Strategic Directions

learning

discovery

outreach

support

diversity

Strategic Plan

2006-2015

2012 Update Based on
SPARC Refresh in Previous Year

Colorado State University

Strategic Directions:
Colorado State University Strategic Plan 2006-2015

2012 Update Based on SPARC Refresh in Previous Year

Contents

Colorado State University System Vision, Mission, and Values

Adopted by Board of Governors April 2005

Vision

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

Mission

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

Values

Be accountable

Promote civic responsibility

Employ a customer focus

Promote freedom of expression

Demonstrate inclusiveness and diversity

Encourage and reward innovation

Act with integrity and mutual respect

Provide opportunity and access

Support excellence in teaching and research

Colorado State University Mission

Adopted by Board of Governors April 2005

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

Institutional Profile

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

Colorado State's eight colleges include:

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

Foreword

by President Tony Frank

Our purpose in developing this strategic plan for Colorado State University is straightforward: It is an articulation of our aspirations for the institution and a roadmap of how we intend to get there. Strategic planning is a priority of the Board of Governors of the Colorado State University System, and this campus plan is guided by the Board's overarching vision and direction. The CSU planning process is comprehensive and inclusive, involving students, faculty and staff across the University through our Strategic Planning Area Review Committees, annual open fora, and ongoing implementation teams. It is also dynamic – changing as goals are achieved and new opportunities develop. In that light, this "refreshed" version of the plan includes an updated list of goals, strategies and the metrics by which we will gauge our success.

Thanks to Provost Rick Miranda for guiding this effort and for all those whose hard work has contributed to this latest iteration.

Planning Overview

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

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

In total, we have identified 38 specific goals related to these objectives and a number of strategies related to achievement of the goals. From this university-level outline, administrative divisions, colleges, departments and specialized units are encouraged to develop more detailed courses of action in unit plans that, collectively, will constitute the university's strategic plan.

Key Objectives

Teaching and Learning

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

Research and Discovery

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

Outreach and Engagement

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

Sustainability, Accountability, Infrastructure

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

Diversity

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

Definitions of Strategic Planning Terms

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

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

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

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

Strategic Planning Area 1: Teaching and Learning

Objective: Within a dynamic intellectual environment, Colorado State University will provide a high-quality education to undergraduate and graduate students that involves innovative curricular and extracurricular offerings, promotes retention and graduation, and prepares them for lifelong learning and achievement in a complex, global, and technologically sophisticated world.

Undergraduate and graduate education is the cornerstone of university life, and faculty and curricula are critical foundational elements. Students seek a high-quality education, and today's graduates must have advanced skills and a diverse and global perspective to be successful in life and work. Excellence in higher education today requires innovative curricular and extra-curricular offerings and a renewed emphasis on providing a distinctive educational experience. It also requires appropriate support for hiring and retention of outstanding faculty and provision of a safe, constructive environment for learning.

Although earning a university degree is a distinctive achievement, much of what students gain from the experience comes from the culture of the institution and the values that characterize it. Colorado State is a campus of character committed to instilling in students core values that include accountability, civic responsibility, freedom of expression, inclusiveness, diversity, innovation, sustainability, integrity, mutual respect, opportunity, and community. Because we are committed to educating the whole person, the knowledge provided through the classroom experience is extended and enhanced through day-to-day living and learning. Student government, other student organizations, athletics, and the arts all play a vital role in creating a dynamic intellectual and social campus community.

Goal 1: Grow the number of faculty and staff and maintain those numbers sufficient to support the education, outreach, and research mission of the University.

Strategy 1.1

1.1 The university will increase the number of tenured and tenure-track faculty.

Related Metrics

- Create and fund 500 new net tenure and tenure-track positions to approach and eventually achieve a student to tenure and tenure-track faculty ration of 20:1. Target date – start of the academic year 2017-2018.

Strategy 1.2

1.2 The university will engage in the best hiring practices including the active recruitment of faculty at all ranks.

1.2.a. Follow appropriate search and hiring procedures as promulgated in search training sessions offered by the Office of Equal Opportunity (OEO). Continue to require these training sessions for all faculty search committee chairs.

Related Metrics

- Monitor the numbers of applicants for advertised positions at each rank to ensure adequate pools of applicants for all ranks.

- Record the number of successful searches vs. the number of failed searches to determine the efficacy of our search procedures.

- Collect and compare data on initial salary offers and start-up packages for successful and unsuccessful faculty searches.

Strategy 1.3

1.3 The university will engage in the best hiring practices to attract and hire staff at the administrative professional and state classified level with the appropriate skills needed to fulfill the university's mission.

1.3.a. Follow appropriate search procedures as promulgated by OEO and the Office of Human Resources for these staff positions. Conduct search committee chair training as appropriate.

Related Metrics

- Record the number of successful and unsuccessful searches along with compensation offered for these positions.

Strategy 1.4

1.4 Establish programs to retain faculty and staff of the university.

1.4.a. The university will engage in appropriate "pre-emptive and post-offer" retention efforts for faculty and staff.

1.4.b. The university will establish and staff a "Work-Life Balance" Office as recommended by the Work-Life II Committee.

1.4.c. Departments will develop and utilize systematic mentoring programs for new faculty and staff. These efforts should include specific programs designed for new international faculty and staff hires.

1.4.d. The university will develop and support programs to assist mid-career faculty in their efforts to sustain and/or rejuvenate their instructional, scholarship and engagement activities.

1.4.e. The university will engage in a systematic exit-interview process for faculty and staff who are leaving the university.

Related Metrics

- Record "pre-emptive and post-offer" retention efforts in number and compensation to document successful and unsuccessful retention efforts.
- Exit interview data.

Goal 2: Provide opportunities for faculty and staff to engage in professional development activities that help the University achieve its mission.

Strategy 2.1

2.1 By the end of the 2014-15 academic year, increase faculty and staff participation in professional development activities that focus on learning and teaching by 25 percent over 2010-2011 levels.

