To the University Community:

Colorado State University is rightfully proud of our historical and ongoing pursuit of excellence. By nearly any measure, we continue to improve across the breadth of our activities in education, scholarship and outreach. On-going strategic planning plays a key role in focusing our institution's efforts to provide both a superb environment for our students, faculty and staff, and an exceptional return on the investment our society makes in Colorado State University.

Our University Strategic Plan captures a flavor of the overall direction of the institution and identifies specific steps that we believe will move us forward in critical areas. It is important to acknowledge that much of the progress made toward our shared Strategic objectives occurs because of the day -to-day dedication and hard work of the faculty and staff in making our institutional goals and objectives come to life.

This shared commitment to progress and excellence characterizes Colorado State University's spirit. Thank you for all of your efforts on behalf of our institution.

Tony Frank
Chair, Strategic Planning Committee
Vice President for Research
and Information Technology

Annual Update

of the

University Strategic Plan

for

FY03

July 2002– June 2003

Posted on the Colorado State University Website at

http://www.research.colostate.edu/usp/

For further information, please:

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Executive Summary

The **Context for Planning** (June 1999) contains the philosophical and pragmatic basis for annual planning. The Context fo r Planning reaffirms the essential and distinctive characteristics of Colorado State University and formally defines our annual participatory strategic planning and budgeting processes. Strategic planning sustains the focus of our resources and energies on institutional priorities, enabling important advancements critical to the University 's commitment to excellence. The **Annual Update of the University Strategic Plan for FY03** (USP for FY03) documents our continuing efforts, begun over 12 years ago, to match the University mission and vision with prioritized resource allocations.

Effective strategic planning at the University level must identify and address a few key strategies that are essential to University excellence. Given the nature of the planning act ivity, implementation can require multiple years to complete. As a result, eight Key Strategies and their related Implementation Plans (KS/IPs) identified in the USP for FY03. They address the major areas of:

> - Undergraduate Experience;
> - Information & Instructional Technology (IIT);
> - Continuing & Educational Outreach;
> - Diversity;
> - Enrollment Management;
> - Sustaining Faculty and Administrative Professional Quality;
> - Civic Education and Civic Renewal, and
> - Research and Graduate Education

Principal planning eff orts focused on the identification of resources (financial and personnel effort) for reallocation to implement the KS/IPs.

The USP for FY03 documents the steady progress that has been made on the Key Strategies and also summarizes new resource allocation s made to the Implementation Plans KS/IPs. More detailed FY03 budget allocation data are also provided. It should be noted that, although difficult to document, the extent of internal reallocation within units to support progress on KS/IPs is substantial a nd widespread.

The amount of new and reallocated resources available to the institution for permanent (base) and one - time allocations in FY03 are found in Table 4.

Capital and controlled maintenance projects prioritized in the USP process also receiv ed FY02 state funding of $22,666,854 and $5,482,697. These funds are being augmented by allocations of University one-time ($1,514,650), and donor funds. Based on this support, major progress occurred in FY02, including the Chemistry/Biological Sciences In structional facility, University Center for the Arts, Information & Instructional Technology upgrades, the Microbiology addition, planning for the renovation of the Soil & Crop Sciences Building, and various other campus physical infrastructure and control led maintenance projects.

Drafting of the FY04 USP has already begun and will focus on documenting progress in the existing eight Key Strategies in preparation for revisions of the Context for Planning Document in 2003, which will refocus key strategies for the next five-year period.

The strategic planning and budgeting process exists to support fulfillment with excellence of Colorado State University's mission:

> *"**Colorado State University be longs to the people** . 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 a dvancing the frontiers of knowledge, providing intellectual and cultural leadership, preparing students for life   -long roles as productive citizens and thinkers, and striving always to improve the human condition. Colorado State   's learning community is grou nded in intellectual curiosity and high ethical standards empowered by personal integrity and respect for the diversity of peoples and cultures."*

Through identification, communication, and drawing together of the resources necessary for the timely accomplishment of critical institutional priorities, strategic planning increases the quality and focus of our programs, serves to maintain public trust, and engenders confidence in the relevance and accountability of higher education.

At the heart of the proce ss are shared understandings and open decision -making processes, published in:

- The **Context for Planning: Preserving the Past, Providing for the Present, Preparing for the Future** (June 1999), which contains the philosop hical and pragmatic basis for annual planning during FYs 00 through 04. The Context for Planning reaffirms the essential and distinctive characteristics of Colorado State University and formally defines our annual participatory strategic planning and budgeting processes; and,

- The **Annual Upda te of the University Strategic Plan**   (USP) **,** which documents the respective current fiscal year 's Key Strategies and resource allocations and identifies planning initiatives to be developed over the course of the year for future implementation.

Please refer to Appendix 5 for the WWW locations of these and related materials.

The strategic planning and budgeting process recognizes the need for identification of critical challenges, needs and opportunities facing the University as a whole, requiring rethinking and reprioritizing of some of our endeavors. It further recognizes that the majority of the University   's Education & General (E&G) budget is allocated among existing unit budgets and is required for the continuation of on   -going operations. Real change and progress will only occur by targeting new and reallocated resources to the University's highest priorities.

Methodologies have been developed within the strategic planning and budgeting process for organizing broadly based inputs to identify institutiona   l priorities that guide the evolution of our programs within changing external and internal environments. The USP brings these efforts together and sets the framework for individual unit planning and activities as well as central decision -making.

The Annual Update of the University Strategic Plan formally consists of:

1. **Key Strategies/Implementation Plans (KS/IPs)** that focus our human, physical and fiscal resources on steady, broad-based completion of the highest priority goals and challenges facing the U niversity. The USP reports progress to date, resource allocations to these efforts, and future implementation goals.

2. **Ten-Year Physical Development Plan**, which outlines the capital project priorities, resource requirements, and responsible units; and,

3. **University & College Development Campaign Priorities**, which focus donative efforts across the University and within the Colleges. Campaign targets and receipts through FY02 are reported.

However, representation of the strategic planning process is incomple te without recognizing the following materials and activities, which inform the Annual Update of the USP during KS/IP development and unit and central budget decisions:

4. **University Diversity Plan** ("Diversity & the University Community: A Plan for Action, 1988-2003", June 1988), which is located at http://www.pres.colostate.edu/planning/divplan.html;

5. **Consolidated Academic Plan**, arising from College and Agency plans, and developed by the Provost/Academic Vice President and Council of Deans as the statement of highest priorities from Academic Affairs at the Spring Planning & Budgeting (P&B) Hearings;

6. **Consolidated Academic Support Plans**, prepared by the other Vice Presidents and Office of th e President as their respective highest priorities for consideration at the P&B Hearings.

The KS/IPs, together with mandatory expense increases and the other high priority efforts identified through development of the Consolidated Academic and Academic Su pport Plans, Physical Development Plan, Diversity Plan, and University & College Development Campaign Plans are considered for relative priority during the annual course of the planning and budgeting process. These priorities, together with mandatory expen se increases are funded, to the extent possible, from all resources available to the institution, including state appropriations, student tuition and fees, gifts and donations, grants and contracts, capital construction funds, and reallocation/redistributi on of existing resources. Using this full range of planning information, the Executive Budget Committee (EBC) recommends resource allocations to University priorities. The State Board of Agriculture (SBA) has final budget authority.

KS/IPs for FY03 Implementation:

Progress to Date, Continuing & Future Endeavors, Summary of Resource Allocations

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Colleges, their faculty, and the central administration are working together to meet shared challenges associated with providing quality education, research and outreach programming. These collaborations recognize the resource-intensive nature of our goals and the necessity to take synergism to a new level in strengthening Colorado State University. Plans 1.2, 1.5, and 1.8, respectively) are on-going and are the remaining elements to Key Strategy 1. Completion of an implementation plan within the USP does not, and will not imply that an area will be static. For example, assessment of the University Core Curriculum will be conducted and appropriate changes will be made if necessary. Academic advising and course availability will continually be addressed, improvements in classroom quality will be on-going, teaching/learning equipment needs and resources will be a recurring discussion, course sections will be provided to address enrollment growth and shifting of undergraduate enrollment and the integration of new student learning frameworks (including technology) will continue.

FY03 Status of the Eight On-Going KS/IPs

KS/IP 1: Undergraduate Experience……………………………………………………..……. **On-going**

1.1	The University Core Curriculum……………………………………………………..	Completed
1.2	Life Sciences……………………………………………………………….…..….…	Ongoing
1.3	Course Availability……………………………………………………………………	Completed

KS/IP 2:   Information & Instructional Technology .... **On-going**

KS/IP 3:   Continuing & Educational Outreach………………………….….. .... **On-going**

KS/IP 4:   Diversity .... **On-going**

KS/IP 5:   Enrollment Management .... **On-going**

KS/IP 6:   Sustaining Faculty Quality and Administrative Professional Quality .... **On-going**

KS/IP 1: 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, Al Dyer, Interim Provost/AVP

Key Strategy Summary: Implementation of the University Core Curriculum (Implementation Plan 1.1) and the University Honors Program (Implementation Plan 1.4) have be en finalized. The University Distinguished Teaching Scholars Program (Implementation Plan 1.7) and expansion of Information Sciences/Technology teaching capacity (Implementation Plan 1.6) are also complete. A course availability funding mechanism is in p lace (Implementation plan 1.3). Discussions regarding Life Sciences, Classroom Quality and International Programs (Implementation Plans 1.2, 1.5, and 1.8, respectively) are on -going and are the remaining elements to Key Strategy 1. Completion of an imple mentation plan within the USP does not and will not imply that an area will be static. For example, assessment of the University Core Curriculum will be conducted and appropriate changes will be made if necessary. Academic advising and course availabilit y will continually be addressed, improvements in classroom quality will be on-going, teaching/learning equipment needs and resources will be a recurring discussion, course sections will be provided to address enrollment growth and shifting of undergraduate enrollment, and the integration of new student learning frameworks (including technology) will continue.

KS/IP 1 Elements

1.1	**The University Core Curriculum**	**Complete**
1.2	**Life Sciences**	**Revised Proposal**
1.3	**Course Availability**	**Complete**
1.4	**University Honors Program**	**Complete**
1.5	**Classroom Quality**	**New Proposal**
1.6	**Information Sciences/Technology**	**On-Going Commitment**
1.7	**University Distinguished Teaching Scholars**	**Complete**
1.6	**International Programs**	**Revised Proposal**
1.7	**Program Assessment**	**New Proposal**

KS/IP 1.1: The University Core Curriculum

A.   Narrative of Activities to be Undertaken:

First Year Seminars: First -Year Seminars were implemented in FY01. Full college responsibility for First-Year Seminars will be attained in FY03. A process for evaluating Fi rst-Year Seminars will be developed in FY03 and implemented in FY04, and will include assessment of the enhancements many colleges are bringing to the first year seminars.

The remaining elements of the University Core Curriculum (e.g., the upper -division requirements and the CAPS provision in second language) will be implemented. Upper   -division Depth and Integration elements of the Core, including capstone courses, will be fully implemented during FY 03. An outcomes assessment system for the Skills a   nd Foundations/Perspectives elements of the Core will be created and implemented to determine the effectiveness of the organization and teaching methodologies of core curriculum courses

B.   Expected Outcomes/Justification:

Finalizing the University Core Curriculum.

C.   Timeline for Implementation:

FY03

D.   Budget:

$50,000 in one-time funding from the Provost's enrollment growth fund is needed in FY03 to fund pilot projects that suggest innovative modifications to First-Year Seminars.

KS/IP 1.2: Life Sciences (Bio-Core)

The BioCore was implemented to coordinate instruction of introductory biology to life science undergraduate students. A Director was appointed to supervise the curricular matters, and the administrative and budgetary responsibilities were handled by the Department of Biology.

In 1996, a life sciences review was initiated to discuss the coordination of all undergraduate life science activities. After the formation of disciplinary-based sections, the Life Sciences Steering Committee and the Life Sciences Curriculum Committee were charged to evaluate current life science activities and implement new initiatives. In addition, the Vice Provost for Faculty Affairs appointed a Life Sciences Management Team to assist in oversight of the life sciences activities.

In Fall 2000, all responsibilities (including the budget) for the BioCore (renamed the Life Sciences Core) were transferred to the Provost's Office, with the directorship assumed by the Vice Provost for Faculty Affairs.

A.   Narrative of Activities to be Undertaken:

In order to meet increased demand for LS100   -level courses and implement laboratory   -based LS200-level courses, additional GTAs are needed. The increased enrollment also means increased lab coordinator effort.

B.   Expected Outcomes/Justification:

Increased demand for LS courses will be met. Appoint a Director of Life Sciences (0.5 FTE).

C.   **Timeline for Implementation:**

FY03

D.   **Budget:**

An additional $160,000 in base funding, considered within the context of enrollment growth funding in the Provost's Office, would assist in meeting Life Science course needs. The Director position is estimated at $60,000 annually.

KS/IP 1.3: Course Availability

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

It is estimated that undergraduate enrollment headcount will continue to grow at a modest rate. The University is committed to ensuring course availability and sustaining the number of small classes while addressing enrollment growth, shifts due to the new Core, and changing student demand. If adequate numbers of course sections are to be made available, it is essential that the Provost's course availability funding track changes in enrollment to assure that adequate numbers of course sections are available. Allocation of these funds must address individual unit needs. Assessing overall effort distribution and workload in each department will be a key input into distribution of enrollment growth/enrollment shift funding. To do this, comparison with similar programs at peer institutions, disciplinary responsibilities, and expectations for scholarly output will have to be considered. The role and mission of each department will be considered in establishing both effort distribution (teaching, research, service/outreach) and workload expectations (Key Strategy 6).

A process for incrementing the Provost's budget to address enrollment growth has been implemented. As capacity in first-year courses and "gateway" courses is exceeded, funding will be provided to the colleges to address course availability.

B.   **Expected Outcomes/Justification:**

Meet student demand while maintaining a balanced undergraduate curriculum appropriate to a comprehensive, land-grant, research intensive university.

C.   **Timeline for Implementation:**

Because this will be an on-going strategy each fiscal year, this implementation plan is considered completed.

D.   **Budget:**

Enrollment Growth: Central funding of $1,000,000 from E&G budget is anticipated in FY03, based on FY02 FTE increases.

KS/IP 1.4: University Honors Program

The new Honors Core Curriculum (HCC) consisting of four interdisciplinary Honors seminars, two Honors courses in the major, and an Honors pre-thesis and thesis was approved in time for the Fall 2000 entering class. There   are approximately 900 students participating in the Honors Program. The initial implementation phase of the HCC, which consists of the first two interdisciplinary seminars and the first of the two Honors courses in the major, has been completed.

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

In order to complete the implementation of the HCC and the full range of Honors elective courses, the University Honors Program must receive the remainder of the "faculty in-kind instruction contribution," or its equivalent, which is valued at approximately $107,000. The Provost's Office will oversee the final implementation.

B.   **Expected Outcomes/Justification:**

Implementation of the HCC and the full range of Honors elective courses.

C.   **Timeline for Implementation:**

FY03. This implementation plan is considered completed.

D.   **Budget:**

No additional funds are requested; accomplished via reallocation of faculty in-kind instruction.

KS/IP 1.5: Classroom Quality and Teaching/Learning Equipment

Over the past decade, department operating budgets have not increased nor declined in real terms. In the same time period, the costs of maintaining classrooms and academic program equipment have become major challenges. Without effective academic equipment, the success of our instructional programs is threatened.

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

Academic Equipment Matching Fund: Part 1 of this request is for $100,000 of one-time funds in FY03 for the Provost to address equipment maintenance. Departments/Colleges could submit specific proposals to the Provost for 50% matching funds for maintaining equipment.

Chemistry/Biosciences Building Academic Equipment: Part 2 is a request for one-time funding in FY03 to fully equip 12 laboratories in the Chemistry/Biosciences addition. The new addition will house 17 AUCC Category 3A courses. Funding this request will result in higher-quality laboratory experiences for students, greater preparation of students for post-baccalaureate careers/opportunities, and enhanced visibility for the University's commitment to hands-on learning.

B.   **Expected Outcomes/Justification:**

Instructional equipment will be provided to support the Core Curriculum and other undergraduate and graduate teaching/learning.

C.   **Timeline for Implementation:**

FY03

D.   **Budget:**

Equipment Matching Fund: $100,000 (one-time pilot) in FY03.
Chemistry/Biosciences Building Equipment: $400,000 (one-time) in FY03.

KS/IP 1.6: Information Sciences/Technology

The Information Science & Technology Center (ISTeC) at Colorado State University is comprised of the Departments of Computer Information Systems/College of Business, Computer Science/College of Natural Sciences, Electrical & Computer Engineering/College of Engineering, and Journalism & Technical Communication/College of Liberal Arts Representatives of these four departments have met throughout the year to discuss activities directed toward the objectives of the IS&T Master Plan. ISTeC will serve as the nucleus for the Virtual College. IS TeC will be the responsibility of the Vice President for Research & Information Technology.

Over the past several years, eight permanent positions and one -time resources were made available on the basis of enrollment trends, enrollment and turn away data to the Departments of:

> Computer Information Systems - two positions
> Computer Science - three positions
> Electrical & Computer Engineering - two positions
> Journalism & Technical Communication - one position

The previous total base budget commitment for thi s plan is $950,00; this implementation plan will be retained in the USP for the duration of the commitment to monitor funding progress.

KS/IP 1.7: University Distinguished Teaching Scholars

During FY00, four Colorado State University faculty members wer e selected as the inaugural class of University Distinguished Teaching Scholars (UDTS). Four additional UDTS were appointed in FY01. The UDTS receive a base salary increase of $7,500 and their colleges provide $2,500 for each of three succeeding years.

Designation of UDTS will be made on an annual basis to a maximum of 12. During FY02, the final group of four will have been selected (funding has already been allocated via the FY 02 USP).

Funding and mechanisms to sustain this program are in place. Th is implementation plan is considered complete and is being removed from the USP.

KS/IP 1.8: International Programs

The long-range plan for the Office of International Programs calls for participation in aggressive international recruiting of graduate and undergraduate students, developing a plan to provide financial assistance for international students, continuing to expand the numbers of Colorado State University students studying abroad, enhancing interdisciplinary international instructional programs through faculty and curriculum development, and acquiring international contracts and grants when available to support undergraduate education.

The events of September 11, 2001 and their continuing aftermath have created an uncertain situation with regard to both international student recruitment and study abroad. In the international student recruitment area, it is especially important that Colorado State University, as a relatively new entrant in the field, maintain its presence in the marketplace, even as others pull back. This will pay dividends as the uncertainty recedes. In the study abroad area, increased attention will be paid to matters of health and safety of participants as well as diversifying the formats of study abroad options for students .

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

International Student Recruitment: The Office of International Programs will continue to collaborate with the Office of Undergraduate Admissions and the Graduate School in defining recruitment plans and strategies. As in FY02, one-time start-up funds allocated to the Office will be devoted to these efforts. In FY03 the goal is to increase the number of new international undergraduate student enrollments from 69 to 75.

It has become clear in the past three years that Colorado State University is losing significant numbers of sponsored students – students whose tuition and expenses are paid either by bi-national Fulbright Commissions, USAID, other sponsoring agencies, or their home governments -- because the University has no allocation available to provide the "matching funds" that sponsoring agencies are increasingly demanding. For example, we lost 8 sponsored students from Botswana this year and those students represent only a small fraction of those lost. The matching requested is usually rather minimal – $2000 to $4000 per student. Our competition, other land-grant universities, state universities, and in-state institutions such as the University of Colorado at Denver are already meeting these "matching" demands.

Short-term faculty-led study abroad programs: For financial, academic, and other reasons, many undergraduate students do not consider the semester or academic year study abroad options currently available to them. Experience of other land-grant universities shows that short-term options in the summer and over vacation periods can have a significant impact on increasing student participation in study abroad. Faculty-led programs have the collateral benefit of providing professional development to participating faculty and enhancing the interdisciplinary programs in area studies, international studies and international development studies.

