup>th</sup>," which will tie in directly with the aims of this Key Strategy. A complete copy of KS/IP 7 can be found in Attachment C of this document.

- An increase in the number of activities and events that promote and celebrate community.
- An increase in the number of students, faculty and staff who volunteer their time and resources to improve the University and greater Fort Collins community.
- Number of students, faculty and staff who report through surveys, individual comments to instructors and staff, and other feedback mechanisms yet to be designed, a sense of care and concern among community members.
- Number of students, faculty and staff who express a feeling of safety and friendliness within the greater community.
- Number of students, faculty and staff who demonstrate a high level of inclusion and tolerance for diverse people and ideas.
- Number of students, faculty and staff who demonstrate a commitment to community-centered values and activities within their classrooms and through co-curricular activities across the campus
- Number of CSU employees who report a greater sense of respect and community through surveys and other feedback mechanisms.
- Survey data from students, faculty and staff indicating an increase in positive responses relating to issues of care, concern, tolerance, diversity, safety, security, and community.
- Fewer incidents of disrespect, violence and other forms of anti-community centered behavior on the part of students, faculty, and staff as measured over a 5-year period.

**KS/IP 7 Elements:**

<b>7.1</b>	<b>Create a Commission on Civic Education and Civic Renewal –</b>	
<b>7.2</b>	<b>Implement University Compact –</b>	<b>Revised Proposal</b>
<b>7.3</b>	<b>Enhance Academic Experiences –</b>	<b>Revised Proposal</b>
<b>7.4</b>	<b>Ensure University Community Development –</b>	<b>Revised Proposal</b>
<b>7.5</b>	<b>Engage in Public Dialogue –</b>	<b>Revised Proposal</b>

**KS/IP 7.1: Create a Commission on Civic Education and Civic Renewal**

**A. Narrative of Activities to be Undertaken:**

To initiate a cultural transformation related to civic education and civic renewal, a commission, representing students, faculty, staff, and administrators, should be appointed. To achieve progress toward civic renewal, the commission will develop and implement educational programs in concert with other appropriate University units.

**B. Timeline for Implementation:**

Work will be concluded prior to the end of FY 04.

**C. Budget:**

No funds are requested for FY 03.

**KS/IP 7.2: Implement University Compact**

**A. Narrative of Activities to be Undertaken:**

Drafted in Spring, 2000, the University Compact articulates the institution's dedication to the enduring values and principles on which Colorado State University was founded, and provides the practical and philosophical framework for campus life, serving as a catalyst for dialogue and action. The Compact is the tangible expression of relationships among and between University citizens and those in the greater communities, based on mutual respect, a passion for discovery, and shared dedication to service.

**Colorado State University Compact**

*True to its land-grant heritage and responsibilities as a student-centered, major research University, Colorado State focuses on the interrelated areas of education, research, and outreach. The University is committed to excellence in advancing frontiers of knowledge, providing intellectual and cultural leadership, preparing students for life-long roles as productive citizens and thinkers, and always striving to improve the human condition. Colorado State's learning community is grounded in intellectual curiosity and high ethical standards, empowered by personal integrity and respect for the diversity of peoples and cultures.*

*The Colorado State University Compact guides the University community in developing personal character and civic responsibility. The compact articulates the ideals; the individual commits the ideals to practice.*

*Therefore, as a University community of students, faculty, staff, administrators, alumni, and friends, we agree to:*

*Exercise and protect freedom of expression*

*Demonstrate ethical behavior and live with integrity*

*Acknowledge respectfully opinions and beliefs different from our own Pursue knowledge and wisdom; engage in life-long learning and scholarship*

*Use our talents to serve humanity*

*Live in accord with the environment*

*Participate actively in the University and broader communities*

**B. Expected Outcomes/Justification:**

The University Compact, either totally or using its individual parts, will be integrated into institutional life.

**C. Timeline for Implementation:**

The University Compact was presented to the community during Fall semester 2002 and full implementation of strategies for integrating its use in the greater University community will be conducted over the next 12 to 18 months.

**D. Budget:**

No funds are requested for FY 03.

### **KS/IP 7.3: Enhance Academic Experiences**

**A. Narrative of Activities to be Undertaken:**

Academic experiences at Colorado State are intended to be a total learning experience where the pursuit of knowledge and wisdom in both classroom and co-curricular settings is integrated with the principles of civic responsibility and civic education. To achieve progress toward these goals, faculty, staff and students must help craft and act upon our civic missions and responsibilities. A renewed emphasis on effective, comprehensive, and informed academic advising is essential. In addition, the Governor and the State Legislature have identified students' inability to graduate in four years, as well as their preparation to be contributing citizens, as two of their major concerns about the effectiveness of higher education. Consequently, First Year Seminars and capstone courses can play a pivotal role in demonstrating the University's dedication to students' development as contributing citizens to their many communities, as well as providing students with a positive beginning to their academic careers. The capacity to effectively respond to current and critically important community events, and the ability of the University to work together in responding to such events, models for students the true meaning of civic responsibility.

**B. Expected Outcomes/Justification:**

Academic advisors play a key and critical role in the retention and educational success of students. The University will implement the key features of the Academic Advising Task Force Report by Spring 2003.

**C. Timeline for Implementation:**

Noted above with specific outcomes.

**D. Budget:**

No funds are requested for FY 03.

**KS/IP 7.4: Ensure University Community Development**

**A. Narrative of Activities to be Undertaken:**

Community development will be ensured at Colorado State University through new student orientation, workshops and training for faculty and staff, physical development plan, community relations programs, safety and high risk behavior education programs, and cross cultural training and interaction.

**B. Expected Outcomes/Justification:**

Foster an engaged community by continuous evaluation and attention to the ways in which the University's values and principles are manifested throughout the campus community. This goal will be accomplished by consistently respecting the individual citizen's role within the context of the greater community.

**C. Timeline for Implementation:**

Initiated in spring 2002. Ongoing. FY03

**D. Budget:**

No funds are requested for FY 03.

**KS/IP 7.5: Engage in Public Dialogue**

**A. Narrative of Activities to be Undertaken:**

On-going public dialogue about the unique responsibilities of life in a democratic society is essential to sustaining a community in which the University's core values and principles permeate all aspects of institutional life. Public dialogue serves also to nurture a greater understanding and dynamic engagement of how such values and principles direct individual and collective choices, both in a campus and global context.

Through public dialogue, Colorado State University will demonstrate that it is an institution dedicated to honoring its land-grant mission of teaching, research, and service. Students, faculty, staff, administrators, alumni, parents, and friends have the unique opportunity to be leaders and role models in an effort to truly realize the ultimate benefits of a community invested in having its members be respectful of one another.

**B. Expected Outcomes/Justification:**

As the University's theme, "Civic Education and Civic Renewal" shall be incorporated into dialogues throughout the University and external communities.

**C. Timeline for Implementation:**

On going.

**D. Budget:**

No funds are requested for FY 03.