Related Metrics

- Number of faculty members and teaching staff participating in professional development programs sponsored by TILT. These programs include:
  - Master Teacher Initiative Luncheons
  - Master Teacher Initiative Weekly Teaching Tips
  - Professional Development Institute Workshops
  - Summer Conference on Learning, Teaching, and Critical Thinking
  - Summer Retreats on Teaching and Learning
  - TILT Workshops
  - TILT Colloquia

- Let's Talk Teaching Mentoring Program
- Service-Learning Scholars Program
- Academic Integrity Consultations
- Service on TILT Advisory Boards
- Number of faculty members and teaching staff participating in course design initiatives, as measured by:
  - Applications to the Provost's Course Redesign Competition
  - Participation in Development of Online Courses
  - Instructional Designer Consultation
- Number of faculty members and staff exercising the study privilege to enhance teaching skills.
- Number of faculty members and teaching staff reporting professional development activities at conferences and in other off-campus venues.
- Number of faculty members and teaching staff reporting participation in ethics infusion initiatives.

Strategy 2.2

2.2 By the end of the 2014-15 academic year, increase by 25 percent over 2010-2011 levels faculty and staff participation in professional development activities that focus on research activities and the ethics and responsible conduct of research.

Related Metrics

- Number of faculty members and staff participating in professional development programs focused on research and scholarly-inquiry activities. These programs include:
  - Kuali Coeus classes and workshops
  - OSP classes and workshops
  - OVPR training (UVP, LAR, IACUC, IRB, IBC, RCR training/certifications)
  - EHS training (BSO, Hazardous Waste, RCO, ergonomics, controlled substances)
  - PMF courses and workshops
  - Participation in research colloquia and research seminars

- Number of faculty members and staff accessing relevant Web-based professional development materials.
- Number of faculty members and staff exercising the study privilege to enhance research skills.
- Number of faculty members reporting relevant professional development activities at conferences and in other off-campus venues.

Strategy 2.3

2.3 By the end of the 2014-15 academic year, increase by 25 percent over 2010-2011 levels institutional funding for Webinars, on-campus training, and computer-based training in areas related to information technology.

Related Metrics

- Number of faculty members and staff participating in training sessions offered by the Library, ACNS, the Colleges, and Training and Organizational Development.
- Number of faculty members and staff accessing relevant Web-based professional development materials.
- Number of faculty members and staff exercising the study privilege to enhance information technology skills.
- Number of faculty members reporting relevant professional development activities at conferences and in other off-campus venues.

Strategy 2.4

2.4 By the end of the 2014-15 academic year, increase faculty and staff participation in mentoring activities by 25 percent over 2010-2011 levels.

Related Metrics

- Number of faculty members and staff reporting participation in formal or informal mentoring.
- Number of faculty members and staff participating in mentoring programs offered by departments, colleges,

the Library, TILT, and Training and Organizational Development.

- Number of faculty members and staff accessing relevant Web-based professional development materials.

Strategy 2.5

2.5 By the end of the 2014-15 academic year, increase staff participation in training programs focusing on database access, financial systems, and other reporting systems by 25 percent over 2010-2011 levels.

Related Metrics

- Number of staff participating in training in use of Kuali, Banner, and other University financial systems and databases.
- Number of staff accessing relevant Web-based professional development materials.
- Number of faculty members and staff exercising the study privilege to enhance database and reporting skills.
- Number of staff reporting relevant professional development activities at conferences and in other off-campus venues.
- Number of staff who have received their G.E.D.

Strategy 2.6

2.6 By the end of the 2014-15 academic year, increase faculty and staff participation in training programs focusing on diversity issues by 25 percent over 2010-2011 levels.

Related Metrics

- Number of faculty members and staff completing sexual harassment training.
- Number of faculty members and staff participating in diversity programs offered by departments, colleges, the Library, TILT, and Training and Organizational Development.
- Number of faculty members and staff accessing relevant Web-based professional development materials.

- Number of faculty members and staff reporting relevant professional development activities at conferences and in other off-campus venues.

Strategy 2.7

2.7 By the end of the 2012-13 academic year, create one or more programs supporting the development of leadership skills among faculty and staff.

Related Metrics

- Number of faculty members and staff engaging in leadership training.
- Number of faculty members and staff accessing relevant Web-based professional development materials.
- Number of faculty members and staff reporting relevant professional development activities at conferences and in other off-campus venues.

Goal 3: Undergraduate Enrollment

The university will gradually increase the number of full-time undergraduates toward the current target of 25,000 at a rate that is consistent with institutional policy objectives, available resources, and state needs. Twenty-five percent of undergraduates will be nonresidents. We will continue to implement strategies to enroll students with higher academic profiles, defined as rigor of high school coursework and grades in those courses. We will continue to be the school of choice among Colorado high-school graduates and full-time college-going students.

Strategy 3.1

3.1 Increase total resident instruction (RI) undergraduate enrollment through an integrated approach that combines increased recruitment of first-time freshmen and transfer students with improvements in retention and persistence.

3.1.a. Employ initiatives and strategies to attract and enroll more nonresident students, including

international students, from targeted markets in each state and a broad set of countries.

3.1.b. Employ strategies to ensure that CSU is the first choice school among Colorado full-time students from all income levels.

3.1.c. Continue to invest resources in the recruitment of transfer students.

3.1.d. Invest additional resources in the Student Success Plan to increase retention and persistence rates of current students.

Strategy 3.2

3.2 Enroll a greater percentage of freshmen with high academic profiles

3.2.a. Employ initiatives and strategies to attract and enroll both Colorado students and nonresident students with high academic profiles.

Strategy 3.3

3.3 Continually assess the University's capacity for enrollment growth

3.3.a. Assess disciplinary capacity.

3.3.b. Ensure the campus's physical capacity for growth.

3.3.c. Assess course and overall instructional capacity for growth.

3.3.d. The Provost will make available and distribute in a timely fashion resources adequate to provide sufficient seats and qualified instructors for required courses.

Strategy 3.4

3.4 Offer a limited number of degree completion programs through the Division of Continuing Education's On-Line Plus to students who meet CSU's admissions criteria but cannot, or choose not to, attend on-campus programs.

3.4.a. DCE will add one or two distance undergraduate degrees over the next five years, expanding the number of enrolled distance degree-seeking students from the 160 in the current four programs to 500.

Strategy 3.5

3.5 Update strategies in ways that are consistent with recommendations in Student Success Plan developed to achieve 2020 graduation goals.

Strategy 3.6

3.6 In keeping with the CSU 2020 plan, explore possibility and impacts of increasing student population to 35,000 students.

Related Metrics

- Numbers of enrolled students
- Numbers of enrolled students from Colorado
- Numbers of enrolled out-of-state students
- Progress in recruitment and retention of transfer students
- Comparison of CSU's in-state enrollment numbers with those of all other public colleges and universities in the state
- Curricular preparation index for incoming students
- Number of enrolled, distance degree-seeking students in current 4 DCE programs.