In FY02, a new course was approved by the Curriculum Committee and the Faculty Council (IE482) to facilitate such offerings and two courses will be offered in the Summer Session on a pilot basis. Full implementation will begin in Summer '03, with six courses anticipated. Development of this initiative will continue in FY04, FY05 and FY06, with a projected 20 courses to be offered in Summer '07, each with an average enrollment of 20 students. All costs (including instructional costs) associated with these programs will be recovered from student program fees, student tuition, and FTE allocation. Summer salary allocations will be necessary in order to pay faculty teaching in these courses.

Interdisciplinary International Instructional Programs: In the past, International Education courses have been taught on an unpaid overload basis by committed faculty who believed in the courses and their purpose. The new University Core Curriculum, First Year Seminars, and faculty retirements have created a situation in which staffing these courses – which are experiencing increased student popularity and enrollments – has become problematic. Funds are needed for course buyouts to enable faculty to teach them. Funds are requested, therefore, for three course buyouts at a rate of $3500 per course to support these courses which are at the core of the University's efforts to internationalize the education of American undergraduate students. Because they are interdisciplinary courses not taught through any individual department, these course buyouts are necessary, as is the case with other similar programs such as Honors, Women's Studies and CASAE.

B. **Expected Outcomes/Justification:**

The number of new international undergraduate student enrollments will increase from 69 in FY 02 to 75 in FY04. This is a conservative estimate because of the uncertainties inherent in the aftermath of the events of September 11, 2001.

The number of students participating in study abroad experiences will increase from 500 in FY02 to 650 in FY04. This increase will be the result of offering new options to students in the summer and during vacation periods.

C.   Timeline for Implementation:

The activities are on -going, with particular emphasis in FY03 on developing new study abroad options.

D.   Budget:

1. Matching funds to attract sponsored international students: $50,000 (one-time pilot)
2. Budget: for summer salary allocation (including fringe benefits) for six courses in Summer '03: $58,000 (one-time pilot)
3. International Student Recruitment Budget: $50,000 (one-time pilot)
4. Interdisciplinary International Instructional Programs: $10,500 (one-time pilot)

KS/IP 1.9: Program Assessment

Periodic assessment, with subsequent programmatic modifications, is an essential component of the enhancement of both academic and service/support programs at the University. Several units have established assessment programs, but their implementation and effectiveness are quite variable. In order to meet the demands of resource redirection, the University must provide guidelines and procedures for uniform assessment of all University functions and activities.

A.   Narrative of Activities to be Undertaken:
- Appoint a Director of Assessment, as a direct report to the Provost, to oversee all programmatic assessment activities.
- Assist each academic and service/support program in developing individual unit asse   ssment plans.
- Appoint a Coordinator and a Coordinating Committee to collect information and write the self - study report for the North Central Association of Colleges and Schools Accreditation to be conducted in 2003-04.

B.   Expected Outcomes/Justification:
- Implementation of assessment plans will assist each unit in addressing and modifying its activities, when necessary, to meet challenges of changing resource and constituent demands, and to be visionary with regard to the unit's role and mission.
- Prepare program administrators, faculty, and staff for periodic accreditation reviews.
- Prepare the institution for the 10-year NCA Accreditation.

C.   Timeline for Implementation:
- Appoint a Director of Assessment – FY02
- Develop unit Assessment Plans – FY03
- Appoint Coordinator and Coordinating Committee for NCA Accreditation visit – FY02

D.   Budget:

The Director's salary is estimated at $80,000 (including benefits) and the 0.5 FTE Coordinator is estimated at $50,000. Initial funding will be via the Provost's office for a pilot project.

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, ensuring that our students, faculty and sta ff have access to and effectively utilize state -of-the-art information and instructional technologies (IIT) in fulfillment of the University 's tripartite education, research, and outreach mission.

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

Key Strategy Summary: Campus IIT infrastructure additions and upgrades will continue.
Leadership for IIT will be focused. The library will continue its on -going recovery and improvement efforts. Specifically, imple mentation plans 2.1, 2.3 and 2.4 are on-going multi-year commitments and will remain in the University Strategic Plan to monitor progress. Implementation plan 2.5 is complete and will be removed. Only implementation plans 2.2 and 2.6 remain under conside ration to complete Key Strategy 2.

KS/IP 2 Elements

2.1	**Phased Campus Information Technology Infrastructure Upgrade; CSUIITE Projects 2 and 3**	**On-Going Commitment**
2.2	**Central Server Upgrades**	**Revised Proposal**
2.3	**Administrative Software Replacement - Student System**	**On-Going Commitment**
2.4	**Library of the Future**	**On-Going Commitment**
2.5	**Vice Provost for Educational Outreach & Instructional Technology**	**Complete**
2.6	**University-wide Coordination of Deployment of Centrally Mandated Software**	**New Proposal**

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

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

CSUIITE Projects 2 and 3 provide information technology upgrades for buildings and instructional technology upgrades for classrooms. The buildings to be upgraded are prioritized by University Information Technology Support Services (UITSS) committee, and the classrooms to be upgraded 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 both network upgrades and instructional technology upgrades. Gigabit Ethernet (GBE) network connections for the instructor are to be provided in Project 2 as upgrades, and in Project 3 as part of the classroom upgrades. In addition, Projects 2 and 3 define four types of classroom upgrades:
- "**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,
  1) videotapes, videodiscs, digital slide converters, projector scr   eens, document cameras, and controlled audio and lighting systems;
  2) technological equipment to connect to the campus   ' central media distribution system; and
  3) telephone intercom
- "**Network**" classrooms have SMART classroom capabilities plus network jacks and el   ectrical power at every student station to support hands   -on interactive computer instruction using computers in the classrooms.

CSUIITE Projects 2 and 3 building rewiring upgrades are indicated in Tables 1.A and 1.B below.

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

Table 1.A CSUIITE Project 2 – 8 Buildings	
1.	Microbiology
2.	Engineering E Wing
3.	ERC
4.	GSB
5.	Physiology (A)
6.	AERC
7.	Industrial Sciences
8.	USC Phase 2

Table 1.B CSUIITE Project 3 – 23 Buildings	
1.	Airport Complex -- Engineering Renewal & Growth
2.	Airport Complex -- Facilities Maintenance
3.	Airport Complex -- Shop Hangar
4.	Arthropod-Borne & Infectious Disease Lab
5.	Book Storage Facility.
6.	Botany Greenhouses
7.	Cooperative Units
8.	Facilities Svc-North
9.	Facilities Svc-South
10.	Industrial Science Labs
11.	Lake St. Greenhouses
12.	Military Annex
13.	Military Sciences
14.	Morgan Library
15.	Music
16.	Nat Resource Resources Lab
17.	Occupational Therapy
18.	Occupational Therapy Annex
19.	Painter Center
20.	Spruce Hall
21.	Univ. Greenhouses
22.	Visitor's Center (Tiley House)

Table 2.A CSUIITE Project 2 – 22 Classrooms			
Building	Room	of Seats	Room Type

Chemistry	A101	158	GBE[1]
	A103	256	GBE
	B202	48	GBE
	B301	36	GBE
	B302	48	GBE
Clark	C146	89	Smart
Eddy	8	60	GBE
	102	35	GBE
	103	36	GBE
	104	36	Network
	212	187	GBE
Education	1	24	GBE
	2	35	GBE
	7	72	GBE
	11	30	GBE
	13	32	GBE
	105B	24	GBE
	236	32	GBE
Wagar	132	49	GBE
	133	98	GBE
	231	89	GBE
	232	98	GBE

Table 2.B CSUIITE Project 3 – 9 Classrooms			
Building	Room	of Seats	Room Type
Physiology	243	97	Enhanced SMART
Clark	C144	89	SMART+
	C 142	89	SMART+
Microbiology	A108	85	SMART+
	Microbiology A113	42	SMART
Gifford	332	78	SMART
	Gifford 149	52	SMART
Natural Resources	109	51	SMART
Shepardson	120	47	SMART

B.   Expected Outcomes/Justification:

The building upgrades will provide to occupants reliable, fast network access. The classroom upgrades will provide fast, reliable 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.

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[1] GBE denotes that these classrooms will be equipped with gigabit Ethernet Internet connections, capable of transmitting signals at 1 billion bits per second.

C.   Timeline for Implementation:

The timeline for implementation is very uncertain due to the State 's revenue projections. CSUIITE Projects 2 was submitted as a capital budget item for FY02. Current knowledge is that CSUIITE Project 2 w ill automatically roll over into the category of projects to be considered for funding in FY03. This KS/IP recommends that CSUIITE Project 3 be queued up for submission as soon as possible behind CSUIITE Project 2, i.e. recommended for funding in FY04. Eac   h project (CSUIITE Projects 2 and 3) is expected to require about 18-24 months to complete.

D.   Budget:

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

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

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

KS/IP 2.2: Central Server Upgrades

A.   Narrative of Activities to be Undertaken:

Before providing a narrative of activities, some background is provided to justify the activities. ACNS currently provides the following central computing services to the University:
1. Electronic Identity (*eID*) for students, faculty and staff (this service is provided jointly with IS)
2. Central electronic mail for students, faculty and staff, including
    a. Individual e-mail
    b. FYI campus e-mail to faculty and staff
    c. Emergency e -mail during significant events, such as the terrorist activitie   s of September 11, 2001
    d. A central listserv system
3. Central web pages for departments and individuals
4. WebCT for the campus
5. Central calendaring
6. Virus identification and remediation (i.e. disinfection)
7. Central storage of computer files
8. Back-up of all central files

Similar services are offered on some college and departmental servers. However, individuals are free to choose their service provider. ACNS central services are provided to all who desire to use them.

In addition, ACNS began offering the following e-mail in FY02:

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[2] 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 FY03.

1. FYI campus e -mail as two separate deliveries to all undergraduate and graduate students (each is similar to FYI for faculty and staff)
2. E-mail to groups of individuals via a web page with user -selectable "pull-downs" to select the group
3. Individualized e-mail (in addition to and in some cases in place of surface mail)

ACNS servers and storage must keep up with increasing demand for existing services, accommodate new services, and have sufficient "headroom" for incidents such as virus attacks and emergencies. Specific experiences over the past year cause concern regarding our ability to maintain our services, including:

1. Lack of redundancy – The campus portal, *RAMWeb*, and the electronic identity (*eID*) applications are running on a Windows/Cold Fusion server that is not redundant. Currently, all students can use this server to access their student information, and all at the University use this server to establish and maintain their *eID*. Thus, this is a critical service, for which any appreciable down time would be unacceptable. In addition, this server will be used to deliver an increasing number of critical services. For example, some departments wish to use this server to survey students. Business and Financial Services desires to use this serv er to process financial transactions electronically. If this server goes down, critical data may be lost or corrupted.
2. Virus disinfection – When the *Anna Kornikova* virus struck the campus in February 2001, our central servers used to be able to make 4 passes per hour to detect and disinfect viruses. During the most recent virus incident in late September 2001 when the *nimda* virus struck the campus, our central servers were able to accomplish only one detection/disinfection per hour, suggesting that the "head room" on our servers has in about seven months decreased by one-quarter of its original value. This is problematic as we are certain that additional virus attacks will descend upon the University.
3. Emergency e-mail – During the week of September 11, 2001, when the terrorists struck the World Trade Center, we observed 33% greater volume of e-mail messages compared to the previous week due to the increased activity of sending, to the entire campus, announcements to all users.
4. WebCT – WebCT that runs on our I BM servers is being discontinued effective with the next version. The version we are running will be supported only through December 2003. This problem is endemic to our IBM systems, as their share of the market is very small and declining. We are seeing m any application vendors shy away from continuing to support their software on IBM systems.
5. We have had performance problems twice during the past 4 months with delivering e -mail to faculty and staff, requiring significant effort and reconfiguration to main tain high -quality services.
6. One year ago, our central back -ups completed in approximately 3 hours. Due to the significant increase in number and size of files and the dwindling "headroom" available on our servers, central back -ups now take about 12 hours t o complete. This affects ACNS operationally as the file backup spills over into the next day of operations. In fact, the central back-up begun on October 9, 2001 at 11 PM ran past noon on October 10, 2001.

These issues suggest two interrelated and paralle l goals to meet demand for ACNS ' central services:
1. Operational – To ensure that services continue to be available, with sufficient "headroom" to meet contingencies such as viruses and events for which speedy and comprehensive communication with the campus is required.
2. Strategic – To ensure that we have alternatives to our IBM systems, in anticipation of when we will need to migrate to new systems. Note that the strategic imperative will also address operational issues. For example, some services should be s trategically moved to a different platform (e.g. Windows or Linux), and these may relieve the burden of these services on existing IBM computers.

ACNS proposes the following activities to meet these parallel goals:
1. Add redundancy to critical central appli   cations – This will cluster (make redundant) our primary Web server that hosts the critical services of RAMWeb and *eID*.
2. Linux server for WebCT – An 8 -processor, Intel -based Linux computer will be purchased to run WebCT. ACNS will provide the additional staffing necessary to run this server.
3. Tape robot for back -ups – This device will be connected to a Windows server and will be used to back-up files on our central Windows computers.
4. Additional server for back-ups – In addition to an additional tape storage device, this relatively low-end IBM server will be dedicated to perform back-ups of files on our IBM systems.
5. Low-end "push" server – This server will be used to automatically distribute updates to software packages, such as CIS, travel manager, etc.

B.   Expected Outcomes/Justification:

The outcomes that we expect are to continue to deliver critical central services as enumerated in accordance with the Activities identified in the previous section.
1. Add redundancy to critical central applications   – Clusterin g increases availability and reliability of critical services by providing 100% redundant hardware and software.
2. Linux server for WebCT – This will provide reduce the load of WebCT that currently runs on ACNS' existing central servers, In addition this pro   vides an economical upgrade path for future versions of WebCT that is not possible on our IBM servers.
3. Tape robot for back   -ups – This will provide additional, needed storage capacity, and an additional device to perform daily back -ups will relieve the load on the existing tape storage device.
4. Additional server for back-ups – By dedicating this server to the back -up function, this activity will be off -loaded from our existing central servers, providing additional   "head room" for the services discussed above.
5. Low-end "push" server – This will relieve the burden from technical support staff who now perform these updates manually.

C.   Timeline for Implementation:

All of these activities would be completed in the summer of 2002, and be available for academic year 02/03.

D.   Budget:

The budget is provided below in the enumerated order, and shows ACNS' contribution and the request for one-time funds.

Item	Item Total Cost	ACNS Allocation	One-time Request
1. Clustered services	$57,800	$57,800	$0
2. Linux server for WebCT	$52,000	$0	$52,000
3. Tape robot	$32,000	$0	$32,000
4. Backup server	$30,000	$0	$30,000
5. "Push" server	$6,000	$6,000	$0
D. Totals	$177,800	$63,800	$114,000

KS/IP 2.3 Student Systems Replacement

A.   Narrative of Activities to be Undertaken:

Colorado State University has embarked on a major project to replace student information systems with contemporary systems. During FY02, selection of the new system will be achieved through a process that includes creation of a functional and technic al specification, release of a Request for Proposal and selection of a system by scoring the vendor responses to the RFP. The goal is to complete contract negotiations in order to begin implementation activities early in FY 03. One-time funding of $150,000 was provided in FY02 to hire two technical staff. This funding should be converted to recurring, along with an additional $20,000 beginning in FY03. Our project cost analysis requests $2,625,000 in one -time bridge funds in FY03 to pay for software licenses, computer purchase, staff training and consulting.

B.   Expected Outcomes/Justification:

The new student system will provide significantly improved enrollment management, recruitment, scheduling, degree audit, student financial aid, etc., that is ser vice accessible on-line in real-time. The features of the new system will be accessible to authorized faculty, staff and students. Impact on other units: 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:

2001 ... September   Begin creation of functional specification

2002 ... February   Release RFP
        July   Select software
        October   Install/upgrade computer & install software

2003 ... January   Implementation plan developed with consultants
        March   Begin implementation schedule

Recurring base required to fund hardware and software maintenance and staffing will be from E&G.

The land endowment earnings account has been identified as a source for financing a portion of the one -time costs of the new Student System. It is proposed that $2.2 -2.3 million dollars from this account be made available to cover one -time expenses including software licensing and computer hardware acquisition. The remainder will be to E&G one-time source.

D.   Budget:

Timing	Requested Amount of Increase over FY02 Base		Change in FTE		
	Base/Recurring	One-time	Faculty	Admin-Pro	SCP
FY03					
Base Funds	$170,000	**N/A**			4.0
One-Time Funds	**N/A**	$2,625,000	**N/A**	**N/A**	**N/A**
Reallocation*					
New Revenue (specify)					
Subtotal: FY03 Requests	$170,000	$2,625,000			4.0

The student system replacement project is projected to cost $4.7 million dollars one -time over six years and the recurring costs of more than $500,000 phase in over a three-year training period

beginning in FY03. One-time expenses will cover hardware and software acquisition, training and consulting. Recurring expenses include maintenance on hardware and software and personnel. The proposal includes one-time expenses of $175,000 for staff beginning in FY02 ($150,000 funded) and recurring expenses of $170,000 beginning in FY03.

Future FY Needs (sum over full remaining period of IPE)					
Base Funds	$402,000	N/A			
One-Time Funds	N/A	$1,565,000	N/A	N/A	N/A
Reallocation* (in FY07)	$107,000				
New Revenue (specify)					
Subtotal:Future FY Needs	$295,000	$1,565,000			

Total implementation need	$572,000	$4,340,000			4.0

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 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 libraries 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 CSUIITE 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 FY02 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:

$1,462,000 one-time funds were allocated in FY02 from insurance settlement funds.

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/IPs 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).

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 FY02 to begin acquiring materials to meet current needs. These will target both digital collections and print materials.

D.   Budget:

One-time funding of $720,000 was approved from the insurance settlement funds to enhance the collection to meet the needs of new faculty. These funds will be distributed over a 3-year period beginning in FY03.

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 making them electronically available. The initiative also builds an addition to the Lake Street Depository to house collections and provide workspace.

B. Expected Outcome/Justification:

The 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 collection.

C. Timeline for Implementation:

Begin immediately and continue for 5-7 years.

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.

KS/IP 2.5: Vice Provost for Educational Outreach & Instructional Technology

A. Narrative of Activities to be Undertaken:

The recruitment of the Vice Provost f or Educational Outreach and Instructional Technology was unsuccessful. Under the direction of the Provost, alternative models for distance education are being considered (see Key Strategy 3). This implementation plan is being removed from the University Strategic Plan.

B. Expected Outcomes/Justification:

Not applicable.

C. Timeline for Implementation:

Immediate.

D. Budget:

Funds to complete this KS/IP were allocated in FY02. Base budget funds will be returned to the University base for reallocation.

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 s   pecialized software to colleges and other units. Through this committee, establish a University   -wide process of advice and approval concerning technical issues relating to purchase and deployment of this specialized software. Establish a centrally funded and maintained repository of this software and related installation instructions and troubleshooting.

B.   Expected Outcomes/Justification:

Justification: Various central units of the University ask Colleges and other units to deploy specialized software , such as CIS, Travel Manager, AIS (encompassing FRS, HRS, ISIS, Commercial Accts, and others), Cashnet, ACARD, PBS, HR. In the increasingly complex implementation of software on user's desktops, it can be a time - and resource-expensive effort to comply w ith that deployment. Some recent deployment requests have been non   -optimal, including faulty instructions, conflicting configurations, unexpected hardware requirements, and non-optimal timelines.

Outcome: The expected outcomes include a formal process wh   ereby 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 o   f 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:

January 1, 2003

D.   Budget:

Implementing and supporting a central server(s) as a repository for centrally deployed software may have a budget impact. Optimized coordination and deployment may have a positive impact on resource usage at the College and unit levels that deploy the software.

KS/IP 3: Continuing & Educational Outreach

Key Strategy: Expand the access, infrastructure and content of the distance education program at Colorado State University by positioning CSU as a leader in the design, development, and delivery of unique, high quality programs that incorporate the use of a variety of distance education technologies, and meet student and employer needs regionally, nationally, and internationally.