## **KS/IP 8: Research and Graduate Education**

**Key Strategy:** Identify research areas wherein focused investment will provide significant advancement of multiple programs. Evaluate the physical and organizational research support programs to maximize effectiveness and efficiency. Foster team research approaches and promote key areas of graduate education.

**Responsibility:** Vice President for Research and Information Technology, Provost/Academic Vice President  
Chair, Tony Frank

### **KS/IP 8 Elements**

<b>8.1 Strategic Research Investments</b>	<b>complete</b>
<b>8.2 Institutional Research Climate</b>	<b>complete</b>
<b>8.3 Graduate Education</b>	<b>updated proposal</b>

#### **KS/IP 8.1: Strategic Research Investments**

##### **Narrative of activities to be undertaken:**

Based on the campus-wide research planning process conducted in fall, 2000, 5 areas of strategic research investment were identified: integration of genomics and proteomics, environmental research; sciences related to information technology; food, health and human nutrition; and policy analysis and economic impact.

Initial progress has been made in several areas. With the availability of competitive funding for the programs of highest priority through the Academic Enrichment Program, the need to allocate lesser amounts of one-time funds is dramatically reduced for the near-term. This specific implementation plan is considered complete and will be removed.

#### **KS/IP 8.2: Institutional Research Climate**

##### **Narrative of activities to be undertaken:**

The organizational activities detailed in the Annual Update of the USP for FY02 have been completed. This Implementation Plan has been removed from consideration.

#### **KS/IP 8.3: Graduate Education**

##### **Narrative of activities to be undertaken:**

A report from the VPRIT to the President's Cabinet on Graduate Education is under consideration and will form the basis for this implementation plan.

# Attachment A: Complete Plan for the Library of the Future

## KS/IP 2.4: Library of the Future

The Provost's Library of the Future Task Force met during the summer and fall of 2000 to define future directions for the Colorado State University Libraries. The Task Force was comprised of both academic and library faculty. The full report of the Task Force can be obtained from the University Libraries Administrative Office. The Task Force was organized to articulate the Library of the Future following the July, 1997, flood and develop a long-range plan for the Library to integrate into the University Strategic Plan.

The hard work of the Task Force resulted in the information contained within this KS/IP. The Task Force report establishes goals for the Libraries, working in collaboration with other areas of the campus, to best meet the University's need for library resources. The Library of the Future will emphasize electronic resources to complement the traditional archiving of print materials in order to maximize access to available resources.

Enhancements in the condition of the library to a position of distinction are ongoing, as significant resource allocations have already been made over the past four years since the disaster. The Library will continue to remain a very high priority for Colorado State University, and it is expected that it will continue to compete successfully for additional enhancements in the future. The Library of the Future Plan will be the basis for future priority requests.

### KS/IP 2.4.1: Use of Information Technology to Enhance Access to Information and Knowledge

#### A. Narrative of activities to be undertaken:

The Libraries will take advantage of advances in information technology to enhance access to information and knowledge, including electronic resources, electronic services, and the supporting infrastructure. The Libraries will maximize the availability of e-resources to serve the growing population of distributed users.

The infrastructure will be maintained to ensure a high level of access for CSU users. The Libraries will actively participate in CSU ITE management and operational organizations to ensure congruence with common university standards and systems.

To provide the highest quality of electronic services, the staff will expand instructional activities to address the advanced instructional needs of students, faculty and staff. The staff will develop improved ways of guiding users to the best resources including utilization of virtual reference capabilities.

#### B. Expected outcome/justifications:

There will be development of appropriate technological infrastructure and integration of print and electronic resources as a means of enhancing access to information and knowledge in the most cost-effective manner.

#### C. Timeline for implementation:

Launch costs were approved for fiscal year 02 to begin expansion of instructional activities, such as development of tutorials and portals and further enhancement of interlibrary loan. Funds were also authorized to begin upgrades for hardware and software related to public workstations and teaching labs.

**D. Budget:**

One-time funding of \$1,462,000 was approved from the insurance settlement funds. These funds will be distributed over a 4-year period beginning in FY02.

**KS/IP 2.4.2: The Libraries Will Maintain and Enhance the Collection Based on the Needs of the Faculty, Staff and Students.**

**A. Narrative of activities to be undertaken:**

Special attention will be paid to collection needs for emerging research and curricular directions while maintaining a commitment to building the primary collection in order to ensure the University's status as a comprehensive institution. Collection development will include areas of university emphasis as defined in KS/IP's 1 and 8.

Long-term comprehensive access to information resources will be addressed through such projects as Longevity Links (new generation on-line system built on open architecture design) and electronic access to Theses and Dissertations.

Journals and electronic resources inflation will continue to be a challenge for meeting core campus needs.

**B. Expected outcomes/justification:**

The Libraries collection will be developed in collaboration with academic departments and other units to match the changing research and instructional needs.

**C. Timeline for implementation:**

Launch funds were approved for fiscal year 03 to begin acquiring materials to meet current needs. These will target both digital collections and print materials.

**D. Budget:**

**KS/IP 2.4.3: The Libraries Will Work With the University to Enhance the Preservation of Important Archival Records.**

**A. Narrative of activities to be undertaken:**

CSU leadership in environmental research and studies must be supported by expanding the existing program in Special Collection and Archives to preserve and make accessible collections related to water and agricultural resources. The initiative includes adding staff to process collections and make them electronically available. The initiative also builds an addition to the Lake Street Depository to house collections and provide workspace.

**B. Expected outcome/justification:**

In collaboration with the CWRRI (Colorado Water Resource Research Institute) and the Colorado Agricultural Archive, this initiative will make primary information resources electronically available to support current faculty research and student learning in disciplines related to water and agriculture. The building addition will supply space necessary to support the growth and processing of collections.

**C. Timeline for implementation:**

Begin immediately and continue through FY05.

**D. Budget:**

One-time funding of \$1,007,000 was approved in FY02 from insurance settlement funds to add to the current Lake Street Depository and to support start-up of Water and Agricultural Archives. These funds will be distributed over a 3-year period beginning in FY03.

**KS/IP 2.6: University-wide Coordination of Deployment of Centrally-Mandated Software**

**A. Narrative of activities to be undertaken:**

Expand membership on the UITSS Committee to include representation from all major central University units who deploy specialized software to colleges and other units.

FY03: UITSS membership was expanded to include one representative each from Information Systems and Business and Financial Services. Committee membership is available on the web at: <http://www.colostate.edu/acns/uitss/members.html>.

Through this committee, establish a University-wide process of advice and approval concerning technical issues relating to purchase and deployment of this specialized software.

FY 03: A process has been established and includes completing the "Alpha... Beta... Campus Application Deployment Form" found on the web at: <http://www.colostate.edu/acns/uitss/>. A project representative will submit the form to a UITSS committee member and follow up by attending a UITSS meeting to discuss the deployment details.

Research Services piloted the form/process for one of their new projects. That pilot helped refine the process that is now in place. More recently, Business and Financial Services followed the process in anticipation of the move to the new web version of Travel Manager and further confirmed the effectiveness of the Alpha...Beta... Campus deployment process.