Responsibility for Characteristics of Entering Students – VPEA, VPIA

Goal 4: Assuring Undergraduate Access, Diversity, and Internationalization

The University will be a top destination for a diverse population of Colorado high school graduates and community college transfer students. The definition of diversity will include, but not be limited to, low income, first generation, geographical origin, gender, ethnicity, and race. CSU will create, enhance, and maintain pipeline partnerships with middle schools, high schools, and community colleges throughout Colorado, including schools that enroll a large percentage of students with a broad set of backgrounds and demographics. The University will continue to grow its international undergraduate student population.

Strategy 4.1

4.1 Increase the percentages of first-generation, low-income, and ethnically and racially diverse resident, full-time students

4.1.a. Increase number of staff to provide outreach to middle schools and increase number of schools participating in the Alliance Partnership.

4.1.b. Continue to seek and develop MOU's and partnerships with targeted schools and community colleges, agencies, and organizations.

4.1.c. Increase the retention rates of first-generation, low-income, and ethnically and racially diverse undergraduates.

4.1.d. Hire and develop the staff necessary to provide academic and social support systems to diverse populations.

Strategy 4.2

4.2 Increase the percentage of undergraduate international students

4.2.a. Continue to build more partnerships with Chinese high schools and targeted schools in other countries.

4.2.b. Continue to develop 2+2 partnerships with colleges in other countries.

4.2.c. Increase capacity to recruit international students and promote successful academic transitions.

4.2.d. Continue to develop MOU's with other countries and universities.

4.2.e. Have the Office of Admissions recruit internationally as/when funds allow.

4.2.f. Continue to develop and promote INTO CSU, which has a stated goal of doubling the international student population at Colorado State.

Strategy 4.3

4.3 Build funding levels/dollars to support low-income students

4.3.a. Grow the Commitment to Colorado funds from sources other than institutional dollars so that the University can continue to support a growing number of Pell recipients.

4.3.b. Decrease reliance on loans for Colorado residents.

4.3.c. Increase the percent of need met for Colorado residents.

Strategy 4.4

4.4 Update strategies in ways that are consistent with recommendations in Student Success Plan developed to achieve 2020 graduation goals.

Related Metrics

- Change in participation and graduation rates of students from traditionally underserved populations
- Percentage of financial aid satisfied by non-loan aid for Colorado resident, middle-income students
- Increase in number and percentage of undergraduate international students
- Increase in financial aid and scholarship support available to promote access

Responsibility for Characteristics of Entering Students – VPEA, VPIA

Goal 5: Undergraduate Curricula and Advising

Students will have access to first-rate advising resources in an environment of enriching curricula and enhanced learning opportunities that promote retention, persistence, and timely graduation. Strategies for enhancing advising and the curricula include innovations that simplify the structure

of curricular requirements; improve information literacy and information technology literacy appropriate to each major; broaden the integration of international perspectives in students' programs of study; strengthen the infusion of diversity; and promote access to interdisciplinary experiences. Additional strategies for strengthening advising include: expansion of the Academic Support Coordinator initiative to improve academic transitions to university educational expectations; enhancing mentoring for nationally competitive scholarships; utilizing The Institute for Learning and Teaching (TILT) to increase faculty development in the area of advising and to promote collaboration among faculty and professional advisers across campus.

Strategy 5.1

5.1 Information literacy, including ethical uses of information, will be incorporated across the curriculum

5.1.a. Assess current levels and develop a plan for best practice distribution.

5.1.b. Implement recommendations from the Libraries' Information Fluency and Numeracy Strategic Initiative.

Strategy 5.2

5.2 Enhance programmatic accessibility for students with physical, learning, and other disabilities.

Strategy 5.3

5.3 Increase Honors enrollment to a maximum of 10 percent of undergraduate enrollment by attracting high-ability students.

5.3.a. Assess current marketing plan for Honors.

5.3.b. Expand base of scholarship support for Honors students.

Strategy 5.4

5.4 Add interdisciplinary programs to meet demand.

Strategy 5.5

5.5 International perspectives will be incorporated into undergraduate learning experiences.

5.5.a. Provide institutional support for infusion of multicultural and global perspectives into the curriculum.

Strategy 5.6

5.6 Increase the number of students involved in Study Abroad.

5.6.a. Raise funds to support scholarships for students to study abroad.

5.6.b. Create credit-bearing internships abroad.

5.6.c. Increase the number of students in an international learning experience.

5.6.d. Create international cooperative programs.

5.6.e. Create area and global studies programs and alternative learning programs.

Strategy 5.7

5.7 Create interdisciplinary programs.

Strategy 5.8

5.8 Utilize TILT and other mechanisms for mentoring students and advisors.

5.8.a. Enhance mentoring for prestigious scholarships.

5.8.b. Enhance academic advising.

5.8.c. Develop strategies to support culturally responsive advising with particular attention to the needs of students that are first generation, nontraditional, and men and women in non-traditional fields.

Strategy 5.9

5.9 Increase opportunities for students in lower-division courses to receive early

and effective feedback on their academic progress.

Strategy 5.10

5.10 Develop indicators that facilitate effective interventions to improve the academic success of at-risk students.

Strategy 5.11

5.11 Complete implementation of the Academic Support Coordinator initiative by FY14.

Strategy 5.12

5.12 The Provost's Office will work with colleges and departments to identify ways to improve student learning and academic success in courses with high DFW rates.

Strategy 5.13

5.13 Update strategies in ways that are consistent with recommendations in Student Success Plan developed to achieve 2020 graduation goals.

Related Metrics

- Percentage of Academic Support Coordinator initiative implemented
- Number of faculty and proportion of curriculum that infuse diversity into the curriculum
- Number of majors with required international component and total enrollment in those majors
- Number of minors with required international component and total enrollment in those minors
- Participation and success rates for students with physical, learning, and other disabilities
- Numbers and total enrollment in current interdisciplinary studies programs
- Numbers and total enrollment in current interdisciplinary majors
- Number of students graduating with second majors (within and across colleges)

- Number of students graduating with minors (within and across colleges)
- Numbers of students participating in study abroad
- Increases in learning and academic success in courses with high DFW rates
- Numbers of students participating in the Honors Program
- Student success in competing for prestigious scholarships

Responsibility for Excellence in Undergraduate Programming – VPUA, VPSA

Goal 6: Curricular and Co-curricular Engagement in Active and Experiential Learning Opportunities for Undergraduates

The University will create opportunities for active and experiential learning in every major and in a broad range of co-curricular activities. Every program of study will have best-practice guides for faculty and students.