Responsibility: Interim Vice Provost for Educational Outreach; Council of Deans; Office of Instructional Services.
Chair, Thomas G. Maher

Key Strategy Summary: DEO delivers distance and continuing education programs in a variety of formats, ranging from traditional correspondence courses to on-line courses. Continuing and distance education is an integral aspect of Colorado State University's mission as a land-grant university. The University intends to be the state's primary provider of distance and continuing education and consequently has developed a plan to invest venture capital in DEO for the enhancement of undergraduate degree completion programs and selected distance graduate degree programs. DEO will emphasize IS&T programs, enhancement of the Denver Center operations, and collaborations with the Cooperative Extension Service, community colleges and CSUS institutions.

While the long-range goal of distance education at Colorado State University is anticipated to continue to center on the specific elements listed above, at the present time there is substantial uncertainty about how we should organize educational outreach. One alternative is to proceed with a centralized DEO and minimize the staffing in colleges. The alternative is to establish a decentralized organization that relies on colleges to develop and put in place programs and strategies for delivering programs. With a decentralized model, the central DEO would focus on marketing and registration. Under the decentralized model, DEO would still have to serve as the cost center to insure that Tabor and state-wide distance education regulations are met.

A task force composed of individuals from the units with significant distance education activity will be constituted to examine the organization of the DEO. This task force will provide recommendations to the Provost/Academic Vice President by August 1, 2002.

KS/IP 3 Elements

3.1	Organization	New Proposal
3.2	Increase Content	Revised Proposal

KS/IP 3.1: Organization

A.   Narrative of Activities to be Undertaken:

A task force composed of individuals from the units with significant distance education activity will be constituted to examine the organization of the DEO.

B.   Expected Outcomes/Justification:

The decision on a centralized or decentralized model will be completed.

C.   Timeline for Implementation:

The Task Force will report its findings and recommendations to the Provost by August 1, 2002.

D.   Budget:

No funds are requested.

KS/IP 3.2: Increase Content

A.   Narrative of Activities to be Undertaken:

While organizational discussions are on -going, development of on -line courses will continue. Colorado State University has recognized the need to provide education via on -line courses. In response to this expectation, colleges, DEO and OIS have worked   in two areas: the College of Liberal Arts degree completion program and the Computer Science and Engineering Master   's Programs. Development of these courses continues and is on schedule.   When these initiatives were approved, $582,000 was provided to DEO as a loan to insure that the first courses would be developed. It was not expected that DEO would repay the loan until the cash flow from the programs produced adequate revenue.   It was expected that these courses would generate enrollment and thus revenu e that would provide funding for the remaining courses in the degree completion program and the Master's program in Engineering.

The Council of Deans considered several approaches to funding additional courses.   Two proposals to be pursued are listed below.

The College of Natural Sciences proposes to complete an additional 12 courses.   This proposal included the development of Web -based online certificate programs in science, mathematics, and K-16 science and mathematics education. The approach is to enhance existing courses.

The College of Engineering proposes to develop an additional 24 courses.   The objective is to enhance the on -campus educational experience by putting all engineering courses on -line, with the potential that these courses could also be used for off -campus programs. This initiative will allow the College of Engineering to teach core courses every semester.

B.   Expected Outcomes/Justification:

Addition of 36 new courses.

C.   Timeline for Implementation:

Fifty percent of the new courses will be available by fall 2002 with the remainder by fall 2003.

D.   Budget:

Discussion of mechanisms to fund course development is on-going.

<center>**KS/IP 4: Diversity**</center>

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 values exist. The Key Strategy is to continue implementation of the University Diversity Plan via the following mechanisms. (1) Increasing the recruitment, retention, and graduation of diverse students, who represent diversity in all its forms. (2) Recruiting and retain diverse individuals in faculty, administrative professional, and state classified positions. (3) Fostering an environment that supports and enhances diversity. (4) Involving extramural, diverse communities in our efforts to promote multiculturalism. (5) Increasing the awareness of campus diversity initiatives. (6) Implementing programs of assessment and accountability of diversity efforts.

Responsibility: All Vice Presidents, lead provided by the Provost/Academic Vice President. Chair, Alan Tucker

Key Strategy Summary: 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 reviews these assessments and makes recommendations for the continuation or termination of previous initiatives and the development of new initiatives. For FY03, the University will continue implementation of the recommendations of the special task force concerning reorganization of various commissions and committees with responsibility for diversity.

Enrollment of diverse students continues to increase each year due to increased recruitment efforts and implementation of retention strategies. The Fall 2001 freshman class included 476 ethnically diverse students – the largest number in CSU history and an increase of 3.5% compared to Fall 2000. The total undergraduate minority enrollment is 2,293 for Fall 2001, an increase of 3.2% compared to Fall 2000. The gender balance of undergraduate students in Fall 2001 was 52.4% women and 47.6% 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, the Key Academic Community program, and other offices in Student Affairs and Academic Affairs, play key roles in providing critical services and programs aimed at helping diverse students remain at CSU and graduate.

The Office of Admissions, the Center for Educational Access and Outreach, 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. Of the 19 students participating in Summer 2000, 15 (79%) enrolled at CSU in Fall 2000.

There is a difference in graduation rate between minority and non-minority undergraduate students, particularly within lower index score cohorts. Within six years, our goal is that the six-year graduation rate for students of color will be equivalent to that for white students, adjusting for Index Score.

Enrollment of minority Masters degree students stabilized at 8.4 % (199 headcount) in Fall 2001 after the highest enrollment of 8.6% (207 headcount) in Fall 2000. Minority doctoral enrollments in Fall 2001, compared to Fall 2000, were 6.8% (76 headcount) vs 6.3% (69 headcount) for Ph.D. students and 14.4% (76 headcount) vs 13.8% (73 headcount) for DVM students, respectively. Women comprised 54.7% (1,304 headcount) of the Master's students, 40.6% (455) of Ph.D. students, and 72.7% (384 headcount) of DVM students in Fall 2001 compared to respective values of 53.6% (1,290 headcount), 40.5% (441 headcount), and 73.5% (389 headcount) in Fall 2000. The Graduate School and the Colleges have utilized several initiatives to sustain and increase graduate enrollment of underrepresented individuals. New initiatives will be employed to continue the upward trend in these enrollment figures.

The University completed its 5-year integrated Students First Scholarship Initiative exceeding its goal by raising $17M in gifts for new and existing scholarship funds for undergraduate and graduate students. The Partners Scholarship Program and the First Generation Scholarship Program both include high percentages of ethnically diverse students and have been useful in fostering diversity. The VetStart program in the College of Veterinary Medicine and Biomedical Sciences provides 5 scholarships a year to underrepresented undergraduate pre-vet students, and financial support in veterinary school upon admission. 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.

CASAE faculty members teach in 17 lower-division and 23 upper-division courses on ethnicity. Support for GTAs would provide stipends for graduate students and improve the undergraduate experience for students enrolled in ethnicity courses.

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. CASAE implemented "Ethnicity Studies" as a fifth option in the certificate program in American Ethnicity Interdisciplinary Studies Program. The Women's Studies Program provides courses focusing on gender issues, and offers a Graduate Certificate program. The Key Academic Community program provides an opportunity for small groups of diverse students to enroll in course clusters during their freshman year. These students develop a sense of community that translates into better academic success. In Fall 2001, 186 students participated in ten 3-course clusters, with each cluster supported by a peer mentor.

The number of ethnically diverse Academic Faculty members increased from 95 (9.6%) in Fall 2000 to 98 (9.8%) in Fall 2001. Women now comprise 25.2% of the 995 tenure-track faculty. Of the 60 new academic faculty hires in the past year, 14 (23.3%) were ethnically diverse and 23 (38.4%) were women. The Faculty/Staff Minority Caucus has implemented a New Beginnings Program aimed at assisting new faculty of color. 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 new training program for members of faculty search committees has been implemented by the Office of Equal Opportunity to address issues of minority faculty recruitment.

The number of ethnically diverse Administrative Professionals increased from 160 (10.8%) in Fall 2000 to 168 (10.8%) in Fall 2001. Women now make up 42.0% of the 1,545 administrative professionals. Of the 303 administrative professionals hired in the past year, 34 (11.2%) were ethnically diverse and 140 (46.2%) were women.

The number of ethnically diverse State Classified Staff increased from 362 (16.4%) in Fall 2000 to 363 (16.5%) in Fall 2001. Women now make up 65.7% of the 2,206 state classified staff. Of the 293 state classified staff hired in the past year, 56 (19.1%) were ethnic minorities and 173 (59.1%) were women. Several units have ongoing 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.

In Spring 2000, the Provost's Office completed a campus climate survey of all employees. Analysis of the survey was completed and recommendations will be presented at the end of Fall 2001. 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 Mentoring Circles continue to assist many members of the campus community, particularly women, in developing their leadership skills. The President's Multicultural Student Advisory Committee (32 students) provides recommendations and pursues activities to improve the campus climate. The President's Commission on Women and Gender Equity and the President's Commission on Ethnic Diversity Issues will be 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.

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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 Division of Student Affairs provides programming to provide academic, emotional, psychological, and social support for minority students. 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 are to be 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 Department, and Human Resource Services will continue programming aimed at creating a welcoming environment, and other units will be encouraged to conduct similar workshops.

Colorado State University supports the Fort Collins Multicultural Corporation (formerly the Multicultural Commission). The University seeks always to strengthen its involvement with community and national minority groups. Examples include: the Task Force on Diversity in K-12 which 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 that is working with Partners in Fort Collins to provide student mentors for black children in the community; Asian/Pacific American Student Services that has a program matching CSU students with Asian children in the community; and El Centro which has a tutoring program for Hispanic children in the community.

The Diversity Advisory Committee was renamed the Diversity Coordinating Council (DCC), effective Fall 2001, and the DCC was charged with leading the various campus diversity organizations in a more focused program of action, with particular emphasis on the annual Diversity Summit. 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 Diversity Coordinating Council (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.

KS/IP 4 Elements

4.1	Student Recruitment & Retention	Revised Proposal
4.2	Faculty, Administrative Professional and State Classified Staff Recruitment & Retention	Revised Proposal
4.3	Campus Climate	Revised Proposal
4.4	Community Partnerships	Revised Proposal
4.5	Responsibility & Accountability	Revised Proposal

KS/IP 4.1: Student Recruitment and Retention

A.   Narrative of Activities to be Undertaken:

Continue to enhance recruitment strategies to attract diverse students to CSU.

Target minority undergraduate enrollment at 14% for new freshmen and 12.5% for total undergraduate enrollment for Fall 2003, target minority graduate student enrollment at 8%, and DVM student enrollment at 15.5% for Fall 2003.
Establish and strengthen existing articulation agreements with Native American Tribal Colleges in FY03.

Fully implement the departmental retention plans, to aid in retaining diverse students, by Spring 2002, and assess effectiveness of these plans in FY04.

Within six years, the six-year graduation rate for students of color will be equivalent to that for white students, adjusting for Index Score.

Provide base funding for the Summer Bridge Program to ensure that it will continue as a valuable component of our recruitment of diverse students.
Improve the services and programs of the Advocacy Offices.

B.   Expected Outcomes/Justification:

The University will make continual progress toward a campus population that reflects the diversity of the State's population by developing strategies to address the five KS/IP 4 Elements:

C.   Timeline for Implementation:

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

D.   Budget:

$80,000 base funding 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. Once articulation agreements are signed, costs will need to be budgeted for scholarships and/or tuition waivers (cover difference between tuition assessment for Tribal College transfer students and non-resident tuition) – FY04 and ongoing.

4.1b: Financial Support for Undergraduate and Graduate 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.

C.   Timeline for Implementation:

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

D.   Budget:

No increase in annual budget for assessment activities in FY03. Budget increases are anticipated in FY04 when new scholarship/fellowship initiatives are identified.

4.1c: Curricular Initiatives:

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. degree in American Ethnicity Studies. Additional faculty resources will be required to attain this goal.

Additional sections of CASAE courses (which fulfill the Global and Cultural Awareness requirement) will be added as resources become available.

Expansion of the Key Academic Community program to include a greater number of diverse students should improve the retention of this sub-population of undergraduate students.

The GLBT Student Services Office proposes the development of 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 FY03 and implemented as soon as feasible thereafter.

D.   Budget:

A new CASAE position will be requested for FY03 to meet increasing demand for courses and to begin preparing for implementation of the new B.A. degree. Nine-month salary (and benefits) of $55,000.

Increase the budget of the Key Academic Community program to provide resources for additional students in FY03. 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**

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. Ensure that our minority and female tenure-track faculty members are mentored and supported as they pursue tenure.

Increase the funding for Career Enhancement Awards to provide more resources for faculty development and redirection. (See KS/IP 6)

Implement of a Diversity Group Mentoring Program (DGMP) for Administrative Professionals and State Classified staff. The DGMP would provide mentoring and resources to assist in retention and advancement, and would be administered by a centralized administrative office with mentors selected from the University's diverse population.

Provide competitive salaries for Administrative Professionals in order to retain these individuals. A proposed promotional ladder should help address this issue.

Expand diversity programs to include State Classified staff from throughout the University. Provide monetary awards for the Minority Faculty/Staff Caucus annual awards.

Assess the feasibility and costs of a plan to provide benefits for unmarried same- and opposite-sex partners.

B. **Expected Outcomes/Justification:**

Increased number of diverse individuals in all 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 FY03.

D. **Budget:**

The Provost and the Vice President for Research and Information Technology will continue to provide approximately $100,000 from RA/RSP funds to support hiring individuals from underrepresented groups.

The Provost's Office will provide one-time funding to support these initiatives.

KS/IP 4.3: Campus Climate

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

Implementation of diversity training, an ongoing assessment of diversity activities, and development of an internal program to facilitate communications about the value of diversity will be undertaken. The annual Diversity Summit will play an important role in each of these initiatives.

As part of a project with the Office of International Programs, the University Counseling Center will create an international student panel composed of five international students from different countries. The goals are to bring the community of international students together and give them a forum with which to share their expectations and cultures, and to educate the Fort Collins community on multicultural issues and increase awareness. The student panel will facilitate discussions between the international CSU students and students in the Poudre School District. The discussions will focus on multicultural issues, commonalities and differences among cultures, and adjusting to living in the United States.

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.

We must 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. These programs are currently staffed by volunteers, and program materials and activities have to be supported by supplemental requests each year.

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.

B.   Expected Outcomes/Justification:

The Colorado State University campus will continually improve as a welcoming place for all students and employees. There will be an increased awareness of campus diversity initiatives. All University events will be conducted in the spirit of civility and civic education, as espoused in KS/IP 7 of the USP.

C.   Timeline for Implementation*:*

FY03 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

A.   Narrative of Activities to be Undertaken*:*

We will 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".

An effort will be made to revitalize communications and contacts derived from the Chicano/Latino/Hispanic "Accion" Summit held in Denver in February 1997.

Begin development of 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:

FY03 and on-going.

D. Budget:

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

KS/IP 4.5: Responsibility and Accountability

A. Narrative of Activities to be Undertaken:

The Diversity Coordinating Council will accept 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:

FY03 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.

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. Con   tinue 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 enrol lment of international, diverse, high ability undergraduates, and graduate students.

Responsibility: All Vice Presidents, with the lead provided by the Provost.
Chair, A.A Dyer

Key Strategy
Summary: The Enrollment Management Policy Committee (EMPC), cha ired by the Provost, makes operational decisions and develops policy recommendations that are reviewed and approved by the President   's Cabinet or the Executive Budget Committee (EBC). The EMPC includes representatives from Academic Affairs, Office of Admi ssions, Retention Office, HELP/Success Center, The Division of Student Affairs, Enrollment Services, Graduate School, Council of Deans, OBIA, Public Relations and the Division of Educational Outreach. Other committees such as the   Council of Deans, Enrollm   ent Council, Admissions Advisory Committee, Retention Council, and Committee of Assistant and Associate Deans serve to operationalize decisions and policies related to the enrollment of students.

EMPC is responsible for maintaining a comprehensive plan f   or managing enrollments in accordance with the strategic goals of the University. The committee deals with operational issues and policies impacting enrollment. It also responds to policy recommendations that originate from external agencies, such as CCHE, which may have an impact on the University's enrollment.

Over the last few years, the University has experienced growth in overall student enrollment. Issues regarding University enrollment limits as well as specific academic programs currently "at capacity" are of particular concern to EMPC and will be reviewed this year. The national events that have continued since September 11 [th] may affect enrollment of students and will be monitored as closely as possible.

Except for Fall 1997, the year of th e campus flood, the growth of resident new freshmen has consistently matched or exceeded the growth of the previous year's Colorado high school cohort. It is expected that the percentage increase for next year will be equivalent to the expected growth in the number of Colorado high school graduates. The number of undergraduate new freshmen increased during FY02 in both resident and non   -resident categories. Non   -resident freshmen increased by 15.8% and evidence indicates that the process of re   -directing re cruitment efforts towards those areas where students would more likely be interested and able to attend Colorado State has been successful. In Fall 1999 when new non -resident recruitment strategies were adopted, 385 or 48.4% of enrolled non -resident fresh men came from primary market areas. In Fall 2001, the number of students from prime market areas had increased to 525 or 56.7%. Data indicates that a substantial percentage of students from prime markets come from areas with high per capita income. Imple   mentation of the non-resident recruitment plan, without negatively impacting our Colorado success, is essential. A continued emphasis on a service oriented relationship

with high schools contributed to an 11.3% increase in resident freshmen, while the growth in high school graduates was estimated at slightly over 3%.

Much attention is given to freshmen numbers, yet activities will be implemented to increase or maintain enrollments in other categories including international undergraduates, resident and non -resident transfers, high -ability students and ethnically and racially diverse populations.

Changes have been made to the ACCESS program ("Start-Up") to ensure a reduction in the number of enrollees. Resident students in this program will be assessed a tuition schedule equivalent to regular undergraduate tuition plus an amount equivalent to the state subsidy. Non -residents will continue to pay non - resident tuition. The name of the program has been changed to "Start-Up" to avoid confusion with the t uition schedule previously assessed to ACCESS students.

Attracting ethnically and racially diverse students to Colorado State University remains a high priority. In addition to programs such as the Black Issues Forum and the National Hispanic Institute' s LDZ program, special attention will continue with students throughout the admissions process. Other initiatives can be located in Key Strategy 4.

The number of new undergraduate international students increased in Fall 2001 from 52 to 69 students. A comprehensive recruitment plan has been implemented and involves collaboration among various campus units. Activities and initiatives in the plan seek to build on the momentum generated by last year's efforts to ensure continued growth in international un dergraduates. The current world situation makes it difficult to anticipate the impact on enrollment in this area although it is still a goal to increase international undergraduate enrollment.

The University is currently engaged in the development of a ne w student information system that is intended to dramatically enhance operational effectiveness. The project and budget for this effort is detailed in Key Strategy 2. The project timeline will be affected by the final budget and by the product selected. Additional resources applied to the project could improve the implementation schedule by up to two years and minimize the impact of the conversion to a new system.

The new student information system will likely address many of the deficiencies currently inherent in ISIS. However, the current six -year timeline for this project foregoes the opportunity to take advantage of available technology that other colleges and universities are currently using. New technologies to aid in communication with students may be needed before the conversion to a new system. Investigation into interim solutions may be necessary to ensure that Colorado State University does not lag behind the competition during the conversion period. Additional resources may be needed if su ch interim solutions are determined to be necessary.

The University is also involved in MENTOR, a statewide effort to assist prospective students with identification of collegiate institution to ease the application process for admissions and financial ai d. Development of this project is coordinated by CCHE. Despite the University resources necessary for our involvement in MENTOR, there is recognition that the University's new student information system remains the highest priority.

Discussions of organiz ational matters relating to enrollment management, i.e., alignment of Admissions and Enrollment Services, have been tabled until the appointment of a permanent Provost. All issues associated with this topic may be revisited at some future time.

The Graduate School meets regularly with each College to set goals and monitor progress concerning graduate enrollment. Acting in accordance with the principles described in KS/IP 8.5, Research and Graduate Education, the Dean of the Graduate School will work with   the College Graduate Coordinators to set both short -and long -term goals and objectives for graduate enrollment. Such plans will take into consideration program capacities as well as areas targeted as strategically important for special development.