Establish a centrally funded and maintained repository of this software and related installation instructions and troubleshooting.

FY 03: A repository had been in place at ACNS on a four-year-old outdated PC class computer. ACNS is in the process of upgrading this to a new server class machine and expanding the function of this "push" computer. The upgraded server will be operational by November 02. Once the upgrade is complete, the function of this server can be expanded to additional "push" applications.

**B. Expected Outcomes/Justification:**

The expected outcomes include a formal process whereby units planning to choose and deploy special software to the campus community will join and participate with that community in discussing the relevant technical issues prior to the University's commitment to purchase or develop the software. By way of those discussions and pilot testing of proposed solutions, a more complete cost/benefit, to the institution, of the deployment will be available, and the deployment would be smoother and more optimal and functional.

**C. Timeline for Implementation:**

The process is in place and has been integrated into UITSS.

**D. Budget:**

None

# ATTACHMENT B: Complete Copy of KS/IP 4

## KS/IP 4: Diversity

**Key Strategy:** 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 and commonalities are celebrated within a community where shared beliefs and value exist. The Key Strategy is to continue implementation of the University Diversity Plan.

**Responsibility:** All Vice Presidents, with lead provided by the Provost/Academic Vice President. Diversity Coordinating Council, Chair, Alan Tucker, Vice Provost for Faculty Affairs.

### KS/IP 4 Elements:

4.1	<b>Student Recruitment and Retention</b>	<b>On-going</b>
4.6	<b>Faculty, Administrative Professional, and State Classified Staff Recruitment and Retention</b>	<b>On-going</b>
4.7	<b>Campus Climate</b>	<b>On-going</b>
4.8	<b>Community Partnerships</b>	<b>On-going</b>
4.9	<b>Responsibility and Accountability</b>	<b>On-going</b>

### Implementation Plan

**Overview:** The most recent 5-year University Diversity Plan was adopted in Fall 1998. Both academic and non-academic units have implemented specific initiatives aimed at supporting the plan. Each Vice President's division assesses progress annually. The **Diversity Coordinating Council (DCC)** reviews these assessments and makes recommendations for the continuation or termination of previous initiatives and the development of new initiatives. For FY04, the University will continue implementation of the recommendations of the special task force concerning reorganization of various commissions and committees with responsibility for diversity. To this end, the DCC will provide oversight and leadership in implementing unit diversity initiatives that support the Diversity Plan and will coordinate diversity initiatives using a 'master calendar' of events.

### KS/IP 4.1: Student Recruitment and Retention

#### 4.1a: Student recruitment and retention

#### Narrative of ongoing activities:

Enrollment of diverse students continues to increase each year as a result of increased recruitment efforts and implementation of retention strategies. The Fall 2002 freshman class included 509 (13.3% of new freshmen) ethnically diverse students – the largest number in CSU history – compared to 476 (12.8%) in Fall 2001, an increase of 6.9%. The total undergraduate minority enrollment is 2,431 (11.8% of the total) for Fall 2002, compared to 2,293 (11.5%) in Fall 2001, a 6.0% increase. The gender balance of undergraduate students in Fall 2002 was 51.7% women and 48.3% men. The number of students who

represent populations with disabilities, of non-traditional age and sexual orientation, and women who are underrepresented in some disciplines, continue to increase.

The Advocacy Offices (Asian/Pacific American Student Services; Black Student Services; El Centro; Gay, Lesbian, Bisexual, Transgender Student Services; Native American Student Services; Resources for Disabled Students; and Women's Programs and Studies), the Center for Educational Access and Outreach (Upward Bound; Talent Search; and the Educational Opportunity Center), the Academic Advancement Center, the Office of Undergraduate Student Retention, the HELP/Success Center, and other offices in Student Affairs and Academic Affairs play key roles in providing critical services and programs aimed at helping diverse students be successful at CSU and graduate. The four 'ethnic' Advocacy Offices received base budget increases of \$4,000 (from the Vice President for Student Affairs) during FY02.

The Key Academic Community program plays an important role in retaining first-year students by providing them with several 3-course clusters, in which they are provided a positive learning environment in a small class setting with the same peers in each course. Past participants in the program serve as peer mentors. The Key Plus program, which was initiated Fall 2002, is a living/learning community for second-year students who participated in the Key Academic Community. It is a retention program that reinforces academic excellence, leadership, campus involvement, and appreciation of diversity, and provides role models and mentors for the first-year Key students. The majority of the current 40 participants are ethnically diverse.

The Office of Admissions, the Center for Educational Access and Outreach, the Center for Educational Advancement, and other campus units conduct a number of pre-collegiate programs (e.g., Summer Bridge Program, Black Issues Forum, and National Hispanic Institute LDZ Legislative Program) to attract students to Colorado State. The Bridge Scholars Program is designed to encourage students from underrepresented backgrounds to enroll at CSU through a residential summer program. Students enroll in 9 credits of core courses to assist them in making the transition to the academic, social, and cultural environment of the university. Of the 11 students participating in Summer 2002, 10 (91%) enrolled at CSU in Fall 2002.

Enrollment of minority Master's degree students was 226 (9.2%) in Fall 2002, compared to 199 (8.4%) in Fall 2001. Minority doctoral enrollments in Fall 2002, compared to Fall 2001, were 6.4% (74 headcount) vs 6.8% (76 headcount) for Ph.D. students, and 12.8% (69 headcount) vs 14.4% (76 headcount) for DVM students, respectively. Women comprised 54.3% (1,340 headcount) of the Master's students, 39.1% (454) of Ph.D. students, and 74.3% (399 headcount) of DVM students in Fall 2002. The Graduate School and the Colleges have utilized several initiatives to sustain graduate enrollment of underrepresented individuals. New initiatives will be employed to increase the enrollment of under-represented individuals in our graduate programs.

1.1\_

1.2\_ The 5-year graduation rate is currently 59% for all undergraduate students and 50% for minority students. In 2001-02, 382 minority students earned baccalaureate degrees (10% of the total awarded). The highest percentage of Master's degrees (9.7%; 96 headcount), Ph.D. degrees (6.8%; 10 headcount), and D.V.M. degrees (20.2%; 25 headcount) were earned by ethnically diverse students in 2001-02.

**A. Narrative of activities to be undertaken:**

- Continue to enhance recruitment strategies to attract diverse students to CSU.
- Target minority undergraduate enrollment at 15% for new freshmen and 13% for total undergraduate enrollment for Fall 2004, and target minority graduate student enrollment at 10%, and DVM student enrollment at 15.5% for Fall 2004.
- Assess the effectiveness of the departmental retention plans in FY04.
- Make steady improvement in the 5-year baccalaureate graduation rate (increase from 59% to 62%), and continue to close the gap between the graduation rates for majority and minority students of equal preparation in FY04.