Strategy 6.1

6.1 The Provost shall encourage the development of best practices guides for active and experiential learning in all disciplines

6.1.a. Allocate funding for the development and assessment of best practices guides.

6.1.b. Encourage listing of best practices guides in unit assessment plans.

6.1.c. Develop and maintain a database of best-practice guides in active and experiential learning. The database should allow the addition of new guides by selected members of the campus community (e.g., deans, department heads, program directors, assessment staff).

Strategy 6.2

6.2 Departments and Colleges will encourage the use of active and experiential learning within courses in all programs of study.

6.2.a. Develop best-practice guides that identify relevant active and experiential learning strategies for disciplines within each college.

6.2.b. Identify courses that would benefit from active and experiential learning strategies.

6.2.c. Provide incentives to instructors to learn about and use active and experiential learning strategies.

Strategy 6.3

6.3 Provide opportunities for all undergraduates to be involved in mentored research, artistry, or community engagement activities.

6.3.a. Create a funding priority to support undergraduate research, artistry, and community engagement.

6.3.b. Enhance the service learning program to increase the number of students and faculty engaged in service learning and the number reporting positive outcomes from their experience.

6.3.c. Support the continued development of the Office for Undergraduate Research and Artistry.

6.3.d. Increase the variety of residential and non-residential learning communities to meet student needs and university priorities.

6.3.e. Assess the contributions of the Service-Learning Program to learning, retention, and graduation.

6.3.f. Assess the contributions of the Office for Undergraduate Research and Artistry to learning, retention, and graduation.

6.3.g. Assess the contributions of learning communities to learning, academic performance, academic and social integration, transition, satisfaction, retention, and graduation.

6.3.h. Develop a database of opportunities for undergraduate research, artistry, and community engagement and advertise its existence.

Strategy 6.4

6.4 Provide and disseminate information about educationally-purposeful experiences in the co-curriculum to support learning and development.

6.4.a. Catalog the opportunities for out-of-classroom learning and development (particularly those engagement opportunities where learning objectives have been established) in such areas as Student Leadership, Involvement, and Community Engagement (SLiCE), Student Diversity Programs and Services, Residence Life, and Student Center Programs, among others, and make this information broadly available to faculty, staff, and students.

Strategy 6.5

6.5 Develop and offer professional development programs for instructors that focus on active and experiential learning.

Strategy 6.6

6.6 Provide space and funding for the Center for Undergraduate Research, Artistry, and Engagement that is consistent with the growth in student and faculty involvement with the Center.

Strategy 6.7

6.7 Update strategies in ways that are consistent with recommendations in Student Success Plan developed to achieve 2020 graduation goals.

Related Metrics

- Funding provided for development and assessment of best-practices guides
- Number of departments reporting the use of best practices guides in their assessment plans

- Number of entries in the active and experiential learning best-practices database
- Ratings of the quality of student experiences in active and experiential learning opportunities
- Number of best-practices guides available on University Web sites
- Number of departments reporting the use of best practices guides in their assessment plans
- Number and quality of active and experiential learning opportunities reported by departments in their assessment plans
- Number of faculty reporting the use of active and experiential learning in their tenure/promotion applications
- Scores on the National Survey of Student Engagement
- Number of students engaged in identified co-curricular opportunities with formal learning objectives
- Number of undergraduates participating in mentored, out-of-class research opportunities
- Number of undergraduates participating in mentored, out-of-class artistry activities
- Number of undergraduates participating in community engagement activities, including service learning and volunteer activities
- Number of courses using service-learning activities
- Number of undergraduates participating in residential learning communities and success-related outcomes for those participants
- Student performance in the areas of social and academic transitions, reported sense of belonging, reported sense of community, reported levels of satisfaction, and retention and graduation
- Number of professional development programs addressing the use of active and experiential learning

- Number of instructors participating in these professional development programs

Responsibility for Excellence in Undergraduate Programming – VPUA, VPSA

Goal 7: Undergraduate Learning Outcomes

Develop and maintain a University-wide process for defining, assessing, and continually improving undergraduate student learning outcomes.

Strategy 7.1

7.1 All academic departments and administrative units will promote continuous assessment and improvement in learning outcomes.

7.1.a. Assess student knowledge of and skills learned from content taught in AUCC courses.

7.1.b. Assess student learning outcomes in disciplinary knowledge and processes in courses in each major.

7.1.c. Assess student learning outcomes in reasoning and critical thinking.

7.1.d. Assess student learning outcomes in communication skills.

7.1.e. Assess student learning outcomes in information literacy.

7.1.f. Assess the value and impact of living/learning communities.

7.1.g. Assess the value and impact of first-year academic experiences.

7.1.h. Employ quality assessments of learning as part of Academic Program Reviews.

7.1.i. Develop effective instructional strategies that can be positively reflected in the rankings of undergraduate programs in *U.S. News and World Report* and other services.

7.1.j. Assess methods for internal

evaluation and mechanisms for improvement.

7.1.k. Require departments to identify and track, through PRISM, any licensure and other professional exams appropriate to their disciplines.

Strategy 7.2

7.2 All academic departments and administrative units will employ the university online assessment (PRISM) database to assess measureable learning outcomes appropriate to their areas of responsibility.

Strategy 7.3

7.3 All academic departments and administrative units will analyze and apply assessment results and then use these results to inform the development of strategies to enhance student learning outcomes.

Strategy 7.4

7.4 Update strategies in ways that are consistent with recommendations in Student Success Plan developed to achieve 2020 graduation goals.