Increased summer enrollments benefit the University by providing tuition revenue to the General Fund and FTEs to the University   's Sate allocation. Equally important, summer session provides opportunities for students, both our degree - seeking students and summe r-only students, to stay on track with their academic plans. Goals to increase summer school enrollments include the items listed in KS/IP 5.3.

Increased retention of undergraduate student benefits the University by conserving or increasing financial re   sources and enhancing institutional reputation. Goals for this area include the establishment of numerical student retention targets, the development and implementation of retention plans by academic departments, the expansion of the early warning system,   further assessment of retention efforts to date, and stabilizing funding for the Undergraduate Student Retention Office.

Colorado State University launched the first centrally coordinated multi   -media advertising campaign in FY 00/01 with two main strateg ic goals—to improve the University's image and to build toward an integrated marketing plan for the entire institution. Based on the importance of recruiting students to the institution, a sizable portion of the initial advertising efforts were dedicated   to supporting student recruitment.

Portions of the initial advertising campaign produced tangible, beneficial results for the institution. For example, driving traffic to the university   's website was central to all these efforts and the number of users on   the website is up dramatically—we now average more than 700,000 user sessions per month, an increase of 200,000 user sessions from when we launched the campaign. Part of this increase is due to the more than 50,000 user sessions we tracked on specialized recruitment web -pages in just a few months time (during the key recruitment cycle.) These web pages (www.goplaces   www.visit www.2goplaces) all we   re launched in coordination with specific, targeted advertising initiatives. This increase in traffic helped contribute, we believe, to improved web -based student recruitment opportunities including increases in web contact cards to Admissions.

Enrollment management continues to be a critical activity for the University. In recent years, investments have been made to increase enrollment of international, graduate, and non -resident students. Additionally, we have made investments in retention programs to increase the likelihood that students will be successful and remain at Colorado State University.

KS/IP 5 Elements

5.1   **Undergraduate Student Recruitment
       and Enrollment**   **New Proposal**
5.2   **Graduate Student Recruitment
       and Enrollment**   **New Proposal**
5.3   **Summer Session**   **New Proposal**
5.4   **Student Retention**   **Revised Proposal**
5.5   **Public Relations & Marketing Positioning** **Revised Proposal**
5.6   **Assessment & Evaluation of Enrollment
       Management Strategies**   **New Proposal**

KS/IP 5:1: Undergraduate Student Recruitment and Enrollment

A.   Narrative of Activities to be Undertaken:

The Admissions Office will attempt to have a presence in all of Colorado's high schools. By doing so and by not faltering in the delivery of programs, it is expected that the percentage   increase for next year will be equivalent to the projected growth in the Colorado high school cohort.

The Office of Admissions will continue current non -resident recruitment strategies that segment the country into critical, potential, emerging, and mai   ntenance/core areas. An extensive evaluation of existing recruitment and enrollment activities provides guidance for new and continued initiatives.

The Office of Admissions will modify transfer student recruitment in order to focus on more consistent and direct communication with sending institutions. An exploration of campus policies and structures that inhibit effective communication with these institutions will be initiated.

The Provost's office will coordinate activities to attract high-ability students to Colorado State. The President's Scholars Visit Program, Boettcher Scholars Visit Day, The Honors Program, The WUE Scholarship Program, Monfort Scholarship, and Admissions Based merit scholarships will continue. Additionally, research opportunitie s with faculty will be made available to talented students as will opportunities to be considered for prestigious scholarship.

The number of WUE students has increased since changing to a scholarship program. Procedures will be explored to ensure that a   goal of 280 total students is not exceeded. However, further discussions by EMPC should determine whether there is desire to increase this population of students given their academic backgrounds, leadership participation on campus, and the influence they   may have on other students decisions to consider Colorado State. Because WUE is a financial aid program, it will be reviewed within the context of all institutional undergraduate financial aid priorities.

To assure that enrollment management policies ar   e responsive to the University 's capacity constraints, programs that appear to be at capacity and controlled enrollment majors will be evaluated. Enrollment policies will be developed by the EMPC that are consistent with enrollment, academic, and fiscal g oals of the institution. Strategic use of institutional financial aid will be evaluated for optimizing enrollment in accordance with institutional goals. Tuition revenue projections will be developed to track revenue goals.

B.   Expected Outcomes/Justification:

The implementation of the recruiting and enrollment plans above will ensure that the University achieves its enrollment (and financial) goals for undergraduate new students. Specifically, those goals include:

Increase the number of non-resident new freshmen from 914 to 950 for an increase of 3.9%.

Increase the number of resident new freshmen from 2,806 to 2,858 for an increase of 1.85%

Decrease the number of students enrolled in   "Start-Up," the program previously known as ACCESS, to a range between 250 and 300.

Increase the number of new international undergraduates to 75.

Maintain the number of new transfer students at 1,789 which is equivalent to last year's level.

Continue to increase the number of enrolled ethnically diverse students.

Increase the number of enrolled freshmen students presenting an index score of 125 or greater.

C.   Timeline for Implementation:

The activities will begin in FY02 and will be continuously monitored and evaluated.

D.   Budget:

Activities have begun an d will be continuously monitored and evaluated. To ensure that non   - resident recruitment efforts continue the success experienced in FY 02, the $131,000 in one -time funding from the Provost 's Office needs to be increased to $150,000. The Provost 's Office also provided $19,000 in one   -time funds for recruitment of international students in FY02. An additional $8,200 is requested for development of a recruitment video bringing this total to $27,200. No centrally allocated funding is requested for FY03.

KS/IP 5.2: Graduate Student Recruitment and Enrollment

A.   Narrative of Activities to be Undertaken:

The Graduate School proposes to administer a fund addressing specific program needs for recruitment of high -quality graduate students. This fund will be u   sed for a variety of recruiting purposes, including but not limited to, preparation of recruitment materials, acquisition of selected prospect mailing lists, and representation of CSU graduate programs at graduate fairs nationally and internationally. Add   itionally, funding will be provided to individual programs requesting recruitment support for specifically defined purposes appropriate for the discipline. Such might include unique publications, expenses for faculty to travel to other institutions target   ed for graduate student recruitment, and expenses to allow prospective students to travel to CSU. Requests will need to be well justified with plans for outcome assessment. Review of this pilot program will be integrated into the long   -term graduate enrol lment plan charged in KS/IP 8.5 including methods to assess the return on a specific investment in this program.

B.   Expected Outcomes/Justification:

Inclusion of specific outcomes and assessment methods for this plan within the integrated graduate enrollment plan due May 1, 2002.

C.   Timeline for Implementation:

Inclusion into the integrated graduate enrollment plan by May 1, 2002.

D.   Budget:

Although no funds are requested for FY03 pending evolution of specific details within the integrated grad uate enrollment plan, $50,000 for program specific recruiting is anticipated for FY04.

KS/IP 5.3: Summer Session

A.   Narrative of Activities to be Undertaken:

Enhance the summer curriculum: Academic units are analyzing their course offerings and making adjustments based on course sequencing, additional sections of courses based on turn   -away data and the CORE curriculum, course level in relation to the summer student profile, opening up business courses to non-business majors in March, and timing conflicts.

New Program Development: Academic units are exploring courses with Web -CT components so that summer students do not have to come to campus 5 days per week. The Social Work department will implement the   "Advanced Standing " program whereby three courses   will be offered to students who need the prerequisites to enter the Master   's degree program. The College of Agricultural Sciences will offer five, one   -week computer courses, open to all majors, with a Web -CT component. Several courses that fulfill the IS& T Interdisciplinary program will be included in the summer offerings.

Marketing: We will develop high   -leverage marketing and promotional strategies for summer session by tracking the impact of our current strategies and investigating what other universitie   s are doing to effectively manage their marketing dollars.

Provide Excellent Student Service: We will enhance our service to students regarding the application process, promotional efforts and requests for information. We will examine inexpensive and cre ative ways to assess students ' needs from the students themselves. We will enhance our internal office structure to increase our responsiveness to students   ' requests, feedback, and questions through efforts such as web site enhancement, improving the on   -line application process, and contacting students through e-mail lists.

B.   Expected Outcomes/Justification:

A 1200 SCH increase in undergraduate SCHs is projected for Summer 2002. This will be a 4% increase over last summer (undergraduate SCHs in SM 2001 w   ere 30,330). The SCH increase will generate 40 FTEs. The undergraduate headcount is projected to increase by 210, from 5312 students to 5522 students. The additional tuition dollars generated by the growth in SCHs is projected at $200,000.

C.   Timeline for Implementation:

Most of the strategies are currently being implemented. The marketing and student service strategies will be implemented throughout Spring semester 2002.

D.   Budget:

There are several courses that the summer session would list as   "venture," but these would be supported with one -time funds, not base increases. There is one exception. The Women   's Studies course, WS 200, consistently has turn   -away in the fall and spring semesters. It is an intra-university course and there is no summer bud   get for it. Budget requests for summer semester are under consideration.

KS/IP 5.4: Retention Programs

A.   Narrative of Activities to be Undertaken:

Transfer Completion Rate. Over the next year, the Undergraduate Student Retention Council will continue its examination of transfer issues and transfer rates. At the end of that period the Council will recommend a target retention rate.

Departmental Retention Plans . The engagement of academic departments and faculty is critical to the retention process. A process of developing departmental retention plans is underway. For FY03, departments will submit fully developed plans including numerical targets as well as strategies to increase student/faculty interaction, address difficult courses, and intervene   with students evidencing difficulty.

Expand the Early Warning System . The Retention Office previously piloted an early warning and intervention process with approximately 900 students, and on the basis of this experience is prepared to implement a revise d system for all first -year students living in the residence halls in FY03. The revised system gathers student performance and other data from freshman classes, first-year seminars, and residence halls. This data forms the basis of a meeting between new freshmen living in the residence halls and their residence hall advisor, with information communicated to the academic advisors. The meeting provides an intervention for students evidencing particular difficulties, and an opportunity for facilitating conn   ection to campus resources for all students.

Portions of the Retention Office have received base funding over the past two years, while the remainder has been provided through one -time funds. If assessment confirms the value of the office's retention lea dership, coordination, and activities, the remaining portions of the office personnel and operational budget would be funded.

B.   Expected Outcomes/Justification:

The following numerical targets establish and quantify the University   's commitment to improving its retention performance.

Retention Targets : Over the long -term, the target graduation rate for the University should be 65%. In the medium term, retention targets will include the following.

>   Freshmen Retention. Within three years, the freshmen rete ntion rate (rate at which new freshmen return for enrollment the following fall) will increase from the present average of 82% to 84%.

>   Graduation: All Students. Within six years, the six -year graduation rate will increase from the present average of 62% to 64%.

>   Graduation: Students by Ethnicity.   Within six years, the six   -year graduation rate for students of color will be equivalent to that for white students, adjusting for Index Score.

C.   Timeline for Implementation:

The numerical targets would go i nto effect at the beginning of the year. The expanded early warning system and submission and implementation of departmental retention plans would begin in the new year and would continue annually.

D.   Budget:

$4,000 (base) is needed for the expanded   early warning system and $20,000 (base) is needed for the operations of the Retention Office. This request will be considered for funding by the Provost's office.

KS/IP 5.5: Public Relations and Market Positioning

A.   Narrative of Activities to be Undertaken:

Implementation of a second centrally coordinated multi -media advertising campaign, followed by analysis and review of effectiveness of efforts. Ongoing

Creation of a Student Recruitment Communications & Marketing Plan submitted jointly by Admissions and University Relations for next recruitment cycle. On-going through FY02

Establishment of a Marketing/Communications Leadership Committee charged with creating a vision to implement a truly integrated marketing plan for the entire institution that su   pports the institution's goals and objectives as identified in the Strategic Planning Process. The Committee is also charged with establishing a culture on campus of shared responsibility for the University   's image with its key constituents. Fall 2001

Creation of Marketing/Communications/Advancement Teams in all eight Colleges and in key units, with a Pilot Team created first for Liberal Arts. The teams will be charged with developing a marketing, communications and advancement plan in concert with the Dea   n or unit leader and will include: Admissions liaison, Director of Development, Publications Coordinator, Media Relations liaison as well as the Printing & Publications Director, Communications & Marketing Director and Marketing Manager. Ongoing through FY 02

Creation and implementation of a comprehensive marketing plan for the institution as the culmination of the previous recommendations.

B.   Expected Outcomes/Justification:

The second phase of the centrally coordinated multi-media advertising campaign is in the final stages of development now, again in close coordination with the Admissions office, and will incorporate specific tactics from the first campaign, based on a thorough analysis.

The benefit of linking a centrally coordinated advertising initiative to targeted Admissions student recruitment activities is obvious—the University is investing resources in a concerted manner in an area that it must continue to invest in: the recruitment of high-quality students from Colorado and around the nation. By leveraging the efforts of University Relations and Admissions, and building from this base to more broadly include communications and marketing efforts from other key units, the University can more effectively use its total resources.

C.   Timeline for Implementation:

On-going.

D.   Budget:

To date, the funding for the advertising initiatives has been one-time, and approved by the University's Cabinet. In the first campaign, a total of $183,000 was approved. For the current recruitment cycle, a total of $157,000 was approved. If the data continue to support the investment, consideration should be given to converting to base funding. At minimum, one-time funding is needed to continue the campaign.

KS/IP 5.6: Assessment and Evaluation of Enrollment Management Strategies

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

Some efforts to assess the effectiveness of these investments have occurred, but a full impact assessment needs to be completed before additional funding is allocated to these activities .

B.   **Expected Outcomes/Justification:**

The assessment is expected to identify those enrollment management strategies that are most cost effective.

C.   **Timeline for Implementation:**

These assessments will be completed prior to the annual budget hearing p rocess that will occur in the Spring 2002.

D.   **Budget:**

No funds are requested for FY03.

KS/IP 6: Sustaining Faculty and Administrative Professional Quality

Key Strategy: Develop a plan for sustaining faculty and Administrative Professional (AP) qua lity 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, A. A. Dyer

Key Strategy
Summary: Sustaining faculty and AP quality is an imperative if Colorado State University is to maintain and improve it's standing as a national research -extensive university. There are many challenges to fulfilling this imperative. As faculty hired in the expansive 1960's and 1970's retire, the University faces a time of rapid faculty turnover. This phenomenon is echoed at the vast majority of colleges and universities across the nation, making competition for the finest new faculty intense. Moreover, mid-career faculty members who have established significant disciplinary reputations are subject to recruitment by other institutions. Rising enrollments over the past decade have resulted in the increased employment of temporary and part -time f aculty, raising questions related to their salaries, benefits, and full participation in the life of the University.

        The University must provide appropriate support for new technology; maintain and improve the quality of library resources; ensure that lab oratories, studios, and classrooms are adequately equipped and maintained; reduce unnecessary bureaucratic impediments to teaching, research, and service; and continue to provide effective support for sponsored programs. Globalization of knowledge and eco nomics demands that faculty and APs understand and participate in international affairs as never before and that the University redouble its efforts to internationalize the campus. Faculty and AP rewards in such areas as salary and promotion/tenure must c losely track the new roles, responsibilities, and expectations.

KS/IP 6 Elements

6.1	**Allocation of Vacant Positions**	**New Proposal**
6.2	**Faculty & Administrative Professional Salaries and Benefits**	**Revised Proposal**
6.3	**Basic Types of Academic Faculty Appointments (Adjunct Faculty)**	**New Proposal**
6.4	**Coordinating Hiring**	**Revised Proposal**
6.5	**Start-up Funding**	**Revised Proposal**
6.6	**Faculty Roles and Responsibilities**	**Revised Proposal**
6.7	**Benefit Enhancement Options for Academic Faculty and Administrative Professionals**	**New Proposal**
6.8	**Career Enhancement -**	**New Proposal**

KS/IP 6.1: Allocation of Vacant Positions

Over the course of the next five to seven years, it is estimated that approximately 40% of the tenure - tenure track faculty pos itions may become vacant. This is due in large part to predicted retirements of long-term faculty, many of whom joined the institution in the 1960s and 1970s. (The recent sharp downturn in the financial markets could impact these predictions by having an impact on scheduled retirement dates.) While this transition represents a major opportunity, it also presents a significant

challenge. To attain its vision for the future, Colorado State University must insure that these vacancies are re-filled in ways that address strategic opportunities. To accomplish this, it will be critical to assess the needs of each program relative to its role and mission within the University.

A.   Narrative of Activities to be Undertaken:

The Colleges will examine the role and mission of each department. This process will involve significant oversight by the Provost/Academic Vice President to determine the relevance of department role and mission statements to University education, research, and outreach service goals. A second step will be to determine the appropriate average effort distribution and associated workload expectation given the role and mission of each department. The results of the assessment will facilitate a more robust assessment of potential position reallocation within and among Colleges. This activity should be coordinated with those in KS/IP 6.4, Coordinated Hiring.

B.   Expected Outcomes/Justification:

This assessment will provide information needed to identify programs which might be candidates for reallocation. Any specific position reallocation guidelines developed via this review will be included in the USP for open campus review and comment.

C.   Timeline for Implementation:

Assessment and recommendations will be complete for inclusion in the draft KS/IPs in Fall 2002.

D.   Budget:

The assessment will be accomplished with existing resources.

KS/IP 6.2: Faculty & Administrative Professional Salaries and Benefits

Salaries and working conditions must approximate our peers for Colorado State to be successful in recruiting and retaining high-quality faculty and APs. Market forces in some disciplines make it increasingly difficult to successfully hire top candidates.

A.   Narrative of Activities to be Undertaken:

Alternative means of addressing salary should be examined. Other institutions have eliminated positions in order to make appropriate salary increases. Some have allowed faculty to reduce their base appointment months (e.g. nine to eight months) while retaining the same salary base. The KS/IP 6 committee is not recommending any of these specific methods. The recommendation is to examine alternatives.

B.   Expected Outcomes/Justification:

On-going analyses of comparative/competitive salaries will be used to determine an appropriate plan for addressing faculty and AP salaries and benefits, retention, and exceptional performance during FY04 and beyond.

C.   Timeline for Implementation:

On-going.

D.   Budget:

No additional funds are requested for the study, but implementation of salary and benefits recommendations will likely require substantial new and/or reallocated funds in FY03 and succeeding years. As in previous years, one of the highest University priorities will be faculty and administrative professionals salaries.

KS/IP 6.3: Basic Types of Academic Faculty Appointments (Adjunct Faculty)

In FY00-01, the Faculty Council approved changes to Section E4-Basic Types of Academic Faculty Appointments that eliminated both Special and Temporary faculty appointments and replaced them with a single category "Adjunct Faculty." Adjunct faculty consist of part-time and full-time faculty appointments other than Regular Full-Time, Regular Part-Time, and Transitional Appointments. Adjunct appointments are distinguished from regular appointments by the fact that an individual on such appointments is not eligible for tenure and has no expectation of continuation, renewal or reappointment. Under this proposed change, these individuals would be required to enroll in the retirement program and would be eligible for the benefits and privileges offered by the University as described in the Academic Faculty and Administrative Professional Benefits and Privileges Handbook and in the Academic Faculty and Administrative Professional Manual. Both Section F, Leave Policies and Section G, Academic Faculty and Administrative Professional Privileges and Benefits of the Academic Faculty and Administrative Professional Manual would need to be revised to reflect this change in appointment type if it is forwarded to and approved by the State Board of Agriculture as the governing board of Colorado State University.

The University is planning to implement a career track/promotion ladder for research associates and scientists during FY02 subject to action by Faculty Council and approval by the President and State Board of Agriculture. The University will review the program after one year, and if problems are identified make appropriate modifications.

A.   Narrative of Activities to be Undertaken:

The Faculty Council, working with the Provost, will assess the role and status of faculty on special, temporary, and part time appointments, including appropriate changes to Sections E, F, and G of the Academic Faculty and Administrative Professional Manual. Following the assessment, a recommendation will be made by the Provost via the Consolidated Academic Plan to either proceed or not to proceed along the approval process with the Faculty Council action to replace the Special and Temporary appointment types with a single appointment type, Adjunct.