- Provide base funding for the Summer Bridge Program to ensure that it will continue as a valuable component of our recruitment of diverse students.
- Enhance the services and programs of the Advocacy Offices and foster collaborations among these programs to provide more multicultural experiences.
- Ensure that the Office of Resources for Disabled Students receives adequate resources to meet additional demands for accommodation of visually and hearing impaired students.

**B. Expected outcomes/justification:**

The University will make continual progress toward a campus population that reflects the diversity of the State's population.

**C. Timeline for implementation**

FY04 and ongoing.

**D. Budget:**

- Consider the basis of funding \$80,000 for Summer Bridge Program.
- Increase base funding for the Advocacy Offices (see KS/IP 4.3).
- Development of articulation agreements with Native American Tribal Colleges – no funds requested. As articulation agreements are signed, costs will need to be considered for future funding of scholarships and/or tuition waivers (cover difference between tuition assessment for Tribal College transfer students and non-resident tuition) – FY05 and beyond.

**4.1b: Financial Support for Undergraduate and Graduate Students:**

**Narrative of ongoing activities:**

The University completed its 5-year integrated Students First Scholarship Initiative exceeding its goal by raising \$17 million in gifts for new and existing scholarship funds for undergraduate and graduate students. Expanding the pool of scholarship dollars available to students will remain an institutional priority, and the University will continue to review the way it expends institutional scholarship funds to maximize the number of students who will benefit. The Partners Scholarship program and the First Generation Scholarship Program both include high percentages (> 50%) of ethnically diverse students and have been critical in fostering diversity. The VetStart program in the College of Veterinary Medicine and Biomedical Sciences provides 5 scholarships a year for underrepresented undergraduate pre-vet students, and financial support in veterinary school upon admission. The Research Experience for Undergraduates (REU) programs at CSU and the CO-AMP program target minority students for research training and preparation for graduate school.

Scholarships and fellowships are available to minority graduate students through several programs: Federal McNair Fellowship program for students from low-income groups; PEAKS program for underrepresented students in engineering and natural sciences; NSF Fast Track to Work program for students in computer science, engineering, mathematics, and statistics; and the NSF IGERT PRIMES program for underrepresented students in the sciences.

CASAE faculty members are teaching in 24 lower division and 14 upper division courses on ethnicity this academic year, and are providing independent study experiences for seven students. Support for GTAs would provide stipends for graduate students and improve the undergraduate experience for enrolled students.

**A. Narrative of activities to be undertaken:**

- Increase the number of diverse undergraduate students by expanding scholarship resources, both by increasing the amounts in currently funded scholarship programs and by developing new scholarship initiatives.
- Increase the number of diverse graduate and professional students by expanding scholarship resources, both by increasing the amounts in currently funded fellowship programs and by developing new fellowship initiatives.

**B. Expected outcomes/justification:**

The University will identify and aggressively pursue additional sources for scholarship, fellowship, and assistantship funds to recruit and retain a diverse student population.

**C. Timeline for implementation:**

Assessment of current scholarship/fellowship opportunities, and identification of new revenue sources were to be completed in FY03. New initiatives will be implemented in FY04.

**D. Budget:**

Budget increases anticipated in FY04 when new scholarship/fellowship initiatives are identified.

#### **4.1c: Curricular Initiatives:**

**Narrative of ongoing activities:**

Several programs have been modified or initiated to meet the new 3-credit Global and Cultural Awareness requirement of the All-University Core Curriculum. The objective is to engage students in the study of particular cultural identities, explore the interactions among these cultural identities, and consider the ways in which these patterns of interactions are related to the larger global context in which they take place. The recruitment of the final CASAE faculty member was approved in Summer 2002, with an anticipated start date in Fall 2003. The Women's Studies Program provides courses focusing on gender issues, and offers a Graduate Certificate program. The Key Academic Communities program provides an opportunity for small groups of diverse students to enroll in course clusters during their freshmen year. These students develop a sense of community that translates into better academic success. In Fall 2002, approximately 180 first-year students participated in 10 3-course clusters, with each cluster supported by a peer mentor. Approximately 40 second-year students are participating in Key Plus, which requires participation in several courses.

**A. Narrative of activities to be undertaken:**

- CASAE will play an increasingly important role as a center for scholarly and instructional activity. One initiative is to offer a B.A. in American Ethnicity Studies. Additional faculty resources will be required to attain this goal.
- Provide additional sections of CASAE courses (which fulfill the Global and Cultural Awareness requirement) using enrollment growth funds.
- Expand the Key Academic Community program to include a greater number of diverse students should improve the retention of this subpopulation of undergraduate students.
- Develop a GLBT Certificate program.

**B. Expected outcomes/justification:**

The number of diverse students will be increased by improving their retention through provision of expanded and innovative curricular programs and activities.

**C. Timeline for implementation:**

All curricular activities to be initiated in FY04 and implemented as soon as feasible thereafter.

**D. Budget:**

- Increase the budget of the Key Academic Community program to provide resources for additional students in FY04. Increase the number of peer mentors (who are paid as student hourly employees).
- GLBT Certificate Program administrative costs - \$15,000.

**KS/IP 4.2: Faculty, Administrative Professional, and State Classified Staff Recruitment and Retention**

**Narrative of ongoing activities:**

The number of ethnically diverse Academic Faculty members remained constant at 9.8% (94 headcount) in Fall 2002. Women now comprise 25.7% of the 960 tenure-track faculty. Of the 57 new academic faculty hires in the past year, only 5 (8.8%) were ethnically diverse and 20 (35.1%) were women. The New Beginnings Program, aimed at assisting new faculty of color in making the transition to CSU, has had marginal success. Revitalization of this program will be required. The Provost and the Vice President for Research and Information Technology will continue to provide bridge funding and start-up funding to facilitate minority hires. A training program for members of faculty search committees will continue to be required by the Office of Equal Opportunity to address issues of minority faculty recruitment.

The number of ethnically diverse Administrative Professionals increased from 168 (10.8%) in Fall 2001 to 178 (10.9%) in Fall 2002. Women now make up 43.5% of the 1,627 administrative professionals. Of the 322 administrative professionals hired in the past year, 33 (10.3%) were ethnically diverse and 165 (51.2%) were women. A promotional ladder for Research Associates and Research Scientists/Scholars was implemented in FY02. This process provides opportunities for advancement when individuals meet the educational and work experience qualifications required to advance to the higher grades.

The number of ethnically diverse State Classified Staff increased from 363 (16.5%) in Fall 2001 to 377 (17.1%) in Fall 2002. Women make up 65.0% of the 2,207 state classified staff. Of the 229 state classified staff hired in the past year, 57 (24.9%) were ethnic minorities and 136 (59.4%) were women. Several units have diversity workshops to improve the campus climate and to aid in the retention of minority state classified staff.

The Minority Faculty/Staff Caucus presents awards annually to one member of each of the three employee categories, in recognition of their contributions to enhance diversity on campus. The recognition includes \$1,000 awards to each individual (initiated in FY02).

The feasibility of offering benefits to same-sex couples was examined by Human Resource Services and the Benefits Committee. A plan is being developed for University approval.