Related Metrics

- Student performance in areas of ongoing assessment
- Indices in relevant CCHE required reporting categories
- Institutional rankings by relevant national publications and services
- Student performance on licensure and professional exams, as identified by departments
- Departmental and unit participation with PRISM database
- Number of department and administrative units identifying relevant strategies in their strategic planning documents

Responsibility for Excellence in Educational Outcomes – VPUA, VPSA

Strategic Planning Area 1: Teaching and Learning

Goal 8: Undergraduate Student Engagement Outcomes

Student engagement opportunities will increase in quantity and quality through the integration of curricular and co-curricular experiences. The university will focus its efforts to engage students utilizing best-practice and high-impact activities such as common intellectual experiences, learning communities, collaborative assignments and projects, service-learning and community-based learning, and capstone courses and projects, especially for first-year students and for students from traditionally underrepresented groups. Student engagement inside and outside the classroom will continue to be evaluated on a systematic basis through national and local assessments. Outside the classroom, the university will focus its efforts to engage students in intercollegiate athletics as participants, fans, and supporters.

Strategy 8.1

8.1 CSU will participate in the Survey of Student Engagement

8.1.a. Evaluate implications of NSSE scores and identify strategies for effectively responding to that analysis.

Strategy 8.2

8.2 CSU will promote a culture of active student engagement through a focus on common intellectual experiences, learning communities, collaborative assignments and projects, service-learning and community-based learning, and capstone courses and projects, especially for first-year students and for students from traditionally underrepresented groups.

Strategy 8.3

8.3 CSU will continue to grow and enhance its participation in NCAA Division I intercollegiate athletics through the growth of its sports programs, its conference rankings, its NCAA post-season competition and bowl opportunities, and its standing in the annual Directors' Cup.

Strategy 8.4

8.4 CSU will strive to be a model institution for student preparation in sustainability, energy, and the environment

8.4.a. Expand curricular offerings including increasing the current list of SoGES-approved sustainability-related classes by 10% or more.

8.4.b. Create an Office of Sustainability to collaborate on student engagement with existing organizations.

8.4.c. Increase student participation in green career and workforce opportunities.

8.4.d. Explore the possibility of developing and implementing a sustainability literacy assessment tool to gauge student understanding and exposure.

Strategy 8.5

8.5 Update strategies in ways that are consistent with recommendations in Student Success Plan developed to achieve 2020 graduation goals.

Related Metrics

- Student engagement in registered student organizations.
- The number of students engaged in volunteering.
- The number of students who participate in Alternative Breaks.
- Participation in UCAN Serve Program and Americorps.
- Participation in leadership development experiences.
- Participation in a nation-wide leadership assessment process to influence positive change in leadership development opportunities at CSU.
- The number of students voting in student government elections.
- Student/community attendance at cultural/arts events.
- Student participation in activities related to sustainability, energy, and the environment.
- Number of SoGES-approved sustainability-related classes included in the curriculum.

Responsibility for Excellence in Educational Outcomes – VPUA, VPSA

Goal 9: Undergraduate Student Well-Being Outcomes

To improve the overall health of the CSU student community, as well as to enhance academic performance and retention, the University will empower Campus Recreation and the CSU Health Network to create a "Culture of Wellness." Together, recreation, medical, and mental health services provide an infrastructure that enhances well-being by increasing resiliency factors and decreases high risk factors and their resulting consequences.

Strategy 9.1

9.1 Implement strategies to create a culture of wellness.

9.1.a. Implement "At Risk" training simulation for faculty and staff to increase identification and referral skills for distressed students.

Strategy 9.2

9.2 Create innovative health-care delivery, research, and training programs in collaboration with campus and community partners.

9.2.a. Submit an Invited Grant Proposal to the Colorado Health Foundation to fund a three-year project related to student well-being, nutrition and fitness.

Strategy 9.3

9.3 Update strategies in ways that are consistent with recommendations in Student Success Plan developed to achieve 2020 graduation goals.

Related Metrics

- Completion of comprehensive plans for each of the following student health priorities
  - Mental Health Initiatives
  - Alcohol, Tobacco and other Drug Initiatives
- Develop baseline CSU student health data based on National College Health Assessment and NASPA Mental Health Assessment.

Responsibility for Excellence in Educational Outcomes – VPUA, VPSA

Goal 10: Undergraduate Student Success Outcomes – Retention, Persistence, and Graduation

Student retention, persistence, and graduation rates are a function of students' active engagement in meaningful and well-designed curricular and co-curricular learning experiences and their personal well-being.

The six-year graduation rate for first-time, full-time students will reach or exceed 80% and the four-year graduation rate will reach or exceed 60% by the completion of the 2020-2021 academic year. The six- and four-year graduation rates for students from traditionally underrepresented backgrounds will be at least equal to those of other students. In order to reach the graduation targets, first-year student retention rates will increase to ~90% for the class entering in fall 2015 (measured in fall 2016).

The student retention, persistence, and graduation rates for transfer students will be comparable to those of native students. (The comparison between the transfer and native students will develop equivalence by taking into account such factors as the number of credits completed and grade point average.)

Strategy 10.1

10.1 Fully fund and implement the 2006-2007 Student Success Plan, which was designed to raise six-year graduation rates to 70% and eliminate the graduation gap for minority students accounting for academic preparation.

10.1.a Complete the funding of the academic support coordinator initiative, the bridge scholars program, and existing build-out commitments in FY13. Complete the funding of the remaining aspects of the plan in FY 14.

Strategy 10.2

10.2 Amend and/or extend the 2006-2007 Student Success Plan by February 1, 2013, to reflect increased graduation goals announced fall 2011 (60% four-year graduation, and 80% six-year graduation).

Strategy 10.3

10.3 Begin funding and implementing the new Student Success Plan by FY14. Fully fund and implement those elements of the plan that most directly affect six-year graduations rates (and the necessary increase in retention to ~90%) by FY15. Fully fund and implement the remaining plan elements in FY17.

Strategy 10.4

10.4 By December 2014, develop a comprehensive Transfer Student Success Plan.

Strategy 10.5

10.5 Begin funding and implementing the Transfer Student Success Plan as soon as practicable, given the priority established for implementing the plans designed to improve retention, persistence and graduation of native (non-transfer) students by the completion of AY 2020-2021.

Related Metrics

- Majority and minority student success rates
- First-generation student success rates
- Pell-recipient student success rates
- Success rates and satisfaction of residential learning communities
- Success rates of student-athletes
- Improvement in first-year student success rate
- Improvement in 4-year and 6-year graduation rates
- Progress on implementing the 2006-2007 plan for student retention and success
- Progress on implementing the amended/extended student success plan
- Progress in developing and implanting Transfer Student Success Plan
- Comparison of retention, persistence, and graduation rates for transfer students to those of non-transfer students.