B.   Expected Outcomes/Justification:

Assessment and recommendation to be presented in the Consolidated Academic Plan.

C.   Timeline for Implementation:

Complete in FY03.

D.   Budget:

It is estimated that extending full benefits to all currently ineligible Temporary Faculty appointees would cost departments an additional $500,000 per year; details of this analysis are under discussion.

KS/IP 6.4: Coordinated Hiring

A.   Narrative of Activities to be Undertaken:

The University seeks to maintain the programmatic and faculty foundations essential to a comprehensive university, but at the same time it proposes to focus the next decade's research initiatives in particular directions (see KS/IP 8). Given the high costs of scientific an d technological research, colleges and departments will be urged to develop plans for hiring by "affinity groups" whereby individual research agendas of faculty in a variety of colleges and departments can be coordinated for the effective pursuit of impor tant, but costly research agendas. Examples of broad fields where a focus on more precise agendas could be achieved are genomics/proteomics, integrated resource management, information sciences and technology and environmental studies.   In such cases, re search centers could be created which enable cost-effective construction of physical spaces and laboratories where the faculty can collaborate on major projects. While few centrally coordinated hiring discussions have been conducted, individual colleges and departments have made progress. The best examples are the Integrated Resource Management, Information Sciences and Technology, Biomedical Sciences, and Environmental Policy.

B.   Expected Outcomes/Justification:

The University must address important, em erging research agendas, and it has limited resources to do so. Focusing the research agendas of new faculty members in some selected areas will enable the University to develop research teams that compete effectively and advance knowledge in targeted areas. See KS/IP 8.1.

C.   Timeline for Implementation:

Activities will be refined in FY03 and continue indefinitely.

D.   Budget:

It is expected that costs will be accommodated within existing faculty lines and redirection and reallocation.

KS/IP 6.5: Start-up Funding

The Departments, Colleges, and VPRIT have traditionally handled start-up funding for new faculty hires on an equal cost-share basis. The rapid turnover of faculty, however, is stressing the ability of Departments and Colleges to participate.

A.   Narrative of Activities to be Undertaken:

The University will develop a plan for the allocation of central one   -time funds to supplement RA/RSP funds and assist the Departments and Colleges. Review of all available one   -time funding sources must be   considered to assure that recruitment of the next generation of the faculty will be successful and that the expenditure of funds will result in a maximum long   -term return on the institution's investment.

B.   Expected Outcomes/Justification:

Provision of adequate start-up funds for new faculty hires.

C.   Timeline for Implementation:

FY03 with annual reassessment during the period of high faculty turnover.

D.   Budget:

An additional $2,000,000 in one-time funds is requested in FY 03 to address critical start-up funding needs.

KS/IP 6.6: Faculty Roles and Responsibilities

Faculty roles, responsibilities, and expectations are rapidly changing as the higher education marketplace diversifies and instructional and information technology alter teaching and research methodologies. Globalization of knowledge and economics demands that faculty and APs understand and participate in international affairs as never before and that the University redouble its efforts to internationalize the campus. Competition from new higher education providers challenges the faculty, AP staff, and the University to enhance technology, meet the distinctive needs of non-traditional populations seeking to upgrade specific knowledge and skills, and develop effective new teaching/learning methodologies. These activities are directly linked to those in KS/IP 6.3.

A.   Narrative of Activities to be Undertaken:

The Provost's office in cooperation with Faculty Council will take the lead on a study of the employment of faculty on special, temporary and part-time appointments in teaching and research, with particular attention to the teaching mission. The exploration will focus on such matters as the appropriate balance between part-time and full-time faculty, compensation issues, and institutional representation. A plan will be developed to address the issues that are identified.

We will request that the Faculty Council re-examine policies related to annual merit evaluations, promotion and tenure to ensure appropriate recognition of international research, teaching and service, new methods of scholarly communication, interdisciplinary teaching and research, mentoring of undergraduate student research and creativity projects, and non-traditional faculty activity in such areas such as distance and continuing education and outreach.   Standards of evaluation and rewards should be sufficiently flexible to accommodate changing faculty responsibilities and activities while preserving the role of faculty in the core academic mission of the University.

B.   Expected Outcomes/Justification:

These studies will provide the background for developing plans that accommodate changes in faculty roles.

C.   Timeline for Implementation:

The plans and policies will be completed in FY03, with the expectation that review will be continuous thereafter.

D.   Budget:

No additional funds are requested during the planning phase.

KS/IP 6.7: Benefit Enhancement Options for Academic Faculty and Administrative Professionals

While competitive salary levels for faculty and APs will continue to be important priorities for CSU, it is also important to consider options for benefit package enhancements. Several options for benefit enhancements have been identified, and these (and other priorities that may be highlighted) should be evaluated and prioritized, both relative to benefit enhancements and relative to priorities for competing issues

A.   Narrative of Activities to be Undertaken:

BENPAY Adjustments. While on-going analysis of benefits will clearly be a University priority, in the immediate term the University should consider increasing BENPAY effective July 1, 2002 to help mitigate the spiraling cost of medical premiums borne by its employees. Intentions to implement increases in BENPAY must be submitted to our Federal cognizant agency (for purposes of reviewing and approving our benefits rates) no later than 1/1/02.

Voluntarily Opting for Medicare Coverage. This submission does not obligate the University to approve this increase during the FY03 Planning and Budgeting process, but does allow us to keep it as an option for action. In 1986, a Federal law mandated a 1.45% of salary Medicare deduction for all employees (and matched by the institution) regardless of whether or not the institution was participating in FICA. The implementation of that law "grandfathered" those employees who were working for the institution prior to the passage of the law in 1986 (April 1, 1986). This law applies to academic faculty, Administrative Professionals and State Classified Staff. Since all new employees to CSU after April 1, 1986 are required to participate in Medicare (i.e. 1.45% salary deduction for employee and institution), eventually 100% of the CSU employees will be participating in Medicare. However, currently there are approximately 1200 Medicare-exempt employees at CSU. Participation in Medicare deductions qualify employees for Medicare coverage (if they do not already have Medicare qualifying quarters of service from non-CSU sources). In order to voluntarily opt for Medicare coverage the University would first have to agree to pursue this as a priority, and following State and Federal policies, engage in an election of all affected exempt employees. If more than two-thirds of this group vote in favor of having Medicare deductions it would be implemented for 100% of the group. The immediate base budget financial impact of this change to the University would be approximately $1 million dollars (approximately 50% is E&G with the rest coming from other revenue sources).

Conversion of Sick Leave to Salary for PERA Employees. HB00-1458 provided the opportunity for academic faculty and APs in PERA, and who meet age and service requirements for a retirement benefit, to convert sick leave to salary for PERA purposes (State Classified already have access to this benefit). The bill allows for accumulated sick leave in excess of 360 hours to be converted to salary and such conversion will affect the final average salary calculation for PERA purposes. Payment to individual employees is limited to 15% of the hours converted. The estimated one-time cost for this buy-out is approximately $2 million.

Accommodation And Benefits For Domestic Partners. It is now common for the University to recruit faculty whose partners are also professionals seeking employment. Additionally, an increasing number of public institutions are adopting domestic partner benefit programs, although at this time no public institutions in Colorado are included in this group. The University has a basic process in place for seeking to accommodate partners, but it needs to be enhanced to be effective. The University should examine options to effectively address domestic partner benefits for faculty and APs (State law prohibits such benefits for State Classified Staff) within the current context. During FY03, an assessment will be completed by the Key Strategy 6 Committee.

Extend study privileges for CSU employees whose work location is outside Larimer County. This would allow these employees to enroll in credit courses offered by any accredited institution rather than limiting this to CSU courses or to courses offered by institutions that provide reciprocal study privilege opportunities (Fort Lewis, USC, and UNC). The feasibility of this proposal will be further evaluated in FY03. Following evaluation, a decision on the priority of this benefit program will be made.

B.   Expected Outcomes/Justification:

Assessments of and recommendations for these options will be completed in FY03.

C.   Timeline for Implementation:

Competed in FY03.

D.   Budget:

If the proposal is implemented, initial projections suggest annual costs of approximately $38,000 (base) are under discussion.

KS/IP 6.8: Career Enhancement

Career Enhancement grants are managed by the Provost's Office and the Office of Equal Opportunity and are intended to aid an individual in achieving tenure and/or promotion or professional advancement. Awards are only for one fiscal year, but individuals may reapply for continued or additional support in the next call for proposals. Because funds are limited, a key evaluation criterion is an indication of how the applicant's career will be enhanced. In recent years, the number of worthy proposals has exceeded available funding. These grants affect faculty quality through support for those faculty members undertaking a significant change in teaching and research activities in response to new opportunities and demands in higher education, such as new technologies and the need for internationalization.

After extensive committee discussion and legal review by the General Counsel's office, the Faculty Council in 1995 passed an amendment to the Academic Faculty and Administrative Professional Manual, Sections F.3.4 and F.3.7 - Policy on Sabbatical Leave and Administrative Leave. Part of the proposed amendment was a provision to increase the pay for full-year sabbatical leaves from 50 to 60%. This policy was not adopted by the State Board of Agriculture. The Committee believes that in the context of the effort to recruit and retain creative and productive faculty, an enhanced sabbatical leave policy is an important strategy.

A.   Narrative of Activities to be Undertaken:

The Committee proposes increased funding for the Career Enhancement Grants for FY04. However, an evaluation of the outcomes of this program must also be completed in FY03.

The Committee recommends that the Faculty Council action on sabbatical leave policy be re-evaluated and considered for implementation in FY04.

B.   Expected Outcomes/Justification:

Assessments of and recommendations for these options will be completed in FY03.

C.   Timeline for Implementation:

Career Enhancement Awards will be completed in FY03. An updated cost estimate of the sabbatical leave proposal should be completed as early as possible.

D.   Budget:

To address the anticipated shortfall in funding for worthy Career Enhancement Awards in FY03, $25,000 in additional funding is needed.

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.

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.

The 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.

The number of students, faculty and staff who express a feeling of safety and friendliness within the greater community.

The number of students, faculty and staff who demonstrate a high level of inclusion and tolerance for diverse people and ideas.

The 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

The 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:

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

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

A. **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:**

Establish 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.

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.).

Implement institutional plan on how faculty and staff can provide better service to students.

Coordinate interactions with the city of Fort. Collins around its "City of Character Initiative".

C.   **Timeline for Implementation:**

Commission to be appointed prior to the end of FY02 and to conclude its work prior to the end of FY03.

D.   **Budget:**

No funds are requested for FY03.

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

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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 community 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 – FY02.

Place the Compact in all relevant campus publications, campus web page and link to other related and relevant web pages – FY02.

Present and discuss the Compact at all faculty, staff and student orientations – FY03.

Design an ethics module for First Year Seminars to include the Compact and related discussion issues. Encourage all First Year Seminar instructors to present and discuss the Compact in their course – beginning FY03.

Ensure that the Compact is used in leadership training and development activities with students – beginning FY03.

Request that the Provost send the Compact to all faculty encouraging them to use it with their students in class – FY03.

Present and discuss the Compact with 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. Encourage and assist them in developing action plans that would address the challenge – Implement FY03.

Create a variety of visual representations of the Compact for display in residence hall rooms, lounges, and other campus locations – FY03.

Use the Compact on bookmarks and provide them to students with their book purchases at the beginning of each semester – FY03.

Create a Professional Development Institute session on the Compact and its use on campus – FY03.

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 Spring 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 FY03.

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.

> Establish a task force charged with designing an ethics module and developing a document that assembles relevant literature and research on civic responsibility for the First Year Experience and capstone courses for implementation by Fall 2002.

> 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 FY03.

> 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 the further development of students' understanding of the importance of stewardship and the civic mission of higher education. 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.

> 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 beginning Fall 2002.

Explore 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 (Fall 2002).

C.   Timeline for Implementation:

Noted above with specific outcomes.

D.   Budget:

No funds are requested for FY03.

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:

Emphasize the ideas of civility, 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.

Offer 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.

Initiate a comprehensive community relations program that addresses student behavioral issues and encourages students to become positive members of the greater community of Fort Collins. This would include establishing a community liaison position, where this University employee would work the following groups to help develop mutually beneficial and respectful relationships between students and community members:

> Campus neighbors
> Neighborhood Resource Office
> Fort Collins Police

Continue to regularly assess safety on campus, including lighting and landscaping, police staffing, and building security systems. A safety and security audit is currently planned for University housing and the Lory Student Center.

Facilitate and support student -based initiatives focusing on respectful interactions and reduction of abusive and high-risk behaviors.

Implement Alcohol and Drug Task Force recommendations which were forwarded to the President's Cabinet in the Fall of 2000:

> Expanded services for substance abusers
> Alternative weekend and evening programs
> Targeted educational programming
> Partnering with Parents
> Greek Life
> Residence Life
> Participate in on-going data Collection, needs assessment and evaluation of current initiatives
> Create a safer environment at Hughes Stadium

Implement programs and initiatives focused on increased understanding of international and cultural issues which are deeply affecting today's world. Specifically, address the need for international students to continue to feel welcome and safe on campus.

Implement programs and initiatives related to personal safety to intentionally create a campus climate in which harassment and abusive behaviors are not tolerated.

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.

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:

Ongoing, may be initiated in Spring 2002.

D.   Budget:

No funds are requested for FY03.

KS/IP 7.5: Engage in Public Dialogue

A.   Narrative of Activities to be Undertaken:

Ongoing 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.

C.   **Timeline for Implementation:**

Ongoing.

C.   **Budget:**

No funding requested in FY

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 appr oaches and promote key areas of graduate education. Improve the overall climate for and productivity in scholarly activities and research at Colorado State University. Increase graduate enrollments.

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

Key Strategy Summary: Implementation Pan 8.1 is an on-going multi-year commitment and will remain in the University Strategic Plan to monitor progress. Implementation Plan 8.2 has been removed from consideration and Implementation Plan 8.4 has been completed. Implementation Plans 8.3 and 8.5 are finalizing recommendations and master plans, respectively, for inclusion in the FY04 USP. Elements of Implementation Plan 8.5 have been completed and others will be complete in FY 02. It is anticipated that Implementation Plan 8.3 will be completed in a relatively short time frame while a master plan for Graduate Education at Colorado State University will become an on-going multi-year commitment leading to the completion of Key Strategy 8.

KS/IP 8 Elements

8.1	**Strategic Research Investments**	**On-going**
8.2	**Physical Research Infrastructure**	**Removed**
8.3	**Institutional Research Climate**	**Updated Proposal**
8.4	**Interdisciplinary Research**	**Completed**
8.5	**Graduate Education**	**Updated Proposal**

KS/IP 8.1: Strategic Research Investments

A.   Narrative of Activities to be Undertaken:

Based on the campus-wide research planning process conducted in Fall 2000, five 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. In FY02, $1.3M was allocated to support the first year of KS/IP 8.1. Steering Committees were established for each of the five areas of emphasis. Preliminary plans have been initiated for Policy Analysis and Economic Impact and Integration of Genomics and Proteomics. These areas will be completed during FY02. Draft plans from the Food, Health and Human Nutrition Steering Committee have also been formulated and would be the focus of KS/IP 8.1 funding for FY03. The remaining two steering committees will complete plans for inclusion in the draft FY04 USP, (Fall 2002).

B.   Expected Outcomes/Justification:

At a strategic level, the promotion of these five areas would be expected to assure the University of continued excellence in many of our existing programs of strength, to promote the advancement of excellence in other units related to these broad areas of research emphasis, and to position the University to respond to demands for research, teaching and outreach in areas key to our society.

In the area of Integration of Genomics and Proteomics, preliminary plans focus on expanding equipment infrastructure in selected nodes distributed to serve campus researchers. Coordination of these investments with start-up funds for faculty positions similarly integrating Genomics/Proteomics into existing areas of strength is expected to focus positions into this important area and help meet the on-going start-up costs.

The Public Policy Institute has identified an interim director, (Joyce Berry, CNR), is initiating establishment of a Board of Directors, and will embark on its first analyses once the Board is established. Funding of $80,000 (one-time) from the Ag Experiment Station and Cooperative Extension Service will augment development efforts to build an endowment. An agency request to the Legislature $150,000 (base) would also support the Public Policy Institute.

The plan developed by the Food, Health and Human Nutrition Steering Committee focuses on three general strategies that were identified for enhancing this research area. The strategies concentrate on attracting talented experienced scientists as well as promising developing scientists to CSU and forming interdisciplinary collaborations on- and of- campus, between academia and industry and local health care providers.

> Transitional appointments of new mid-level to senior faculty whose activities could overlap with soon-to-be retired faculty, while bringing new expertise to campus. Funds should be leveraged for start-up cost sharing, potentially including provision for junior faculty positions to be filled by the newly recruited senior faculty.

> Acquisition of graduate students and post-doctoral fellow positions for interdisciplinary training and experimental work in cooperating laboratories. It is possible that this could grow into development of new curricula or graduate majors that address emerging sciences and new technologies. New faculty could lead this effort as part of their appointments; for example, the planned development of an interdisciplinary Ph.D. program in Bioenergetics.

> Organization of partnerships with industry and local health care providers for exchange of personnel for sabbaticals, seminars, and new technique development. Funds from KS/IP 8.1 would be matched by corporate funding for development of specific, marketable products of interest.

Two specific areas of need were identified for enhancing the principal strategies identified above, as follows:

> Functional Foods

> Plant science
> Food technology
> Nutritional physiology

> Reduction of chronic diseases (development of prevention and intervention strategies) throughout the lifespan

> Surveillance for disease incidence
> Surrogate markers for health or disease
> Efficacy of individual and population-based interventions
> Focus on prevention of predisposing behaviors/activities

C.   Timeline for Implementation:

Completion of the Colorado Policy Institute and the Integration of Genomics and Proteomics is envisioned with existing funds during FY02, pending start-up fund demands. Funding for Food, Health, and Human Nutrition is anticipated for FY03. Funding for the remaining areas is anticipated in FY04 and FY05.

D.   Budget:

$1,300,000 is requested in one-time funding. It is anticipated this investment will contribute at least $900,000 to start-up needs.

KS/IP 8.2: Physical Research Infrastructure

A.   Narrative of Activities to be Undertaken:

While fiscal support of campus core facilities continues to be a significant issue for our campus, the resources needed to meet faculty start -up requirements and investments in KS/IP 8.1 are a higher priority. This KS/IP is being removed as a University priority.

KS/IP 8.3: Institutional Research Climate

A.   Narrative of Activities to be Undertaken:

Evaluation committees of faculty and administrators were formed by the VP RIT to evaluate the Office of Sponsored Programs, the Regulatory Compliance Office, Research Services, and the Office of the VPRIT per se. The committees were charged with evaluating the responsibilities of the unit, the resources and management strategy they employ to meet these responsibilities, how peer institutions deploy and manage resources to meet these responsibilities, and providing options for how effectiveness and efficiency might be improved. Reviews are completed and have been reviewed by the Council of Research Associate Deans. Based on these recommendations and utilizing internal reallocations, the organizational structure of the OVPRIT was changed to the model shown below. During FY02, the OVPRIT will continue to assess the deployment of h uman and computing resources within Sponsored Programs, Regulatory Compliance and Research Services with a goal of recommending any additional changes by summer 2002, for inclusion in the draft KS/IP's for the FY04 University Strategic Plan (Fall, 2002).

B.   Expected Outcomes/Justification:

Research administration capacity in Sponsored Programs, Regulatory Compliance and Research Services has not expanded proportionately with the growth in institutional research volume. Given the institutional research and budget priorities, any recommendations for dealing with workload challenges in these units must balance cost, efficiency, effectiveness, and institutional commitment to researchers, sponsors and the public.

C.   Timeline for Implementation:

Recommendations will be provided for inclusion in the FY04 USP in the fall, 2002.

D.   Budget:

No budget funds are requested for FY03.