**A. Narrative of activities to be undertaken:**

- Increase the participation of individuals from underrepresented groups, in all employment categories, to be consistent with availability.
- Maintain successful recruitment by reviewing all aspects of the recruitment/hiring process to identify alternatives/enhancements to facilitate the achievement of hiring goals. We must also ensure that our minority and female tenure-track faculty members are mentored and supported as they pursue tenure and promotion.
- Increase the funding for Career Enhancement Awards to provide more resources for faculty and staff development and redirection. (See KI/SP 6)
- Develop and implement a Diversity Group Mentoring Program (DGMP) for administrative professionals and classified staff. The DGMP would provide mentoring and resources to assist in retention and advancement, with mentors selected from the University's diverse population.
- Provide for competitive salaries for administrative professionals will be necessary to retain these individuals.
- Provide opportunities for state classified staff, from throughout the University, to participate in diversity programs, whenever feasible.
- If approved, implement the plan to provide benefits for same-sex partners.

**B. Expected outcomes/justification:**

Increased number of diverse individuals in each of the three employment categories, by provision of recruitment and retention incentives, a campus climate that promotes diversity, and recognition of the accomplishments of all individuals who contribute to a positive employment climate.

**C. Timeline for implementation:**

All items to be initiated during FY04.

**D. Budget:**

- The Provost and the Vice President for Research and Information Technology will continue to provide approximately \$100,000 to support hiring individuals from underrepresented groups.
- The Provost's Office will continue to provide one-time funding to support these initiatives.

### **KS/IP 4.3: Campus Climate**

**Narrative of ongoing activities:**

The University's goal is to foster an environment that respects and welcomes diversity. In FY01, the Provost's Office completed a campus climate (employment and diversity activities) survey of all employees. Analysis of the survey has recently been completed and recommendations will be presented at the end of Fall 2002. Actions will be taken based on these recommendations. Numerous administrative units conduct events and programs aimed at informing the campus of multicultural activities and improving the campus climate. Similar programs will be initiated by other academic and non-academic units with the goal of informing and training supervisors and employees about the need for, and value of, diversity. The Diversity Coordinating Council will continue to plan and organize the annual Diversity Summit to provide a forum to discuss various diversity and multicultural issues. The Minority Faculty/Staff Caucus will continue to conduct an annual luncheon and awards ceremony. The 'New Beginnings' program is being enhanced to provide faculty of color programs and resources to be successful at CSU.

The Advocacy Offices sponsor many events and activities aimed at creating a supportive and welcoming environment for students. Examples of such activities include: Black History Month; Pow Wow; Asian Fest; Hispanic Heritage Month; Women's History Week; GLBT Awareness Week; and Disability Awareness Days. Many of the Advocacy Offices also hold a year-end ceremony that celebrates the accomplishments of graduating students. The President's Multicultural Student Advisory Committee (~40 students) provides recommendations and pursues activities to improve the campus climate.

The Division of Student Affairs, in collaboration with ASCSU and Student Affairs in Higher Education, has developed programming to provide academic, emotional, psychological, and social support for minority students, such as the Multicultural Leadership Retreat and the Students of Color Retreat. The Provost's Office assisted each department in developing an undergraduate retention plan that includes creation of a welcoming learning community within each department. These plans were implemented in Spring 2002. The Division of University Advancement will continue to increase the media coverage of diversity programming and the accomplishments of diverse students and faculty. The CSU Police Department, the Facilities Management department, and Human Resource Services will continue programming aimed at creating a welcoming environment, and other units will be encouraged to conduct similar workshops. The President's Commission on Women and Gender Equity and the President's Commission on Ethnic Diversity Issues have been restructured to link their efforts more closely with the University Strategic Plan, in keeping with the recommendations of the Task Force on Diversity Committee Structure. Several Vice Presidential offices provide funds for faculty, administrators, staff, and students to attend conferences on diversity and multiculturalism (e.g., National Conference on Race and Ethnicity; Hispanic Association of Colleges and Universities).

**A. Narrative of activities to be undertaken:**

- Evaluate the benefits and costs of establishing a senior-level administrative position (e.g. Associate Vice President) to oversee ALL diversity and social justice programs/activities on campus, and to serve as the University liaison with our community, regional, and national partners.
- Distribute widely the final report of the "Survey of Work Experiences and Diversity Activities" (Campus Climate Survey) at CSU, with action plans/initiatives to be implemented in FY03 and FY04.
- Implement diversity training, ongoing assessment of diversity activities, and development of an internal program to facilitate communications about the value of diversity. The annual Diversity Summit will play an important role in each of these initiatives.
- As part of a collaborative project between the Office of International Programs and the University Counseling Center, create an international student panel that will bring the community of international students together to share their expectations and cultures, and will educate the Fort Collins community on multicultural issues and increase awareness. The student panel will facilitate discussions between the international CSU students and K-12 students in the Poudre School District.
- The Diversity Coordinating Council will play an important role in increasing the awareness of, and participation in, campus diversity initiatives/activities.
- Experts and role models will be invited to campus to address issues of concern to underrepresented groups and to provide educational and training opportunities to the campus community.
- Identify ways to ascertain, on an ongoing basis, the perceptions and experiences of the University community related to diversity. We must then use this information to develop initiatives that address any concerns and provide a platform for action. We should identify ways in which diversity enhances the University environment and communicate them as part of a consistent dialogue throughout the University.
- Provide additional funds for each of the seven advocacy offices to enhance their peer mentoring programs and community outreach programs.

- Evaluate the options available for base funding of the Office of Gay, Lesbian, Bisexual, Transgender Student Services. The Director's salary and a small operations budget are currently funded by grants.
- All University events will be conducted in the spirit of civility and social justice, as espoused in KS/IP 7 of the USP.

**B. Expected outcomes/justification:**

The Colorado State University campus will continually improve as a welcoming place for all students and employees. This can be achieved by implementation of diversity training and an ongoing assessment of diversity activities, and by developing an internal program to facilitate communications about the value of diversity. The annual Diversity Summit will play an important part in accomplishing each of these goals.

**C. Timeline for implementation:**

FY04 and ongoing.

**D. Budget:**

- Increased budgetary support for the Advocacy Offices to maintain and enhance on-campus and community outreach programs. \$50,000.
- Base funding for GLBT Office (to include Director and Administrative Assistant salaries and a modest budget for programming). \$95,000.

**KS/IP 4.4: Community Partnerships**

Colorado State University participates in the Northern Colorado Multicultural Corporation (formerly the Multicultural Commission) and the President's Community Relations Committee and interacts with the Community Ambassadors Program, the City of Fort Collins Executive Lead Team, and other regional and national organizations in developing diversity initiatives. The University seeks to strengthen its involvement with the community and with national minority groups. The Task Force on Diversity in K-12 has forged a partnership with Irish Elementary School and Poudre School District to increase the likelihood that local minority elementary school students will eventually attend college. Black Student Services is working with Partners in Fort Collins to provide student mentors for Black children in the community. Asian/Pacific American Student Services has a program that matches CSU students with Asian children in the community. El Centro Student Services has a tutoring program for Hispanic children in the community and sponsors the Hispanic Education Leadership Institute and Math, Science, and Technology Days for diverse high school students.