Responsibility for Excellence in Educational Outcomes – VPUA, VPSA

Goal 11: Graduate Enrollment

The University will annually increase the number of RI enrolled graduate students by 2% and the number of distance enrolled graduate students by 5% each of the next five years to support students interested in furthering their education and enhancing their professional outcomes, ultimately strengthening the workforce of Colorado and the nation

Strategy 11.1

11.1 Evaluate program capacity and increase the number of master's and PhD RI programs when opportunity exists for:

11.1.a. Additional graduate programs emphasizing scholarly and creative works for master's and doctoral students.

11.1.b. Additional graduate programs emphasizing a professional focus for master's students.

Strategic Planning Area 1: Teaching and Learning

Strategy 11.2

11.2 Evaluate program capacity and increase number of distance programs when opportunity exists for:

11.2.a. Additional graduate programs emphasizing a professional focus for master's students.

11.2.a.i. Through the multi-function multi-year DCE grant program, support faculty and departments to create new graduate distance degree programs and update existing distance degrees.

Strategy 11.3

11.3 Increase numbers of underrepresented and international RI students over the next five years by 7% and 10% respectively.

11.3.a. Market and recruit through targeted efforts such as:

11.3.a.i. National professional recruiting events/national underrepresented recruiting events

11.3.a.ii. INTO; Fulbright, etc.

11.3.a.iii. Faculty mentoring programs (e.g. Alliance for Graduate Education and the Professoriate – AGEP-FACULTY)

11.3.a.iv. Student Affairs Cultural Centers

11.3.a.v. Federal NSF (e.g. AGEP, IGERT) and NIH (R-25) programs that support underrepresented students

Strategy 11.4

11.4 Gather the enrollment numbers for underrepresented and international distance students. Set enrollment goals that reflect an increase in the numbers of underrepresented and international distance students over the next 5 years.

11.4.a. Market and recruit through targeted efforts in a range of print materials and technological media that serve underrepresented and international student groups.

Strategy 11.5

11.5 Enhance RI student funding as a recruitment tool to increase student enrollment.

11.5.a. Enhance student benefit programs that will increase student support and our competitiveness in recruiting larger numbers of top students in areas such as:

11.5.a.i. GTA insurance premiums/ examine number of credits required for eligibility.

11.5.a.ii. GTA appointments and matching tuition support.

11.5.a.iii. Competitiveness of assistantship stipends with our peers.

11.5.a.iv. Graduate Recruitment and Fellowship awards.

Strategy 11.6

11.6 To more efficiently and effectively serve this growing body of graduate students, task a group of College, Graduate School, and Admissions representatives to explore the feasibility, value, and cost of centralizing graduate admissions activities and make a recommendation in time for a comprehensive review and decision prior to the FY14 budget cycle. If recommended, include a suggested location for these centralized activities and estimate the requisite budget.

Related Metrics: RI

- Number of RI students, number of total students (includes distance).
- Number of new research, fine arts, or professional master's and PhD degrees.
- Number of new professional degrees.
- Number of underrepresented and international students.
- Number and amount of student benefit program enhancements.
- Outcome of Graduate Admissions Centralization Task Force decision.

Related Metrics: DISTANCE

- Number of distance students.
- Number of new professional degrees.
- Number of underrepresented and international students.

Goal 12: Ensure High-Quality Graduate Programs

To be attractive to students with broad educational goals, the institution will ensure high quality research, fine arts, and professional programs in areas of high demand that are consistent with the land-grant mission of the institution, the capacity of the departments, and the programmatic aspirational goals of the university. Research and fine arts programs will be RI while professional programs will be both RI and distance-based.

Strategy 12.1

12. 1 Ensure that high quality RI professional, fine arts, and research degree programs track with university strengths, strategic and research initiatives, and the land grant mission through the program review process. Create graduate program review strategies that include, but are not limited to the following criteria:

12.1.a. Assess the creation of new degrees in light of the department's and the institution's capacity, strengths, and aspirational goals, as one avenue to enhance degree offerings.

12.1.b. Assess the creation of certificates of completion for series of courses in demand by students or professional groups.

12.1.c. Support the utilization of innovative teaching and learning methods and state-of-the-art content in graduate courses.

12.1.d. Monitor the enrollment/ completion of graduate students in the Responsible Conduct for Research online and classroom courses.

12.1.e. Provide a strategy to phase out programs that are no longer in demand by students.

12.1.f. Assess persistence and completion rates

Strategy 12.2

12.2 Ensure that high-quality distance professional degree programs track with university strengths, strategic and research initiatives, and the land grant mission through the review process. Create and implement a graduate program review process for distance graduate programs. Create graduate program review strategies as above (12.1.)

Strategy 12.3

12.3 Create an infrastructure through the Graduate School to oversee the Professional Science Master's (PSM) degree and support the specializations within the departments.

12.3.a. Work with the UCC and CoSRGE/Faculty Council to create a new degree called the Professional Science Master's.

12.3.b. Develop a system that would assist in the development of new PSMs, support consistency across PSM specializations, and monitor compliance with the National Professional Science Master's Association.

Strategy 12.4

12.4 Create a Graduate Education Advisory Committee of Associate Graduate Deans that will serve to advise the Vice Provost of Graduate Affairs in matters of graduate school activities, graduate education policy and procedures.

Strategy 12.5

12.5 Ensure the development of high quality RI and distance degree programs.

12.5.a. Collaborate with TILT to develop a system to support such programs.

12.5.b. Through the multi-function DCE grant program, provide faculty with an option to support quality improvements for existing distance programs and to rework campus programs also offered at a distance to leverage distance teaching technologies and methods.

Strategy 12.6

12.6 Develop a Post-Doctoral Center in the Graduate School to create policy and to provide information and support to the post-doctoral scholars, their faculty mentors, and the home departments.

Related Metrics

- Development of Program Review criteria for RI graduate programs.
  - Assess value and impact of program review criteria through a survey to associate deans, deans, and department heads whose programs have undergone the review process.
- Development of a Program Review process for distance graduate programs.
  - Assess value and impact of program review criteria through a survey to appropriate individuals involved in the distance degree program.
- Creation of a degree category called the Professional Science Master's (PSM's).
- Development of an infrastructure within the Graduate School for the PSM degree that would support unique specializations within the departments.
  - Number of PSMs created.
- Development and implementation of a graduate school advisory committee.
- Number of existing distance (only) programs enhanced through the DCE grant program.
- Number of existing co-campus/ distance programs enhanced through the DCE grant program.
- Development and implementation of a collaborative system between TILT and the Graduate School that would ensure high quality programs.