OVPRIT Organizational Chart
Fall, 2001

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                          │   Vice President    │
                          │  for Research & IT  │
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Assistant VPR	Associate VPR	Dean, Graduate School	Regulatory Compliance
Director SP Services	Director CWRRI		ACNS
Director Research Services	Interdisciplinary Steering Committees		IS
Director LAR (initial)	Director LAR (potential)		ISTeC & Virtual College of IST
Director Greenhouses (initial)	Director Greenhouses (potential)		
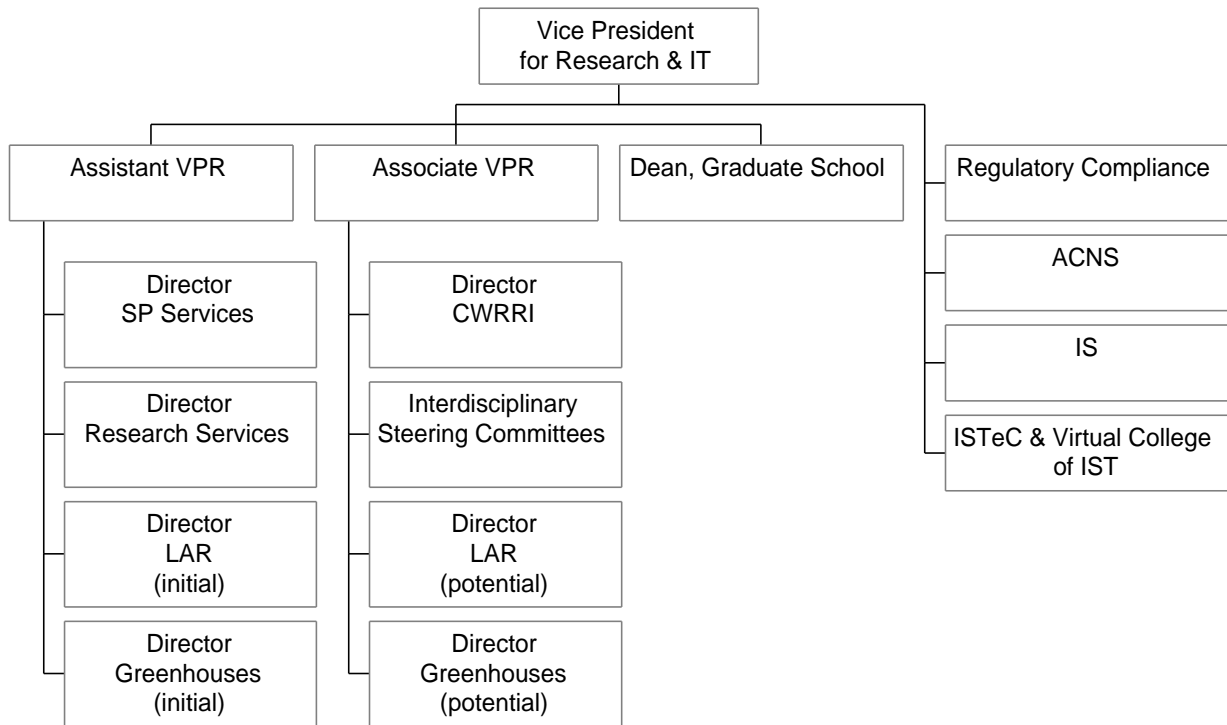
<div align="center">**KS/IP 8.4: Interdisciplinary Research**</div>

A.   Narrative of Activities to be Undertaken:

Utilizing internal reallocation, the 0.5 FTE Assistant Vice President for Research was converted to a 1.0 FTE Associate Vice President for research as proposed in the FY02 USP. This KS/IP is considered complete although efforts to enhance interdisciplinary research will certainly remain an institutional priority.

<div align="center">**KS/IP 8.5: Graduate Education**</div>

A.   Narrative of Activities to be Undertaken:

A working group, chaired by Graduate School Dean, Jim Fry, evaluated opportunities for Interdisciplinary Graduate Education in the Life Sciences. Recommendations included continuing evaluation by the Deans and the Associate Vice President for Research. This portion of KS/IP 8.5 is being removed from active consideration while discussion continues.

Two M.S. degrees are now offered at a distance: M.E. in Electrical and Computer Engineering and M.S. in Computer Science. While adding graduate degrees at a distance will remain an ongoing effort, this portion of KS/IP 8.5 is considered complete.

A working group chaired by the Dean of the Graduate School, Jim Fry, began an evaluation of Social Sciences Ph.D. Programs. To date, the working group has recommended that the appropriate Dean(s), Chairs, and faculty members of each of the social science doctoral programs produce a concise critical review of the programs that identifies and addresses strengths, weaknesses, and opportunities for improvement. This review will generate a firm proposal incorporating program capacity, readiness for change, and a short list of thin gs that can be done for program improvement. A realistic listing of resources that might be needed to accomplish this plan will be included.

Discussions between the Colleges, the Dean of the Graduate School, Provost/Academic Vice President and the Vice President for Research and Information Technology on graduate tuition lead to discussions of the broader issue of Graduate Enrollment Management. The Dean of the Graduate School has been charged to continue these discussions in order to enhance the existing Graduate Enrollment Plan, forming a Graduate Education Master Plan by May 1, 2002.

The Council of Deans has recommended enhancing Graduate Education via an interim investment to aid in the recruitment and retention of high-quality graduate students at Colorado State University. One fully funded graduate fellowship, including tuition remission is proposed for each of the academic Colleges and the interdisciplinary graduate degree programs (the Cell and Molecular Biology Program and the Graduate Degree Program in Ecology). The purpose of these fellowships would be to enable competitive offers to be extended to recruit outstanding new graduate students or to retain existing ones. The distribution of these fellowships would be competitive within each of the Colleges and graduate degree programs with an expectation that awards would be made consistent with and supportive of College and program strategic goals. Whereever reasonable, linkages to Programs of Research and Scholarly Excellence should be strongly considered. Award decisions would be made through the offices of the involved Deans working in conjunction with the Graduate School. Outcomes will be judged by quality of the graduate students recruited or retained and the effect on the programs targe ted for support.

B.   Expected Outcomes/Justifications:

Identify a series of discrete goals than can reasonably be attained to improve and strengthen social sciences doctoral programs. Particular attention will be paid to seeking opportunities for positive synergism among social science Ph.D. programs and social science departments with no doctoral programs.

The additional 10 graduate fellowships will stimulate the recruitment and retentions of high quality graduate students at Colorado State Universi ty and will raise the visibility and importance of such efforts. It will also allow discretionary focusing of additional resources toward goals and initiatives targeted for high priorities within Colleges and graduate programs.

C.   Timeline for Implementation:

The Dean of the Graduate School will oversee reviews to provide recommendations regarding Social Science programs and the Graduate Enrollment Management plan for inclusion in the FY 04 USP in Fall 2002. The Graduate Fellowship pilot project will   recruit students in Spring 2003 for entry in Fall 2004.

D.   Budget:

The cost of the additional ten graduate fellowships is estimated below by assuming that all of the students would require non -resident tuition remission and that there will be a 4% increa se in full-time non -resident graduate tuition in FY03. Any unexpected funds resulting from reduction in expenses caused, for example, by awards to resident students would be returned to central administration at the end of the fiscal year. This request i s for one-time funding of a pilot project. However, there will be an outcomes assessment at the end of the funding year to ascertain the value of the investment.

Fellowships	$15,500 x 10	=	$155,000
Full Time Non-resident Tuition	$12,650 x 10	=	$126,500
Total Request			$281,500

Please note:

The following budget data represent a change from previous USP summaries. Consistent with the merger of Agency programs into the University Planning & Budgeting Process, these data include all Colorado State University and Agency Programs.

Reallocation source detail is also provided.

Table 1: Sources of Revenue - FY 03				
Summary of revenue funds available to the Central University Budget for Base and One-time Distribution				
Source		FY 02 Budget*	FY 03 Budget	Increase/(Decrease) & Percent Change
Revenue (Excludes Course Fees and Technology Charges)				
Tuition		$102,239,200	$111,568,512	$9,329,312 9.1%
State Funding		$123,643,842	$123,552,560	-$91,282 -0.1%
F&A Recoveries		$21,398,000	$23,398,000	$2,000,000 9.3%
Cash Funded		$20,527,475	$21,964,600	$1,437,125 7.0%
Federal/Restricted		$11,918,500	$15,765,075	$3,846,575 32.3%
Transfers		$6,527,703	$6,968,853	$441,150 6.8%
	Total - Revenue	**$286,254,720**	**$303,217,600**	**$16,962,880 5.9%**

*Restated to match FY 02 Operating Budget

Table 2. Revenues Available for Distribution				
Base Funds		$15,211,251	$16,962,880	$1,751,629 11.5%
Reallocations		$2,695,434	$3,956,361	$1,260,927 46.8%
	Subtotal - Base Funds	**$17,906,685**	**$20,919,241**	**$3,012,556 16.8%**
One-time Funds		$6,279,970	$5,999,742	-$280,228 -4.5%
	Total - Revenue Available	**$24,186,655**	**$26,918,983**	**$2,732,328 11.3%**

Table 3: FY 03 Reallocation Source Detail		
Area		**Amount**
Academic Affairs - Provost/Academic Vice President		**$1,427,214**
Academic Affairs Units	$185,985	
Agricultural Sciences	$52,250	
Applied Human Sciences	$119,379	
Business	$76,495	
Engineering	$108,291	
Natural Resources	$58,817	
Veterinary Medicine & Biomedical Sciences	$58,484	
Professional Veterinary Medicine	$140,059	
Liberal Arts	$200,590	
Natural Sciences	$211,741	
Agricultural Experiment Station	$87,565	
Cooperative Extension Service	$86,717	
Colorado State Forest Service	$40,841	
Academic Support		**$490,493**
President	$8,530	
Vice President for Research & Information Technology	$112,142	
Vice President for Student Affairs	$71,958	
Vice President for Administrative Services	$236,893	
Vice President for University Advancement	$39,146	
Intercollegiate Athletics	$21,824	
Central University Reallocations		**$2,038,654**
Central Base-funded Reserve	$536,254	
Savings from Telephone Switch Payoff	$643,000	
University Services Center Building Debt Retirement	$730,000	
General Fund Restriction Reallocations	$129,400	
Total FY 03 Reallocation Sources		**$3,956,361**

Item Detail - Academic Support

Table 4: Summary of FY 03 Base Allocations & One-Time Distributions		
Subtotal - Base Allocations	$20,919,241	77.7%
Subtotal - One-time Funds	$5,999,742	22.3%
Total Allocation Projection	$26,918,983	100.0%

Table 5: FY 03 Base Budget				
Item [Excludes Course Fees & Technology Charges]			Amount	% of Base
Salary Increases (Including Fringe Benefits)			**$10,549,726**	**50.4%**
		Academic Faculty & Administratvie Professionals Merit (5%)	$6,621,674	
		Faculty Promotional Increases	$189,500	
		Graduate Assistant Stipend Increase (5%)	$368,000	
		State Classified Salary Act & Anniversary Increases	$3,370,552	
Mandatory Increases			**$2,773,061**	**13.3%**
		Undergraduate Scholarships	$32,900	
		Graduate Scholarships	$386,900	
		System Cost Increase	$130,976	
		Resident Instruction Utilities Increases	$200,000	
		Resident Instruction Insurance Increases	$210,000	
		RA/RSP Allocation to Colleges & VPRIT	$946,000	
		Support for Advancement	$75,000	
		Banking Costs for Credit Card Acceptance	$140,000	
		Operational Costs for New Facilities	$651,285	
Key Strategies/Implementation Plans			**$1,121,531**	**5.4%**
	KS/IP 1 Undergraduate Experience		**$963,031**	
	1.3	Undergraduate Enrollment Growth	$904,131	
	1.9	Life Sciences Advising Center - Hughes Grant Program	$58,900	
	KS/IP 2 Information & Instructional Technology		**$200,000**	
	2.6	Library Long-term Needs - Inflation on Periodicals	$200,000	
	KS/IP 5 Enrollment Management		**-$41,500**	
	5.2	Enrollment Funding for Off-campus RI Programs	-$41,500	
High Priority Permanent Fund Increases			**$1,154,823**	**5.5%**
		Academic Computing & Network Support	$200,000	
		Campus Information Systems Support	$643,000	
		Other Program Activity and Accounting Changes	$311,823	
Agency Federal Programs			**$3,816,575**	**18.2%**
Agency/PVM Support			**$1,503,525**	**7.2%**
		Total Base Allocations	**$20,919,241**	**100.0%**

Table 6: FY 03 One-Time Distributions			
Item	**Amount**	**Recipient**	**KS/IP**
Capital Project Investments			
Savings for OFCHS renovation for Center for the Arts	$250,000	Plant Fund	
Military Sciences Annex revitalization	$100,000	Plant Fund	
Other Programmatic Requests			
CPP - One-time funds for merit pool - Bridge to 2.1% pool	$240,000	Central	
Bridge funds for Freshmen Seminars	$55,000	PAVP	
Bridge funds for CO150	$225,000	PAVP	
Start-up for new CVMBS dean	$200,000	VMBS	
New faculty start-up costs	$650,000	VPRIT-PAVP	
Early payoff of USC building debt	$736,750	Plant Fund	
COB 1-year retreating administrator expense	$129,228	Business	
Start-up for new COB dean	$250,772	Business	
North Central Accreditation support	$15,000	PAVP	
Integrated Marketing Initiative	$149,400	VPUA	
Start-up for new CNS dean	$400,000	NS	
Advancement support	$305,000	VPUA	
Scholarship 1-time	$224,100	VPSA	
Program Assessment	$75,000	PAVP	
Bridged base cuts of 1%	$1,917,707	Central	
1-time funding for Dave Clark's system work in FY03	$76,785	Central	
Total FY 03 One-time Distributions	**$5,999,742**		

Table 7. Summary: Base & One-Time Funding Requests – FY 03 USP

KS/IP	Base Budget Increase requested	One-Time Fund Allocation requested	Under Discussion
KS #1: Undergraduate Experience	**$160,000**	**$865,000**	
1.1: Core Curriculum 1.2: Bio-Core 1.3: Course Availability 1.5: Classroom Quality 1.8: International Pgms. 1.9: Program Assessment	$160,000	$50,000 $500,000 $185,000 $130,000	$1,000,000 central
KS #2: Informational & Instructional Technology	**$241,000**	**$5,579,000**	
2.1: CSUIITE	$71,000	$Capital request ($2.6M)	
2.2:Central Server Upgrades	$0	$114,000	
2.3: Student Information System	$170,000	$2,625,000	
2.4: Library of the Future		$240,000	
KS #3: Continuing & educational Outreach	**$0**	**$0**	
KS #4: Diversity	**$295,000**	**$116,000**	
4.1b: Student Recruitment 4.1c: Financial Support Dir. GLBT 4.2: Faculty, AP and SC Recruitment 4.3: Campus Climate 4.5: Responsibility & Accountability	$80,000 $55,000 $15,000 $145,000	 $100,000 $16,000	
KS #5: Enrollment Management	**$24,000**	**$157,000**	
5.4Retention 5.5: Public Relations	24,000	 $157,000	
KS #6: Sustaining Faculty Quality	**$38,000**	**$2,000,000**	
6.3: Basic Types of Aptmt 6.5: Start-Up Funding 6.7: Benefit Enhancement 6.8: Career Enhancement	 $38,000	 $2,000,000	$500,000 base increase is under discussion. $38,000 base increase is under discussion.

KS #7: Civility & Civic Education	**$0**	**$0**	
KS #8: Research & Graduate Education	**$0**	**$1,800,000**	
8.1: Strategic Research Investments		$1,300,000	
8.5: Graduate Education	$0	$281,500	
Total:	**$758,000**	**$10,517,000**	

Table 8: Ten -Year Physical Development Plan (FYs 2003-2012) – 138 Prioritized Projects							
CSU Priority		Project Title	Total Budget	Funds to Date	Funds Required to Complete Project		Originator
FY 03	FY 02				Amount	Source	
1	2	University Center for the Arts Renovation of OFCHS (3 of 3)	$20,328,336	$8,347,452 $538,464 $0	$10,942,420 $0 $500,000	CCFE E&G HP	University Liberal Arts AHS
2	3	University Center for the Arts Concert Hall Addition	$7,225,236	$5,000,000 $2,225,236	$0 $0	DEV E&G	University Liberal Arts
3	4	Annual Phase Classroom and Instructional Lab Renovation	$97,351	$97,351	$0	E&G	University
4	9	Plant Sciences Building Revitalization (3 of 3)	$9,095,056	$9,095,056	$0	CCFE	University Ag Sciences
5	8	Replace Det Items Wagar Building Revitalization (3 of 3)	$2,761,583	$1,345,290 $220,000 $500,000	$696,293 $0 $0	CM DPT E&G	University Nat Resources
6	6	San Luis Valley Research Center Improvements	$2,025,451	$247,106	$1,778,345	CM	University AES
7	10	Information and Instructional Technology CSUITTE 2	$2,673,806	$0	$2,673,806	CCFE	University VPRIT
8	11	Replace Det Items Forestry Building Revitalization (2 of 3)	$2,041,270	$450,700 $0 $0	$1,140,570 $350,000 $100,000	CM E&G HP	University Nat Resources
9	13	Transit Center (SB 202)	$12,000,000	$2M-Land $2,250,000	$0 $7,750,000	E&G FED	University
10	14	Diagnostic Medicine Center (1 of 3)	$27,743,404	$0	$27,743,404	CCFE	University CVMBS/PVM
11	15	Replace Det Roads and Sidewalks (3 of 5)	$1,724,735	$837,691	$887,044	CM	University
12	24	Regulated Materials Handling Facility	$2,491,304	$0	$2,491,304	CCFE	University VPAS
13	16	Annual Phase Bikeway Implementation Plan	$95,273	$5,000 $90,273	$0 $0	DPT E&G	University
14	20	Replace Det Items Music Building Revitalization (2 of 3)	$2,749,751	$600,586 $0 $0	$1,349,165 $700,000 $100,000	CM E&G HP	University Natural Sci

CSU Priority		Project Title	Total Budget	Funds to Date	Funds Required to Complete Project		Originator
FY 03	**FY 02**				**Amount**	**Source**	
15	19	Annual Phase Street Repairs and Improvements	$30,000	$30,000	$0	E&G	University
16	29	Replace Det Mechanical Veterinary Teaching Hospital (2 of 5)	$3,250,501	$652,599	$2,597,902	CM	University
17	31	ISTec Facility Information Science and Technology	$6,650,000	$0 $0 $0 $45,143	$3,000,000 $2,500,000 $575,000 $529,857	CCFE DEV DPT E&G	University Natural Sci
18	21	Land Acquisition Plan Foothills Campus Addition	$326,000	$326,000	$0	E&G	University
19	42	Annual Phase Campus Parking Development and Expansion	$336,918	$336,918	$0	AUX	University VPAS
20	45	Replace Det Steam and Condensate North Line (1 of 3)	$1,975,777	$0	$1,975,777	CM	University
21	27	Centre Avenue Pedestrian Mall	$375,524	$331,014	$44,510	E&G	University
22	56	Replace Det Plumbing Items (1 of 2)	$764,563	$0	$764,563	CM	University
23	28	Annual Phase Traffic and Circulation Master Plan	$140,000	$140,000	$0	E&G	University
24	59	Chilled Water System Expansion (1 of 1)	$502,849	$0	$502,849	CM	University
25	41	BHRB Expansion / Biosafety Level 3 Ph. II	$10,250,000	$0 $0	$8,750,000 $1,500,000	FED RBRF	CVMBS/PVM VPRIT
26	62	Replace Det Items Military Annex Building Revitalization (1 of 1)	$554,178	$0 $100,000	$454,178 $0	CM E&G	University Provost/VPA
27	30	Annual Phase Outdoor Lighting / Emergency Phones/ Web Cameras	$45,000	$0 $0	$20,000 $25,000	DPT E&G	University
28	37	Replace Det Flooring Painter Center (1 of 1)-$551,802 E&G	$330,405	$0	$330,405	CM	University VPRIT
29	40	Remodel of Vacated Lab Space at Pathology	$201,000	$0	$201,000	DPT	CVMBS/PVM
30	68	Replace Det Roofing Group II (1 of 2)	$1,139,718	$0	$1,139,718	CM	University
31	51	Animal Sciences Building Revitalization	$4,200,000	$0	$4,200,000	CCFE	University Ag Sciences
32	34	Fish Culture Facility	$495,000	$247,500 $247,500	$0 $0	DPT RBRF	Nat Resources VPRIT
33	49	Annual Phase Landscape Improvements	$60,000	$0	$60,000	E&G	University
34	New	Land Acquisition Main	$490,000	$0	$490,000	E&G	University