**A. Narrative of activities to be undertaken:**

- Explore the possibility of utilizing Cooperative Extension agents to engage community leaders and K-12 educators and administrators to increase CSU's interactions with underrepresented students.
- Partner with high schools with high minority student enrollment (e.g. Adams City High School in Commerce City, or one of the Denver Public High Schools) – develop a student "pipeline".
- Revitalize communications and contacts derived from the Chicano/Latino/Hispanic "Accion Colorado" Summit held in Denver in February 1997.
- Develop articulation agreements with Tribal Colleges, all of which are outside of Colorado.

**B. Expected outcomes/justification:**

The University will become increasingly involved in the ethnically diverse communities of Colorado.

**C. Timeline for implementation:**

FY04 and ongoing.

**D. Budget:**

Increase funding for Advocacy Offices. (See KS/IP 4.3)

### **KS/IP 4.5: Responsibility and Accountability**

**Narrative of ongoing activities:**

The Diversity Coordinating Council (DCC), renamed in Fall 2001, was charged with leading the various campus diversity organizations in a more focused program of action, with particular emphasis on the annual Diversity Summit. During FY03, the DCC will be inviting the leadership of all 'diversity' groups and organizations to present that group's initiatives/agenda for FY03 and FY04. Each of the Vice Presidents prepares an annual report on the diversity initiatives and plans in their divisions. Each of these reports is reviewed by a subcommittee of the DCC and then by the DCC as a whole. Each Dean is also reviewed on an annual basis using an explicit set of data-driven diversity criteria.

**A. Narrative of activities to be undertaken:**

- The Diversity Coordinating Council has accepted the responsibility of organizing diversity efforts throughout the University by engaging representatives of all groups within our multicultural community.
- The annual Diversity Summit will serve as the forum for developing focused diversity initiatives.

**B. Expected outcomes/justification:**

By focusing campus efforts on annually identified themes, it is expected that a more thorough assessment and enhancement of existing initiatives will be possible.

**C. Timeline for implementation:**

FY04 and ongoing.

**D. Budget:**

One-time funding of \$16,000 for FY03 and FY04 to support the Summit and to provide seed money for projects identified through the Summit and Diversity Coordinating Council initiatives.

# Attachment C: Complete Copy of KS/IP 7

## KS/IP 7: Civic Education and Civic Renewal

**Key Strategy:** Create and implement focused initiatives and programs that establish civility and respect as campus values and priorities; assist students in becoming people of integrity who demonstrate strong ethical values; encourage all University members to contribute to the greater community; and inspire students, faculty, staff, and administrators to participate in a campus environment that is respectful, service-oriented, open-minded, intellectually honest, and committed both to individual success and community development.

**Responsibility:** Vice President for Student Affairs, Provost/Academic Vice President, Vice President for University Advancement. Chair: Linda Kuk

### KS/IP 7 Elements:

7.2	<b>Create a Commission on Civic Education and Civic Renewal</b>	<b>Revised Proposal</b>
7.2	<b>Implement University Compact</b>	<b>Revised Proposal</b>
7.3	<b>Enhance Academic Experiences</b>	<b>Revised Proposal</b>
7.4	<b>Ensure University Community Development</b>	<b>Revised Proposal</b>
7.6	<b>Engage in Public Dialogue</b>	<b>Revised Proposal</b>

### Key Strategy Summary:

Historically, Colorado State has been dedicated to principles that create a welcoming, engaged community. By virtue of its land-grant heritage of educational access, opportunity, and service in a democratic society, the University has a special obligation to foster a community that strengthens and expresses the vitality of all its members. In Fall, 1999, President Albert C. Yates commissioned the Task Force on Civic Education and Civic Renewal, a representative group of students, faculty, staff, and administrators, to propose ways to enhance civility and civic education at Colorado State University. Recommendations with a foundation of core values and principles were articulated in four areas: University Compact; academic experiences; University community development; and public dialogue. As well, this year Colorado State and the University of Denver are collaborating for a yearlong, statewide series of programs, "Bridges to the Future: American History and Values in Light of September 11<sup>th</sup>," which will tie in directly with the aims of this Key Strategy.

The implementation plans of Key Strategy 7 will work together to produce an expected set of outcomes in addition to those detailed below. Through discussions, display and application of a written statement of values and expectations the campus students, faculty and administrators, as individuals and collectively, will develop a more comprehensive understanding of and commitment to fostering a learning community based on respect, service and inclusive of diversity in its many forms. This will be measured by:

- An increase in the number of activities and events that promote and celebrate community.
- An increase in the number of students, faculty and staff who volunteer their time and resources to improve the University and greater Fort Collins community.

- Number of students, faculty and staff who report through surveys, individual comments to instructors and staff, and other feedback mechanisms yet to be designed, a sense of care and concern among community members.
- Number of students, faculty and staff who express a feeling of safety and friendliness within the greater community.
- Number of students, faculty and staff who demonstrate a high level of inclusion and tolerance for diverse people and ideas.
- Number of students, faculty and staff who demonstrate a commitment to community-centered values and activities within their classrooms and through co-curricular activities across the campus
- Number of CSU employees who report a greater sense of respect and community through surveys and other feedback mechanisms.
- Survey data from students, faculty and staff indicating an increase in positive responses relating to issues of care, concern, tolerance, diversity, safety, security, and community.
- Fewer incidents of disrespect, violence and other forms of anti-community centered behavior on the part of students, faculty, and staff as measured over a 5-year period.

**KS/IP 7.1: Create a Commission on Civic Education and Civic Renewal**

**B. Narrative of Activities to be Undertaken:**

Through the experience of creating and implementing the University Diversity Plan, institutional leaders learned that a comprehensive undertaking to change Colorado State University's cultural fabric required an intentional and sustained, campus-wide effort. Therefore, to initiate another cultural transformation, this time related to civic education and civic renewal, a commission, representing students, faculty, staff, and administrators, should be appointed. To achieve progress toward civic renewal, the commission will develop and implement educational programs in concert with other appropriate University units.

**B. Expected Outcomes/Justification:**

- Evaluate how the Office of Conflict Resolution and Student Conduct Services is doing toward establishing a Civic Renewal Facilitation Team, whose members would coordinate, train, facilitate, make presentations, and provide educational perspectives on issues of civility, conflict resolution and interpersonal communication skills. The Commission will be charged to ensure KS/IP 7 points are addressed.
- Initiate a campus-wide "civic renewal campaign" that would include a variety of activities to promote respect, cooperation, relationship-building and a stronger sense of community.
- Review and recommend changes or additions to University publications and other forms of communication (e.g. electronic) to ensure that the values of civic education and civic renewal are an integral component of the messages.
- Collaborate and coordinate activities, as appropriate, with other University task forces and committees, whose work includes civic education (e.g. Alcohol and Drug Task Force, Task Force on Technology, Service Learning and Volunteer Programs Advisory Board, etc.).
- Update and coordinate institutional plan on how faculty and staff can provide better service to students.
- Coordinate interactions with "Bridges to the Future," the city of Ft. Collins around its City of Character Initiative, and with the Chamber of Commerce Task Force on Civility.