- Creation of a center and infrastructure to support post-doctoral scholars, their mentors, and home departments.
- Development of a benefits package, development of a handbook.

Goal 13: Graduate Student Success Outcomes

Student completion rates for all campus and distance student groups will be evaluated and will meet or exceed the national rates as reported by the Council of Graduate Schools assessments. Professional successes of students (e.g. employment, matriculation in a terminal degree) will be evaluated through exit surveys as part of the graduation process. CSU graduates will be competitive for professional positions and admission into other terminal degree programs through their academic preparation and professional development training.

Strategy 13.1

13.1 Enhance retention/degree completion rates for all RI graduate students/all groups of graduate students (e.g. masters, doctoral, underrepresented, international, men, women, etc.) to meet and then exceed national rates.

13.1.a. Monitor retention/degree completion rates and distribute annually.

13.1.b. Utilize the University Teaching Faculty, Graduate Education Advisory Committee (GEAC), and TILT to create, implement, and assess a program that supports retention and degree completion strategies.

13.1.b.i. Provide learning opportunities for faculty that support the dissemination of best practice advising and mentoring strategies, etc. through a range of offerings.

Strategic Planning Area 1: Teaching and Learning

Strategy 13.2

13.2 Enhance retention/degree completion rates for all DISTANCE graduate students/all groups of graduate students (e.g., underrepresented, international, men, women, etc.) to meet and then exceed national rates.

13.2.a. Monitor retention/degree completion rates and distribute annually.

13.2.b. Utilize TILT in conjunction with Distance learning faculty and staff to develop, implement, and assess a program that supports retention and degree completion.

13.2.b.i. Provide learning opportunities for faculty that support the dissemination of best practice advising and mentoring strategies, etc. through a range of offerings.

Strategy 13.3

13.3 Create, implement, and assess a comprehensive professional development program for RI students and post-doctoral scholars.

13.3.a. Gather input from students, professionals within the community, GEAC members, Graduate Coordinators, Career Center and TILT Directors to guide the structure and content of program.

13.3.b. Utilize the GEAC to oversee program.

Strategy 13.4

13.4 Ensure an effective and up-to-date exit survey process is in place to inform decisions and recommendations related to RI programs.

13.4.a. Update surveys as appropriate.

13.4.b. Provide overview of data from surveys annually.

13.4.c. Utilize GEAC to oversee process and make recommendations regarding change for RI programs.

Strategy 13.5

13.5 Ensure an effective and up-to-date exit survey process is in place to inform decisions and recommendations related to distance programs.

13.5.a. Update surveys as appropriate.

13.5.b. Provide overview of data from surveys annually.

13.5.c. Create group to oversee process and make recommendations regarding change for distance programs.

Related Metrics

- Degree-completion rates for all graduate students to meet or exceed national rates/Report annually (RI/Distance).
- Success in creating, implementing and assessing a program to support student retention and degree-completion (RI/Distance).
- Success in creating, implementing, and assessing a comprehensive professional development program (RI)
- Exit survey results (RI/Distance).

Strategic Planning Area 2: Research and Discovery

Objective: CSU will be an academic environment that encourages and promotes research excellence, innovation, and faculty achievement in research, scholarship and creative artistry that benefits society, advances our world, and expands the body of human knowledge.

Goal 14: Achieve Results in Research, Scholarship, and Creative Artistry Commensurate With or Above Our Current Peer Institutions

Contribute to the development of new and useful knowledge and advance artistry – in keeping with our mission – while improving our ranking among our peer institutions.

Strategy 14.1

14.1 Use available databases to track quality and quantity of faculty publications and creative artistry to benchmark current levels of achievement and introduce new initiatives to improve each category, including international collaboration for publications.

Strategy 14.2

14.2 Monitor those areas where Colorado State has shown continued improvement: competitively funded federal research support, research volume and quality as reported by, for example, the U.S. University Science indicators or comparisons to peers using Academic Analytics, and introduce new initiatives to improve each category.

Strategy 14.3

14.3 Use available databases to track number of Ph.D.s granted annually; number of postdoctoral appointees; National Research Council faculty quality ratings; and faculty leadership of national and/ or international professional societies. Introduce new initiatives to improve each category. Specify international degree recipients.

Strategy 14.4

14.4 Encourage interdisciplinary research and scholarship by removing barriers (such as need for pre-award support or matching funds) to working across departments and/ or colleges.

Strategy 14.5

14.5 Use available databases to track faculty recognition on a national/ international level including memberships in prestigious organizations, with emphasis on: faculty arts and humanities awards, fellowships and memberships; memberships in national academies. Introduce new initiatives to improve recognition in each category.

Strategy 14.6

14.6 Leverage the CSU Internationalization Program to increase collaborative research and creative artistry. Focus on partnerships developed, faculty involvement, substantive projects, and joint publications.

Related Metrics

- By 2012 and beyond: Faculty productivity is assessed on an annual basis through regular program reviews and/ or other assessment tools will be developed. Comparable numbers will be obtained for peer institutions. The first step will be to establish baseline measures for effectiveness, for example regarding the success of domestic peers and key international strategic partnerships. Within that context, individual initiatives will be evaluated in terms of investments, productivity, expanded involvement of faculty, new projects, and substantive accomplishments.

- 2012: Develop means of measuring effectiveness and success of international collaborations. Comparable numbers will be obtained for peer institutions. The first-order measure will be the number of key strategic partnerships internationally. Within that context, individual initiatives will be evaluated in terms of investments, productivity, expanded involvement of faculty, new projects, and substantive accomplishments.

- By 2013, for appropriate disciplines, meet or exceed the number of scholarly papers per faculty member relative to the average our current peer institutions, as well as those in high impact journals. An additional measure of success will be the percentage of publications with international colleagues.

- By 2013, number of artistic exhibitions will meet or exceed the average of our peer institutions, as well as those at venues with high reputation and stature.

- By 2013, number of performances will meet or exceed the average of our peer institutions, as well as those at venues at high reputation and stature.

- By 2013, where appropriate, meet or exceed the number of citations per faculty member relative to the average of our peer institutions.

- By 2013, on a discipline-specific basis, the number of PhD awards, number of scholarly papers/ performances per PhD award, number of postdoctoral fellows, and number of scholarly papers/performances per postdoctoral experience should achieve or exceed the average numbers of our peer institutions.