The table title above all rows:

Table 8: Ten -Year Physical Development Plan (FYs 2003-2012) – 138 Prioritized Projects

CSU Priority FY 03	FY 02	Project Title	Total Budget	Funds to Date	Funds Required to Complete Project Amount	Source	Originator
		Campus					
35	32	Annual Phase Accessibility Improvements	$45,000	$45,000	$0	E&G	University
36	48	Storm Drainage Improvements Foothills Campus	$100,000	$0	$100,000	EXT	University
37	New	Land Acquisition ARDEC	$490,000	$0	$490,000	E&G	University
38	77	Replace Det Fire Alarms Group I (1 of 2)	$1,001,077	$0	$1,001,077	CM	University
39	75	Guggenheim Classroom Upgrades	$390,000	$390,000	$0	DPT	AHS
40	33	Annual Phase Small Projects Campus Priorities	$150,000	$0	$150,000	E&G	University
41	52	Replace Det Items Guggenheim Hall Building Revitalization (1 of 2)	$1,544,810	$0 $0 $0	$1,044,810 $300,000 $200,000	CM E&G HP	University AHS
42	57	New Student Housing Main Campus Southwest (SB202)	$16,508,740	$0	$16,508,740	AUX	University VPSA
43	46	CVMBS Annual Phase Lab Remodel	$1,372,300	$0	$1,372,300	DPT	CVMBS/PVM
44	86	Shared 800 MHz Trunking System for Public Safety Radio	$395,000	$55,252 $0	$4,748 $335,000	E&G EXT	VPAS
45	108	Repair Utilities Pingree Park (1 of 1)	$562,875	$0 $35,000	$527,875 $0	CM E&G	University VPSA
46	New	Chilled Water System Expansion	$7,400,000	$0	$7,400,000	CM	University
47	55	Central Warehouse Facility	$400,000	$0 $0	$200,000 $200,000	DPT E&G	University
48	35	Annual Phase Health and Life Safety Projects	$23,000	$23,000	$0	E&G	University
49	78	Repair Sanitary Sewers Basin C (1 of 3)	$1,919,556	$0	$1,919,556	CM	University
50	64	Resurface Christiansen Track	$196,712	$84,896 $111,816	$0 $0	DPT E&G	University Athletics
51	89	Replace Det Items Shepardson Building Revitalization (1 of 3)	$2,299,999	$0 $0	$1,999,999 $300,000	CM E&G	University Ag Sciences
52	61	Library Depository Expansion	$1,680,150	$0	$1,680,150	CCFE	Provost/VPA
53	65	Utility Long-range Plan New Steam Loop Gifford Hall	$1,770,773	$0	$1,770,773	CCFE	University
54	87	Replace Det Items Insectary and Weed Research (1 of 2)	$678,412	$0	$678,412	CM	University Nat Resources VPRIT
55	79	Replace Ductwork Physiology	$1,757,029	$0	$1,757,029	CM	University

CSU Priority FY 03	CSU Priority FY 02	Project Title	Total Budget	Funds to Date	Funds Required to Complete Project Amount	Funds Required to Complete Project Source	Originator
		(1 of 3)					
56	38	Replace Det Items Engineering Research Center (1 of 3)	$1,858,746	$0	$1,858,746	CM	University Engineering
57	54	Shields Street Underpass	$800,000	$0 $0	$400,000 $400,000	E&G EXT	University VPAS
58	47	Information and Instructional Technology CSUIITE 3	$2,958,345	$0	$2,958,345	CCFE	University VPRIT
59	84	Replace Det Steam Lines Durward Hall and Aylesworth Hall (1 of 1)	$482,856	$0	$482,856	CM	University
60	85	Annual Phase Sidewalk Improvements	$58,200	$0	$58,200	E&G	University
61	72	Replace Det Items Military Science Building Revitalization (1 of 1)	$890,017	$0 $0	$640,017 $250,000	CM E&G	University Provost/VPA
62	New	Annual Trial Gardens Phase 2	$390,000	$365,000 $25,000	$0 $0	DEV E&G	University
63	91	Replace Det Items Aylesworth Hall Building Revitalization	$4,039,000	$0 $300,000	$3,339,000 $340,000	CCFE E&G	University AHS
64	36	Annual Phase Building Connection to Cooling Loop	$200,000	$0	$200,000	AUX	University VPSA
65	66	Replace Det Items Visual Arts Building Revitalization (1 of 2)	$927,000	$0	$927,000	CM	University Liberal Arts
66	76	New Alumni Center Building	$7,000,000	$0	$7,000,000	DEV	VPUA
67	53	Clark Building Revitalization (1 of 2)	$7,000,000	$0	$7,000,000	CCFE	University
68	92	Lory Student Center Plaza Improvements	$200,000	$0	$200,000	E&G	University
69	63	Colo Water Resources Research Institute (Water Center)	$170,000	$0	$170,000	E&G	Nat Resources VPRIT
70	New	VTH Equine Staging Area Biosecurity Enhancement	$371,488	$0 $0	$211,748 $159,740	DPT WIC	CVMBS/PVM
71	97	Replace Det Fume Hood Controls Chemistry Bldg (1 of 2)	$1,002,962	$0	$1,002,962	CM	University
72	73	Lory Student Center North Ballroom and Cherokee Park Renovations (SB 202)	$400,000	$8,000	$392,000	AUX	VPSA
73	60	Hughes Stadium Expansion	$12,000,000	$0	$12,000,000	DEV	Athletics
74	74	Replace and Upgrade Fiber Infrastructure	$1,556,901	$0	$1,556,901	AUX	University VPRIT
75	116	Gifford Third Floor Remodel for Food Sci/ Human Nutrition	$400,000	$0	$400,000	DPT	University AHS

Table 8: Ten -Year Physical Development Plan (FYs 2003-2012) – 138 Prioritized Projects							
CSU Priority		**Project Title**	**Total Budget**	**Funds to Date**	**Funds Required to Complete Project**		**Originator**
FY 03	**FY 02**				**Amount**	**Source**	
		Expansion					
76	70	Genomics Center	$5,000,000	$0 $0 $0	$2,000,000 $2,000,000 $1,000,000	CCFE EXT RBRF	Natural Sci VPRIT
77	44	Gifford Obesity/Diabetes Prevention Outreach Center	$100,000	$0	$100,000	DPT	AHS
78	80	PERC - Plant Environmental Research Center Renovation/ Addition	$5,200,000	$0	$5,200,000	DEV	Ag Sciences VPRIT
79	102	Replace Det Items Lake St Greenhouse Building Revitalization (1 of 2)	$904,232	$0	$904,232	CM	University VPRIT
80	103	Replace Det Classroom Seating (1 of 2)	$455,731	$0	$455,731	CM	University
81	110	Replace Det Roofing Group III (1 of 2)	$975,442	$0	$975,442	CM	University
82	88	Colorado State Forest Service Tree Processing Facility (SB 202)	$1,158,850	$200,000	$958,850	DPT	CSFS
83	NP	Engineering Entrance Enhancement & Office Addition	$896,025	$0	$896,025	DEV	Engineering
84	106	Johnson Hall Theatre Renovation	$400,000	$0	$400,000	E&G	University
85	43	Gifford Second Floor Remodel for Food Sci/ Human Nutrition	$400,000	$175,000	$225,000	DPT	AHS
86	NP	Replace Det Items San Juan Basin (1 of 5)	$1,999,999	$0	$1,999,999	CM	University AES
87	NP	Repair Main Campus Irrigation System (1 of 2)	$656,110	$0	$656,110	CM	University
88	New	VTH Diagnostic Equipment	$1,320,193	$752,510 $567,683	$0 $0	DPT WIC	CVMBS/PVM
89	NP	Veterinary Teaching Hospital Fire Sprinkler System (1 of 2)	$627,270	$0	$627,270	CM	University
90	82	Student Housing Long-range Plan Project 2 (SB202)	$23,000,000	$0	$23,000,000	AUX	VPSA
91	83	Information and Instructional Technology CSUIITE 4/5/6	$9,000,000	$0	$9,000,000	CCFE	VPRIT
92	NP	Replace Det Refrigeration Units Group 2	$623,000	$0	$623,000	CM	University
93	NP	Repair Deteriorated Elevators (1 of 1)	$337,840	$0	$337,840	CM	University
94	New	Replace Deteriorated Chiller Units with Cool Loop Connection	$400,000	$0	$400,000	CM	University
95	81	Clock Tower and Carillon System	$759,500	$0 $9,500	$750,000 $0	DEV DPT	VPAS

CSU Priority		Project Title	Total Budget	Funds to Date	Funds Required to Complete Project		Originator
FY 03	FY 02				Amount	Source	
96	New	VTH Electronic Medical Records System	$1,500,000	$0 $0	$855,000 $645,000	DPT WIC	CVMBS/PVM
97	New	Colorado State Forest Service Fort Collins District Office Remodel	$350,000	$0	$350,000	DPT	CSFS
98	90	Painter Center Addition	$5,250,000	$0 $0	$1,250,000 $4,000,000	EXT RBRF	VPRIT
99	93	Multicultural/ Diversity Campus Art Work	$100,000	$0	$100,000	DEV	VPAS
100	94	Computer Systems Disaster Recovery Cold Site	$215,000	$0	$215,000	DPT	VPRIT
101	96	Cage Wash Facility Foothills Campus	$500,000	$0	$500,000	DPT	VPRIT
102	95	New Building/ Addition for CDC Centers for Disease Control	$70,000,000	$0	$70,000,000	EXT	University VPRIT
103	NP	Atmospheric Science Cloud Aerosol and Chemistry Lab Expansion	$2,500,000	$0 $0 $0	$1,000,000 $1,000,000 $500,000	DEV EXT RBRF	Engineering
104	New	Colorado State Forest Service LaJunta District Office Remodel	$200,000	$0	$200,000	DPT	CSFS
105	99	Food Storeroom and Bakeshop Relocation	$2,000,000	$0	$2,000,000	AUX	VPSA
106	98	Colorado State Forest Service Multiple District Office Improvements	$4,205,850	$0 $0	$3,505,850 $700,000	CCFE DPT	CSFS
107	100	Elevators for Parmelee Hall	$450,000	$0	$450,000	AUX	VPSA
108	101	Aggie Village Renovation	$5,500,000	$0	$5,500,000	AUX	VPSA
109	58	Equine Center Improvements	$638,938	$638,938	$0	DEV	CVMBS/PVM
110	105	Anatomy/ Zoology Building Revitalization	$6,700,000	$0	$6,700,000	CCFE	CVMBS/PVM
111	New	Title IX New Women's Sport Facilities and Offices	$500,000	$0 $0	$166,667 $333,333	DEV DPT	Athletics
112	NP	Colorado State Forest Service State Office Headquarters Fort Collins	$1,416,555	$0	$1,416,555	DPT	CSFS
113	109	Natural Resources Research Center NRRC Phase 4 (SB 202)	$23,963,100	$23,963,100	$0	EXT	VPRIT
114	NP	University Greenhouse Headhouse Building Revitalization	$150,000	$0	$150,000	DPT	VPRIT
115	111	Rockwell Hall Expansion	$7,748,685	$0	$7,748,685	CCFE	Business

CSU Priority		Project Title	Total Budget	Funds to Date	Funds Required to Complete Project		Originator
FY 03	FY 02				Amount	Source	
116	112	Campus Parking Garage with City Ft Collins/FTA	$3,500,000	$0 $0	$750,000 $2,750,000	AUX EXT	VPAS
117	113	Hartshorn Health Services Improvements	$5,000,000	$0	$5,000,000	AUX	VPSA
118	New	University Relations Staff Consolidation at University Services Center	$800,000	$0	$800,000	E&G	VPUA
119	114	Lory Student Center Food Court Renovation (SB202)	$1,000,000	$0	$1,000,000	AUX	VPSA
120	New	Chemical and Bioresource Engineering Expansion	$1,250,000	$0	$1,250,000	CCFE	Engineering
121	115	Lory Student Center South Roof Repair	$200,000	$153,945	$46,055	AUX	VPSA
122	122	Lory Student Center HVAC Phase 3	$250,000	$0	$250,000	AUX	VPSA
123	117	Surplus Property Relocation	$591,553	$0	$591,553	E&G	VPAS
124	118	Horticulture Research Center Relocation	$1,600,000	$0	$1,600,000	CCFE	AES
125	New	Replace Det Items Multiple Research Centers	$500,600	$0	$500,600	CM	AES
126	121	Addition for PVM Instruction at Diagnostic Medicine Center	$7,140,000	$0	$7,140,000	CCFE	CVMBS/PVM
127	123	Lory Student Center HVAC Phase 4	$200,000	$0	$200,000	AUX	VPSA
128	New	Remodel Wagar Building Rooms 8/8C	$212,000	$212,000	$0	E&G	Nat Resources
129	New	Renovation of Existing CDC Facility Occupied by Centers for Disease Control	$6,000,000	$0	$6,000,000	FED	University VPRIT
130	New	Purchase of Power Plant for Engines and Energy Conversion Lab (EECL)	$2,000,000	$0	$2,000,000	DEV	Engineering
131	107	Utility Long-range Plan Electrical System Upgrades Project 1	$590,000	$0	$590,000	CM	University
132	NP	Foothills Stallion Lab	$310,340	$188,340 $122,000	$0 $0	DEV DPT	CVMBS/PVM
133	New	Liquid Waste Digestor at Foothills Campus	$650,000	$0	$650,000	RBRF	VPRIT
134	New	District Heating Plant Boiler No. 3 Replacement	$3,200,000	$0	$3,200,000	CM	University
135	119	Western Colorado Research Center Improvements	$875,000	$0	$875,000	CCFE	AES
136	New	Refurbish/Replace Deteriorated Air Handlers	$915,923	$0	$915,923	CM	University
137	New	Replace Deteriorated Doors, Closures and Panic Hardware	$429,000	$0	$429,000	CM	University

Table 8: Ten -Year Physical Development Plan (FYs 2003-2012) – 138 Prioritized Projects						
CSU Priority		Project Title	Total Budget	Funds to Date	Funds Required to Complete Project		Originator
FY 03	FY 02				Amount	Source	
138	NP	Natural Resources Research Center NRRC Ph 5 (SB 202)	$14,670,000	$0	$14,670,000	EXT	VPRIT

Table 8: Summary by Fund Source for 138 Prioritized Projects on 2002 Ten -Year PDP (FYs 2003-2012) [1]				
Summary By Fund Source	E.	Total Budget	Funds to Date	Funds Required to Complete Project
Capital Construction Funds Exempt	F.	$134,546,696	$17,689,614	$116,857,082
Controlled Maintenance	CM	$42,180,816	$3,886,866	$38,293,950
Auxiliary	AUX	$57,352,559	$498,863	$56,853,696
Development	DEV	$37,804,970	$6,192,278	$31,612,692
Departmental	DPT	$11,190,192	$2,206,406	$8,983,786
Education and General	E&G	$14,084,417	$7,230,549	$6,853,868
External	EXT	$116,468,100	$23,963,100	$92,505,000
Federal	FED	$24,750,000	$2,250,000	$22,500,000
Historic Preservation	HP	$900,000	$0	$900,000
Research Building Revolving Fund	RBRF	$7,897,500	$247,500	$7,650,000
W. Interstate Commission Higher Ed	WIC	$1,372,423	$567,683	$804,740
	G.	**$448,547,673**	**$64,732,859**	**$383,814,814**

[1] Includes figures for 138 ranked projects only. Excludes 31 non-prioritized (NP) projects.

CSU Priority		Project Title	Total Budget	Funds to Date	Funds Required to Complete Project		Originator
FY 02	FY 01				Amount	Source	
NP	NP	ARDEC Land Acquisition Long-range Plan for Ag Research, Dev, & Ed Center	$3,700,000	$0	$3,700,000	UNK	AES
NP	NP	Land Acquisition 20 Acres at San Luis Valley	$140,000	$0	$140,000	UNK	AES
NP	NP	Plant Sciences Building Addition	$3,450,000	$0	$3,450,000	UNK	Ag Sciences
NP	NP	Shepardson Computer Labs	$289,300	$0	$289,300	UNK	Ag Sciences
NP	NP	Education Building Expansion	$4,000,000	$0	$4,000,000	CCFE	AHS
NP	NP	Football Practice Field Replacement	$750,000	$0	$750,000	DEV	Athletics
NP	NP	Track and Field Facility	$1,500,000	$0	$750,000 $750,000	DEV E&G	Athletics
NP	NP	Athletics Hall of Fame Expansion	$310,000	$0	$310,000	DEV	Athletics
NP	NP	Environmental Health Building Addition	$3,000,000	$0	$3,000,000	UNK	CVMBS/PVM
NP	NP	Engineering Research Center (ERC) Addition/Renovation	$20,000,000	$0	$20,000,000	UNK	Engineering
NP	NP	Zero Energy Building	$1,000,000	$0	$1,000,000	UNK	Engineering
NP	NP	Language and Communication Building	$20,000,000	$0	$20,000,000	CCFE	Liberal Arts
NP	NP	Intensive English Program Building	$385,000	$225,000	$160,000	DPT	Liberal Arts
NP	NP	Long-Term Ecological Research (LTER) Site Facility Improvements	$2,000,000	$0	$1,250,000 $750,000	EXT UNK	Nat Resources
NP	NP	Addition to Sage Hall, formerly TCCP Building	$900,000	$0	$900,000	UNK	Natural Sci
NP	104	Renovation of Evolutionary Genetics Space	$400,000	$0	$400,000	UNK	Natural Sci
NP	NP	Modernization of Chemistry Research Labs	$3,600,000	$0	$3,600,000	CCFE	Natural Sci VPRIT
NP	NP	Behavioral Science Building	$12,600,000	$0	$12,600,000	CCFE	Natural Sci
NP	NP	Precision Measurement Research Facility	$1,050,000	$0	$950,000 $100,000	CCFE DPT	Natural Sci
NP	NP	Storage Unit at Administration Annex	$300,000	$0	$300,000	E&G	University
NP	New	Replace Deteriorated Campus Environmental Control System	$1,800,000	$0	$1,800,000	CM	University
NP	New	Utility Long-range Plan Steam Loop Rockwell Hall to Allison & Oval to Spruce	$600,000	$0	$600,000	CM	University
NP	NP	Water Plaza Improvements Phase III	$175,000	$0	$175,000	E&G	University

Table 8: Non-Prioritized Projects on Ten -Year PDP (FYs 2003-2012)

CSU Priority		Project Title	Total Budget	Funds to Date	Funds Required to Complete Project		Originator
FY 02	FY 01				Amount	Source	
NP	New	Replace Deteriorated Lighting Ballasts & Exit Lights Misc Bldgs	$1,300,000	$0	$1,300,000	CM	University
NP	New	Replace Deteriorated Exterior Building /Campus Lighting Systems	$1,160,000	$0	$1,160,000	CM	University
NP	NP	Morgan Library Addition/Renovation Phase IV	$7,925,000	$0	$7,925,000	CCFE	VPA/Provost
NP	NP	CETT Improvements at Foothills Campus	$2,940,900	$0	$1,000,000 $1,940,900	RBRF UNK	VPRIT CVMBS/PVM
NP	NP	Student Housing Long-range Plan Project 3	$12,000,000	$0	$12,000,00	AUX	VPSA
NP	NP	Student Recreation Center Second Addition	$6,850,000	$0	$6,850,000	AUX	VPSA
NP	New	Lory Student Center HVAC Phase 5	$200,000	$0	$200,000	AUX	VPSA
NP	New	International House Program and Office Space Expansion	$968,000	$0	$968,000	DEV	VPSA

Table 8: Non-Prioritized Projects on Ten -Year PDP (FYs 2003-2012)

Please refer to Appendix 4 for assistance with acronyms

Table 9: FY 03 University Development Priorities		
College/Unit	**Priority Initiative**	**FY03 Goal**
Agricultural Sciences	Y-Cross Ranch Facilities Improvements	$ 500,000
	Western Center for Integrated Resource Management	$ 285,000
	Endowed Scholarships and Fellowships	$ 250,000
Alumni Center	Alumni Center Enhancements	$ 200,000
Applied Human Sciences	Heavy Highway Endowed Chair in Construction Management	$1,500,000
	Construction Management Student Professional Development Endowment	$ 250,000
Athletics	Endowed Projects	$ 104,000
	Sports Program Enhancements	$ 100,000
Business	Center for Quality Financial Reporting	$1,500,000
	Endowed Scholarships	$ 150,000
Engineering	Chairs/Professorships	$1,500,000
	Engineering Building Addition	$1,000,000
	Endowed Scholarships	$ 150,000
Liberal Arts	School of the Arts Endowment	$ 250,000
	Diversity in Law Program	$ 200,000
	Endowed Scholarships and Awards	$ 100,000
Libraries	Morgan Library Endowment	$ 100,000
	Digitization Projects	$ 162,500
Natural Resources	Western Center Endowment	$1,620,000
	Pingree Park Endowment	$ 250,000
	Endowed Scholarships/Fellowships	$ 300,000
Natural Sciences	Chair in Organic Chemistry	$ 500,000
	Scholarships/Fellowships	$ 150,000
VPAS	Clock/Carillon Tower	$ 800,000
VPSA	Students First Scholarships	$ 400,000
	Advocacy Quasi-Endowment	$ 100,000
	Student Leadership Program	$ 100,000
VMBS	CVMBS South Campus Expansion	$1,000,000
	Animals Battling Cancer	$ 500,000
	University Chairs and Professorships	$3,000,000

Endowment Campaign (endowed scholarships/fellowships/professorships and chairs)	$13,000,000

FY04 Strategic Planning & Budgeting Activities

Planning for FY04 is underway and is based on the assessment of progress made to date on University priorities and revenue projections. To provide the resources for implementation of the priorities to be identified in the USP for FY04, significant Fall 2002 effort is directed toward completing identification of additional sources required in FY04.