**C. Timeline for Implementation:**

Commission to be appointed Fall 02 and to conclude its work prior to the end of FY 04.

**D. Budget:**

No funds are requested for FY 03.

**KS/IP 7.2: Implement University Compact**

**A. Narrative of Activities to be Undertaken:**

Drafted in Spring, 2000, the University Compact articulates the institution's dedication to the enduring values and principles on which Colorado State University was founded, and provides the practical and philosophical framework for campus life, serving as a catalyst for dialogue and action. The Compact is the tangible expression of relationships among and between University citizens and those in the greater communities, based on mutual respect, a passion for discovery, and shared dedication to service.

Colorado State University Compact

*True to its land-grant heritage and responsibilities as a student-centered, major research University, Colorado State focuses on the interrelated areas of education, research, and outreach. The University is committed to excellence in advancing frontiers of knowledge, providing intellectual and cultural leadership, preparing students for life-long roles as productive citizens and thinkers, and always striving to improve the human condition. Colorado State's learning community is grounded in intellectual curiosity and high ethical standards, empowered by personal integrity and respect for the diversity of peoples and cultures.*

*The Colorado State University Compact guides the University community in developing personal character and civic responsibility. The compact articulates the ideals; the individual commits the ideals to practice.*

*Therefore, as a University community of students, faculty, staff, administrators, alumni, and friends, we agree to:*

*Exercise and protect freedom of expression  
Demonstrate ethical behavior and live with integrity  
Acknowledge respectfully opinions and beliefs different from our own Pursue knowledge and wisdom; engage in life-long learning and scholarship  
Use our talents to serve humanity  
Live in accord with the environment  
Participate actively in the University and broader communities*

**B. Expected Outcomes/Justification:**

The University Compact, either totally or using its individual parts, should be integrated into institutional life in the following ways:

- Initially disseminated through a letter to the campus community from the President explaining the compact, its purpose and importance to the University community – FY 02.
- Place the Compact in all relevant campus publications, campus web page and link to other related and relevant web pages – FY 02
- Present and discuss the Compact at all faculty, staff, and student orientations – FY 03.
- Encourage all First Year Seminar instructors to present and discuss the Compact in their course – beginning FY 03. Encourage them to use the Ethics Module designed for First Year Seminars.

- Ensure that the Compact is used in leadership training and development activities with students – beginning FY 03.
- Request that the Provost send the Compact to all faculty encouraging them to use it with their students in class – FY 03.
- Involve the four major student groups that were challenged by the President in his Fall Address: ASCSU, Residence Hall Association, Greek governance structure, and Intercollegiate Athletics. Implement action plans with the student body that would address the challenge – Implement FY 03.
- Create a variety of visual representations of the Compact for display in residence hall rooms, lounges, and other campus locations – FY 03.
- Disseminate the Compact on bookmarks and provide them to students with their book purchases at the beginning of each semester – FY 03
- Create a Professional Development Institute session on the Compact and its use on campus – FY 03
- Incorporate the University Compact into the Campus Activity orientation for student groups and Greek organizations.
- Incorporate the University Compact into the informational meetings held for groups involved in recreational sports.
- Develop a team of faculty to help coach other faculty on the use of the University Compact in the classroom.
- Develop a recognizable logo that will be associated with all Civility and Civic Education promotional and informational documents, flyers and banners.
- Consider a ceremony where all new students participate in the signing of a pledge to support the University Compact.
- Develop a wallet-size card of the University Compact that can be distributed at Preview and in Annual Giving campaigns.

**C. Timeline for Implementation:**

The University Compact will be presented to the community prior to beginning of Fall semester 2002 and full implementation of strategies for integrating its use in the greater University community will be conducted over the next 12 to 18 months.

**D. Budget:**

No funds are requested for FY 03.

**KS/IP 7.3: Enhance Academic Experiences**

**A. Narrative of Activities to be Undertaken:**

Academic experiences at Colorado State are intended to be a total learning experience where the pursuit of knowledge and wisdom in both classroom and co-curricular settings is integrated with the principles of civic responsibility and civic education. To achieve progress toward these goals, faculty, staff and students must help craft and act upon our civic missions and responsibilities. A renewed emphasis on effective, comprehensive, and informed academic advising is essential. In addition, the Governor and the State Legislature have identified students' inability to graduate in four years, as well as their preparation to be contributing citizens, as two of their major concerns about the effectiveness of higher education. Consequently, First Year Seminars and capstone courses can play a pivotal role in demonstrating the University's dedication to students' development as contributing citizens to their many communities, as well as providing students with a positive beginning to their academic careers. The capacity to effectively respond to current and critically important community events, and the ability of the University to work together in responding to such events, models for students the true meaning of civic responsibility.

## **B. Expected Outcomes/Justification:**

Academic advisors play a key and critical role in the retention and educational success of students. The University will implement the key features of the Academic Advising Task Force Report by Spring 2003.

- Students, from the beginning of their academic careers at Colorado State, must be presented with what the University expects of them as citizens of this community. The First Year Seminars are an ideal vehicle to present these expectations to new students. Consequently, faculty teaching First Year Seminars will be encouraged to integrate civic education into their courses (e.g. service-learning, citizenship, ethics, values clarification) Courses will be implemented during FY 03.
- In creating a framework for the total well-being and success of students from beginning to end, departments will be encouraged to incorporate into their capstone courses elements that support further develop of students' understanding of the importance of stewardship and the civic mission of higher education. Best practices should be collected and distributed by Interim Vice Provost Oltjenbruns to all instructors of First Year Experiences and capstone seminars. Courses will be implemented by Spring 2003.
- Encourage faculty, staff and students to work together in developing "teach-ins" and other educational programs that respond in timely ways to pressing community needs and world events. The "Bridges to the Future" collaboration with the University of Denver offered tremendous opportunities for related programming during the FY02 year. Similarly, a new "Films Matter" program organized by the Center for Teaching and Learning, the Faculty Film Group, the Lory Student Center, and the Association for Student Activities and Programs emphasized values issues in the discussion designed around a monthly Thursday evening film series.
- Provide greater support and recognition of faculty whose teaching is directed toward the development of a socially responsible educational community.
- Encourage faculty to include questions about civic responsibility within their course evaluations. Charge the Committee on Teaching and Learning to develop recommended language to be used as part of the "Instructor Prepared Items" on the ASCSU Student Course Survey.
- Favorable response to new course offerings, including "Teaching and Learning Peace," along with relationships developed with the University of Denver's "Center for Teaching International Relations" through the "Bridges to the Future" initiative in FY02, provide evidence for the value of academic programming about peace studies and nonviolent conflict resolution. The development of a certificate program or minor in "Peace, Conflict and Reconciliation Studies" where there can be more academic attention to the values and skills which allow individuals to engage in respectful communication about even the most difficult subjects should continue to be explored.
- Utilize the Center for Teaching and Learning's "Forums on Teaching" as well as the January "Professional Development Institute" as viable options for faculty and staff development about civility and values education.