Key Strategy/Implementation Plan Development

The Strategic Planning Committee (SPC) and Council of Deans (COD) will meet in August 2002 to inaugurate FY04 planning through a review of the implementation status of the eight existing multi-year Key Strategies.

Reallocation: Central & Unit Activities

Realization of the University's highest priorities cannot be accomplished without focused reallocations throughout the institution. Efforts are on-going to engage the University community in the planning and budget process, which recognizes academic unit responsibility for the majority of the University's existing E&G budget. Given the scarcity of new E&G resources, informed institution-wide redistributions of human effort, facilities, and fiscal resources are necessary for achievement of institutional priorities. Heightened awareness of University priorities and budgetary realities will further focus programmatic reviews and inform decision making at the unit, Department, College, Division and central University levels.

The Planning & Budget Guidelines define reallocation as occurring:

> ". . . when current programs and/or activities are reduced, eliminated, or measurable efficiencies are created, and the resulting freed resources are moved to higher priority programs and/or activities. Reallocation can take many forms, including formal shifts in assignments of responsibilities for staff all the way to base budget funding that is moved to higher institutional priorities. Proposals that transfer costs from one unit to another are not reallocations unless the transfer is fully justified on a formal cost accounting basis. All proposed reallocations must be specifically documented and approved as part of the Planning and Budget Process."

Per the Context for Planning, the criteria upon which allocation and reallocation decisions are made are:

- Centrality to the University role and mission;
- Excellence/Quality (internal review, external review, evaluations from users);
- Responsiveness to emerging critical needs/issues (enrollment growth and shifts, areas of destination and emphasis, information and instructional technologies, workforce preparation, etc.);
- Cost/benefit ratio, including on-going and one time cost requirements;
- External mandates; and
- Unanticipated requirements/opportunities.

At this time, it is not anticipated that the FY03 annual planning and budget cycle will include a formally defined central University reallocation requirement; however, it is assumed that reallocation adjustments will continue within divisions as part of normal management practices to address needs.

Appendix 1: Planning & Budget Process Refresher

The University has developed annual planning and budgeting processes to facilitate coordination between long- and short-term planning across the institution. These processes are composed of multiple activities that ultimately define institutional priorities, formulate action plans and identify associated resource allocations and reallocations, and establish the budget of the University.

The process described in the Context for Planning for FYs 00 through 04 is greatly simplified from previous efforts; and assumes:

- Strategic planning should organize and streamline processes throughout the institution, not complicate them.

- Collectively and individually, members of the University community are committed to excellence and are accountable for fulfilling Colorado State University's land-grant mission.

- Planning and budgeting occur at two operational levels: (1) the unit where the majority of the University's resources reside, and (2) the University level, which allocates incremental E&G increases and reallocations to institutional priorities identified during the Planning & Budget (P&B) Hearings.

- Unit and central planning and budgeting activities consider the same inputs and goals:

    ✓ Academic and Academic Support Program Reviews
    ✓ The Context for Planning
    ✓ The University's Diversity Action Plan
    ✓ The Annual Update of the University Strategic Plan, which includes the 10-Year Physical Development Plan, University & College/Unit Development Campaign Priorities, and Key Strategies/Implementation Plans, and
    ✓ Such other considerations of extraordinary need or opportunity as may arise during the course of operations.

    This provides participants in the planning process with shared understandings and commonality of reference points throughout all operational levels of the institution. This is essential for maintaining the focus necessary for achieving University goals in terms most relevant to our constituencies.

Deliberations at all organizational levels within the University community are informed by essential and consistent information at key junctures in the formal planning and budgeting process. This interactive process is shown in Appendix 2.

Appendix 2: Strategic Planning & Budget Timeline:

August 15th - October: KS/IP Committees meet, gather input, draft modified KS/IPs; 2 meetings of KS/IP Committee Chairs with SPC.

October 15th-30th: SPC finalizes draft KS/IPs working with EBC and COD.

October 31st: Draft KS/IPs to campus

November 1st-30th   Open Comment period to campus, including open fora

December: KS/IPs rewritten

January: COD, EBC & President discuss planning & budgets

March:	Planning and Budget Hearings
March:	EBC Budget Retreat
April:	Open Planning & Budget Fora
April:	EBC presents budget to the President
May:	Budget sent to SBA
May:	SPC and COD meet to set KS/IPs; financial assumptions presented; results communicated to campus
June:	SBA finalizes budget; USP finalized for upcoming FY

Appendix 3: Membership of Strategic Planning & Budget Committees

The Context for Planning identifies the Strategic Planning Committee   (SPC), Council of Deans (COD), and Executive Budget Committee (EBC) as key administrative bodies having shared responsibilities for development of the Plan.   The membership of its Chair on the SPC and COD, and by membership of the Chair of the Faculty Co uncil Committee on Strategic & Financial Planning (FCS&FP) on the SPC and EBC, and the FCS&FP Vice Chair on the SPC.

Strategic Planning Committee (SPC) – FY03 Membership

For Academic Faculty-at-Large (1):

Daniel K. Sunada, Professor, Department of Civil Engineering

For Administrative Professional Faculty (1):

Martha A. Denney, Director, Office of International Education

For Deans:

Nancy K. Hartley, Dean, College of Applied Human Sciences

For Faculty Council (3):

Sue Ellen Charlton, Chair, Faculty Council/Executive Committee
Bruce Wunder, Chair, Faculty Council Committee on Strategic & Financial Planning
James K. Vanleuven, Vice Chair, Faculty Council Committee on Strategic & Financial Planning

For Graduate Students (1):

Harold D. Fraleigh, Chair

For State Classified Personnel (1):

Pam Jones, Member, Classified Personnel Council

For Undergraduate Students (1 *):*

Sean Mattox, President, Associated Students of Colorado State University

For Vice Presidents (5):

Anthony A. Frank, Vice President for Research and Information Technology, Chair, Strategic Planning Committee
Gerard J. Bomotti, Vice President for Administrative Services
A. Archie Dyer, Interim Provost/Academic Vice President
Linda Kuk, Vice President for Student Affairs
Stan Schmid, Interim Vice President for University Advancement

Appendix 4: Glossary of Frequently Used Acronyms

AES .... Agricultural Experiment Stations
AF .... Academic Faculty
Agencies .... AES, CES, CSFS
Ag Sciences .... College of Agricultural Sciences
AoE .... Area of Emphasis
AP .... Administrative Professional
APC .... Administrative Professional Council
App Human Sci .... College of Applied Human Sciences
ARDEC .... Agricultural Research, Development & Education Center
ASCSU .... Associated Students of Colorado State University
AUX .... Auxiliary Funds
BRP .... Building Revitalization Program
BSL .... Biosafety Level
C&R .... Change & Reform
CCF .... Capital Construction Funds
CDC .... Centers for Disease Control (Note: State of Colorado Capital Development Committee spelled out in this document to avoid confusion)
CEO .... Chief Executive Officer
CES .... Cooperative Extension Service
CFC .... Chlorofluorocarbon
CM .... Controlled Maintenance Funds
COD .... Council of Deans
CPC .... Classified Personnel Council
CPI .... Consumer Price Index
CSFS .... Colorado State Forest Service
CSU .... Colorado State University
CVMBS .... College of Veterinary Medicine & Biomedical Sciences
CWRRI .... Colorado Water Resources Research Institute
DAC .... Diversity Advisory Committee
Det .... Deteriorated
DEV .... Development Funds
DPT .... Departmental Funds
EBC .... Executive Budget Committee
E&G .... Education & General Funds
Engineering .... College of Engineering
EXT .... External Funds
F&A .... Facilities & Administration (formerly known as Indirect Costs or Overhead)
FED .... Federal Funds
FY .... Fiscal year (July 1-June 30); FY03 begins July 1, 2002 and ends June 30, 2003
GA, GRA, GTA .... Graduate (Research, Teaching) Assistant
GSC .... Graduate Student Council
HB .... (State of Colorado) House Bill

HP .... Historic Preservation Funds
IC .... Indirect Costs, now known as F&A (Facilities & Administration)
JBC .... (State of Colorado) Joint Budget Committee
KS/IP .... Key Strategy/Implementation Plan
LAR .... Laboratory Animal Resources
Liberal Arts .... College of Liberal Arts
LRP .... Long-range Plan
LTER .... Long-term Ecological Research
Nat Resources .... College of Natural Resources
Natural Sci .... College of Natural Sciences
NRRC .... Natural Resources Research Center
OBIA .... Office of Budgets & Institutional Analysis
OH .... Overhead, now known as F&A (Facilities & Administration)
O&M .... Operations & Maintenance budget item
PERC .... Plant Environmental Research Center
PVM .... Professional Veterinary Medicine
QI .... Quality Indicators
RBRF .... Research Building Revolving Fund
University .... CSU, or University-at-Large in context of PDP originator
P&B .... Planning & Budgeting
P/AVP .... Provost/Academic Vice President
PDP .... 10-Year Physical Development Plan
SBA .... State Board of Agriculture
SCP .... State Classified Personnel
SPC .... Strategic Planning Committee
SPF .... Strategic Planning Framework, which is composed of: Goals, Objectives, and shared unde rstandings (published in the *Context for Planning*); University Diversity Plan (published in the *Diversity & the University Community: A Plan for Action*); and Key Strategies/Implementation Plans, 10 -year Physical Development Plan, and University & College D evelopment Campaigns (published in the *Annual Update of the USP*)
Title IX .... Federal ruling mandating gender equity
UG .... Undergraduate student
USP .... University Strategic Plan
VPAS .... Vice President for Administrative Services
VPRIT .... Vice President for Research & Information Technology
VPSA .... Vice President for Student Affairs
VPUA .... Vice President for University Advancement
VTH .... Veterinary Teaching Hospital
WICHE .... Western Interstate Commission on Higher Education Funds
WWW .... World-Wide Web

Appendix 5: Related Documents & Linkages

Strategic planning and budgeting are interactive processes that draw from institution - and constituency-wide inputs for the identification, support, prioritization and implementation of initiatives in teaching, research and service programs seeking excellence in fulfillment of the University's mission.

The basic "building blocks" of strategic planning at Colorado State University are the components of the Strategic Planning Framework. As of July 2002, the current iterations of these components are:

Goals, Objectives, Shared Understandings		Context for Planning: Preserving the Past, Providing for the Present, Planning for the Future FYs 2000, 2001, 2002, 2003, 2004
Diversity Goals, Objectives Initiatives	. . . which are to be found in the . . .	Diversity & the University Community: A Plan for Action
KS/IPs, 10-Year Physical Development Plan, University & College Development Campaign Priorities		Annual Update of the USP for FY03

Planning documents are posted on the WWW in PDF format at http://www.research.colostate.edu/usp.

You are encouraged to browse on -line in order to pursue links to other WWW -based materials that may be of interest to you. The following is a listing of the hot links between the posted PDF version of this **Annual Update of the USP** and committees, departments and colleges, other publications, etc., referenced in the USP text. Any omissions or oversights are unintentional. Please provide revised or new linkage information by e -mail to Strategic.Planning@Colostate.EDU, so that they can be incorporated.

This listing is indicative of the ever -growing breadth of collateral information available on the WWW. Materials are being added on a daily basis, so feel welcome to browse the CSU Home Page (http://www.colostate.edu/) and A-Z on-line directory at http://www.colostate.edu/Level2/csuatoz.htm

Academic Advancement Office	➔	http://www.colostate.edu/Depts/AAC/
Academic Computing & Networking Services (ACNS).	➔	http://www.colostate.edu/services/ACNS/acns.html
Academic Faculty & Administrative Professional Manual	➔	http://www.colostate.edu/Orgs/FacultyCouncil/table.html
Administrative Services/Academic Support Program Reviews	➔	http://www.colostate.edu/Admin/pr/pr.html
Admissions, Office of	➔	http://www.colostate.edu/Depts/Admission/
Advocacy Offices	➔	http://www.colostate.edu/Depts/DSA/menu.htm
Annual Updates of the USP	➔	http://www.research.colostate.edu/usp/
Budgets & Institutional Analysis, Office of (OBIA)	➔	http://www.colostate.edu/Depts/OBIA/obia.html
C&R 3AS.12 (Change & Reform)	➔	http://www.research.colostate.edu/usp/Rep96www.pdf
Center for Applied Studies in American Ethnicity (CASAE)	➔	http://www.colostate.edu/Depts/CASAE/index.html
Center for Research in Writing & Communication Technologies (CRWCT)	➔	http://www.colostate.edu/Depts/CROWACT/
Center for Teaching & Learning (CTL)	➔	http://www.colostate.edu/Orgs/CTLearn/

Classroom Review Board (CRB) ➜	http://www.colostate.edu/Depts/InstrSrv/CRB/
College of Business ➜	http://www.biz.colostate.edu/
Colorado State University Home Page ➜	http://www.colostate.edu/
Computer Information Systems ➜	http://www2.biz.colostate.edu/depts/CIS/cis.htm
Computer & Software Recommendations for Students ➜	http://www.colostate.edu/acns/uitss/student.html
Computer Science ➜	http://www.cs.colostate.edu
Context for Planning for FYs 00 through 04 ➜	http://www.research.colostate.edu/usp/contxt00.pdf
Cooperative Extension ➜	http://www.colostate.edu/Depts/CoopExt/
Denver Center – Denver-Based Programs ➜	http://www.csu2learn.colostate.edu/denver/
Distance Learning Programs - CSUN ➜	http://www.csu2learn.colostate.edu/csun/
Distance Degree Program ➜	http://www.csu2learn.colostate.edu/csun/ddp/
Diversity - President's Commission on Ethnic Diversity Issues ➜	http://lamar.colostate.edu/~cedi/
Diversity & the University Community: A Plan for Action, 1998-2003 ➜	http://www.pres.colostate.edu/planning/divplan.html
Division of Educational Outreach (DEO) ➜	http://www.csu2learn.colostate.edu/
Division of Educational Outreach (DEO) – Corporate & Custom Training	http://www.csun.colostate.edu/corporate/
Division of Educational Outreach (DEO): CSU Network for Learning (CSUN) ➜	http://www.csun.colostate.edu/
Division of Educational Outreach (DEO) - Northern Colorado Based Programs ➜	http://www.csu2learn.colostate.edu/ncolorado/
Education, School of ➜	http://www.colostate.edu/Depts/SOE/
Electrical & Computer Engineering, Department of ➜	http://www.engr.colostate.edu/ece/
Enrollment Services ➜	http://www.colostate.edu/Depts/SystemSupport/
Equal Opportunity Office ➜	http://www.colostate.edu/Depts/OEO/
Faculty Council ➜	http://www.colostate.edu/Orgs/FacultyCouncil/
Key Strategies/Implementation Plans (KS/IPs) FY 98 Proposal ➜	http://www.research.colostate.edu/usp/2report.pdf
Key Strategies/Implementation Plans (KS/IPs) FY99 Proposal ➜	http://www.research.colostate.edu/usp/ksip99.pdf
Key Strategies/Implementation Plans (KS/IPs) FY 00 Proposal	http://www.research.colostate.edu/usp/ksip199.PDF
Key Strategies/Implementation Plans (KS/IPs) FY01 Proposal ➜	http://www.research.colostate.edu/usp/finalfy01.pdf
Graduate School ➜	http://www.colostate.edu/Depts/Grad/
Graduate School – On-Line Application ➜	http://www.colostate.edu/~cwis177/
HELP/SUCCESS Center ➜	http://www.colostate.edu/Depts/HELP/
Honors Program ➜	http://www.colostate.edu/Depts/Honors/index.html
Human Resource Services ➜	http://www.hrs.colostate.edu/
Human Resources System – New Oracle System ➜	http://www.colostate.edu/Depts/IS/hr/index.htm
Information Systems Services ➜	http://www.colostate.edu/Depts/IS/services.htm
Information Technology - Charges for Technology ➜	http://www.colostate.edu/Services/acns/itec/fee.html
Information Technology - CSUIITE 2000 Capital Project ➜	http://www.colostate.edu/Services/acns/csuiite/index.html
Information Technology - University IT Support Services (UITSS) ➜	http://www.colostate.edu/acns/uitss/
Information Technology Standards – Software, Hardware, Networking, Wireless, Desktop, Servers ➜	http://www.colostate.edu/acns/standards/standards.html
Instructional Services, Office of ➜	http://www.colostate.edu/Depts/InstrSrv/

International Programs	➔	http://www.international.colostate.edu/index.htm
Internet2	➔	http://www.internet2.edu/
Life Sciences - Hughes Grant	➔	http://www.colostate.edu/Depts/AcadAffairs/ls/
PBS Business and Technology Network (NTU)	➔	http://www.csu2learn.colostate.edu/ntu/
Physical Development Plan (PDP) for FYs 2001-2010	➔	http://www.colostate.edu/Depts/Facilities/planning/pdp2000.pdf
Provost/Academic Vice President (P/AVP)	➔	http://www.colostate.edu/Depts/AcadAffairs/
Students First Scholarship Initiative	➔	http://www.sfs.colostate.edu/
University Outreach Centers	➔	http://www.colostate.edu/Level2/outreach.htm
University Libraries	➔	http://manta.library.colostate.edu/
University Strategic Planning Web home page	➔	http://www.research.colostate.edu/usp/
Vice President for Research & Information Technology (VPRIT)	➔	http://www.colostate.edu/Level2/research.htm
Vice President for Student Affairs (VPSA)	➔	http://www.colostate.edu/Depts/DSA/menu.htm
Vice Provost for Undergraduate Studies	➔	http://www.colostate.edu/Depts/AcadAffairs/vpusbio.htm