## **D. Timeline for Implementation:**

Noted above with specific outcomes.

## **D. Budget:**

No funds are requested for FY 03.

## KS/IP 7.4: Ensure University Community Development

### A. Narrative of Activities to be Undertaken:

Ensuring community development at Colorado State University can be facilitated through the following efforts:

- Continue to emphasize the ideas of civility, character, service (and service learning), campus community citizenship, and ethical expectations, including discussion of the University Compact, during orientation programs for new students and their families, and orientations for new faculty and staff. FY03
- Integrate concepts of civility into ongoing workshops and training (i.e., supervisory training, GTA training, etc.) in addition to offering on-going civility workshops to Colorado State University employees at all levels to reinforce the importance of respecting and valuing one another in the workplace. With a focus on recognizing and confronting incivility, specific content areas would include educating self and others, supporting and encouraging colleagues, and initiating civility programs within one's work setting. A secondary focus would address organizational balance.

This would include greater attention to relationships and process when working on university tasks or programming outcomes.

- Integrate into the Physical Development Plan an on-going assessment of campus buildings' internal designs and campus landscaping, specifically addressing whether the environments are welcoming, facilitate interaction and communication, and provide a safe and comfortable setting.
- Encourage work units and departments to conduct assessments, perhaps using a campus ecology environmental assessment model.

Emphasis for FY03 on collaboration with:

- o Community of Character Program
- o Neighborhood Resource Office
- o Fort Collins Police
- Through the Community Liaison position and other collaborative efforts with the City of Fort Collins, continue to define and enhance the community relations program, which encourages positive relations between students and the larger community.
- Continue to regularly assess safety on campus, including lighting and landscaping, police staffing, and building security systems. Based on results from FY02 safety and security audit, University Housing and the Lory Student Center significantly upgraded security systems. FY03.
- Facilitate and support student- based initiatives focusing on respectful interactions and reduction of abusive and high risk behaviors.
- Continue to implement Alcohol and Drug Task Force recommendations which were forwarded to the President's Cabinet in the Fall of 2000.
  - o Expanded Services for Substance Abusers - DAY IV Treatment Program funded by Department of Education Grant. FY03
  - o Alternative Weekend and Evening Programs - Live Life Late initiative. FY03
  - o Targeted Educational Programming
  - o Partnering with Parents - Preview, Parents Council, letters home, Newsletter. FY03
  - o Greek Life - Implementation of Greek Task Force Recommendations. FY03
  - o Residence Life - substance free housing in all residence halls. FY03
  - o Participate in On-Going Data Collection, Needs Assessment and Evaluation of Current Initiatives
  - o Create a Safer Environment at Hughes Stadium - Increased role of Positive Impact, changes in security and review of alcohol sales. FY03
- Implement programs and initiatives focused on increased understanding of international and cultural issues which are deeply effecting today's world. Specifically, address the need for international students to continue to feel welcome and safe on campus.

Collaborate with "Bridges to the Future" program. FY03

- Continue programs and initiatives related to personal safety to intentionally create a campus climate in which harassment and abusive behaviors are not tolerated. Implement comprehensive approach to responding to bias incidents. FY03
- Include in the University's student retention program a research component that specifically explores the importance of a welcoming, respectful community in students' decisions to stay at Colorado State. This research could be expanded to include faculty and staff retention issues.
- Encourage governance groups and university departments to review departmental procedures and evaluation processes, as well as grievance, conflict resolution, and discipline procedures to ensure the promotion of respectful interactions.
- Initiate a comprehensive, campus-wide Wellness Advisory Committee to promote and facilitate environments, concepts, and activities that are conducive to positive and productive health behaviors and lifestyles for students and other members of the University community. FY03

**B. Expected Outcomes/Justification:**

Foster an engaged community by continuous evaluation and attention to the ways in which the University's values and principles are manifested throughout the campus community. This goal will be accomplished by consistently respecting the individual citizen's role within the context of the greater community.

**C. Timeline for Implementation:**

Initiated in spring 2002. Ongoing. FY03

**D. Budget:**

No funds are requested for FY 03.

**KS/IP 7.5: Engage in Public Dialogue**

**A. Narrative of Activities to be Undertaken:**

On-going public dialogue about the unique responsibilities of life in a democratic society is essential to sustaining a community in which the University's core values and principles permeate all aspects of institutional life. Public dialogue serves also to nurture a greater understanding and dynamic engagement of how such values and principles direct individual and collective choices, both in a campus and global context.

Through public dialogue, Colorado State University will demonstrate that it is an institution dedicated to honoring its land-grant mission of teaching, research, and service. Students, faculty, staff, administrators, alumni, parents, and friends have the unique opportunity to be leaders and role models in an effort to truly realize the ultimate benefits of a community invested in having its members be respectful of one another.

**B. Expected Outcomes/Justification:**

As the University's theme, "Civic Education and Civic Renewal" shall be incorporated into internal and external dialogues:

- Emphasize the compact in defining the University's current and future direction in the President's Fall Address, State of the University Address to the service clubs, and the President's Community Relations Committee interactions.

- Hold brown bag dialogues to engage State Classified staff, Administrative Professional staff, and Faculty.
- Create opportunities to engage students in dialogues initiated by student leaders from Intercollegiate Athletics, ASCSU, Greek Life, and other student organizations.
- Establish programs to encourage the emeritus faculty, 1870 Club, Alumni Association, President's Development Council, and College Advisory Boards to participate in dialogues.
- Continue and enhance social responsibility events co-sponsored by the community, such as the Martin Luther King, Jr. celebration and CSUnity, to include opportunities to dialogue and recognize those who have fostered civic involvement.
- Include presentations and speakers to address this theme during annual events such as Celebrate Colorado State, Black History Month, Cinco de Mayo, AsianFest, International Week, etc.
- Create opportunities for alumni and parents to participate in panel discussions during Preview, Homecoming, and Family Weekend.
- Encourage greater faculty and academic department involvement in family weekend.
- Include dialogue opportunities with Poudre School District and other secondary schools as well as institutions in the Colorado State University System.
- Establish an MLK Day "Dream Builders Luncheon" to raise scholarship funds and encourage community dialogue.
- Support new Cesar Chavez Day initiative.
- Restructure Family Weekend activities to include opportunities for discussion around civic renewal.
- Develop case statement on civic education/civic renewal initiative.
- Suggest applicable speakers for donor events, including "Tables of Content" and "Fireside Chats" for 1870 club members.
- "Bridges to the Future" program being developed.

**C. Timeline for Implementation:**

On going.

**D. Budget:**

No funds are requested for FY 03.