- Specific attention should be paid to the percentage of international graduate students and the number of international scholarships awarded to them, such as Fulbright and China Scholarships Council awards.

Strategic Planning Area 2: Research and Discovery

- By 2012, determine the number of regular faculty that received a substantial award/recognition in their field of scholarly and creative focus to set the baseline for out year increases. Examples might include society awards, invitations to serve on prestigious boards or panels, election into leadership positions in professional societies, etc.

- By 2013 and beyond, document that regular faculty that received a substantial award/recognition in their field of scholarly and creative focus has increased by 10% annually.

- By 2014, benchmark the number of faculty that participate in collaborative, multi-disciplinary scholarly activity and/or demonstrable international efforts and increase those numbers by 10%.

- By 2012 and beyond: The impact of International collaborations will increase both qualitatively and quantitatively as reflected in the annual Internationalization Program report. These measures will include not only the number of CSU faculty travelling abroad, but also the effect on faculty in Fort Collins due to international activities such as the number of research delegations visiting CSU, the number of faculty-led projects focusing on research efforts, and formal faculty-led Study Abroad projects.

Responsibility: Vice President for Research, Provost and Vice Provost for International Affairs

Goal 15: Expanded External Funding

Increase externally funded research from all sources but particularly from non-federal sources. We will continue to encourage faculty to seek funding for basic and applied research from government, industry, foundations and individuals in the United States and abroad through innovative strategic partnerships in the United States and abroad, including agreements with international scholars and research institutes.

Strategy 15.1

15.1 Expand the portfolio of Federal funding partners through increased attention to research opportunities in Federal agencies who are not among our traditional research funders.

Strategy 15.2

15.2 Increase non-federal funding of research, including industrial, state, local and foundation funding from national and international sources through strategic recruitment of funding partners.

Strategy 15.3

15.3 Increase public/private partnerships in support of NSF ERC's and STC's; Research Innovation Centers; and High Performance Computing.

Strategy 15.4

15.4 Make strategic investments in faculty via:

    15.4.a. use of seed money to support new faculty and research initiatives.

    15.4.b. use of funds to establish program in "faculty enhancement awards" to provide small grants to current faculty to seek funding from non-federal funding sources.

    15.4.c. provide bridge funding for historically well-funded tenure/tenure track and special faculty who are between funding cycles.

Strategy 15.5

15.5 Provide systems that support the responsible conduct of research (including financial, regulatory, and ethical issues).

Related Metrics

- By 2012 and beyond: Documented annual increases in research funding metrics that meet or exceed rates of research growth for leading peer institutions.
  - Total awards received ($ millions).
  - Total research expenditures ($ millions).
  - Total research expenditures per tenured/tenure track faculty.
  - Number of proposals generated.
  - Number and amount of awards received.
  - Break down of details on international proposals and awards.

  (*Note: Increases in awards and expenditures assume the maintenance of faculty levels and new hires. The per-faculty expenditure on the research metric primarily provides an accurate and convenient comparison metric with other institutions. Much of the university's awards activity is generated by faculty and research scientists on special appointments. Continued increases will depend on increased research productivity by current research-intensive faculty as well as faculty growth.*)

- By 2012 and beyond: Steady increases in alternative sources of Federal research funding to address the need to expand our Federal research portfolio.

- By 2012 and beyond: Steady increases in research funding from non-federal sources that demonstrates development of alternative funding sources and aggressive marketing of CSU research capabilities to the private sector and research Foundations to address the need for an expanded research portfolio.

- By 2012 and beyond: Expand support from research-related resources for graduate students, Post-docs, and research associates/assistants to support the growth of the research portfolio.

Responsibility: Vice President for Research, Vice President for Engagement; Vice Provost for Int'l Affairs; President of CSURF

Goal 16: Through Research, Scholarship, and Creative Artistry, Enhance Quality of Life and Economic Development in Colorado

CSU will become an active force in promoting the quality of life (QOL) and economic development prospects throughout Colorado, with likely spillovers to the rest of the nation as well as internationally. Colorado State University seeks to facilitate economic development locally, regionally, and on a national and international scale.

Strategy 16.1

16.1 Contribute significantly to economic development through technology transfer including increases in invention disclosures; patents (new/approved) per year; and licenses and spinoff companies.

Strategy 16.2

16.2 Provide useful information to business and local/state decision-makers regarding product, service, and economic development options and tradeoffs.

Strategy 16.3

16.3 Promote university/private sector partnerships

16.3.a. In FY12, establish an economic development representative for each college, comparable to the College of Engineering's Associate Dean for Research and Economic Development.

16.3.b. Increase and inventory the formal and informal relationships among the University Industry Partnership Committee (IPC) and private-sector partners.

Strategy 16.4

16.4 Respond to private, non-profit, and public sector needs for a well-trained workforce with research-specific skills through targeted activities and partnerships such as new programs and internships.

Strategy 16.5

16.5 Earn recognition by economic development corporations in Northern Colorado and beyond for CSU efforts.

Strategy 16.6

16.6 Earn recognition by the Northern Colorado community for the role of CSU's creative works in enhancing regional QOL.

Strategy 16.7

16.7 Provide opportunities for international partners to contribute to creative artistry events within and beyond the local community.

Strategy 16.8

16.8 Increase collaboration on campus and build strong and continuing relations with public and private entities in the local community to support the University's commitment to sustainability, energy and the environment (SEE).

Strategy 16.9

16.9 2012 and beyond: Use the campus as a test bed to demonstrate SEE principles working through the Clean Energy Supercluster, working with the local community.

Related Metrics

- 2012 and beyond: Continuous improvement in metrics.
  - FY11 – 119 disclosures
  - FY11 – 142 patent applications; 15 patents issued
  - FY11 – 37 technologies licensed to industry; 5 spin-off companies
- 2012 and beyond: Continue to gauge satisfaction with CSU efforts through a periodic "satisfaction" survey of CSU's economic development partners. 2012 and beyond: Success tracking.

- Conduct regular surveys to track areas of success, both to gauge degrees of success as well as identify areas for improvement.
- Develop regular community surveys of CSU arts' role in local QOL, including the role of the University Center for the Arts (UCA)
- Begin to incorporate measures of *Information and Skill Flows to Business and Local/State Government*
- 2012 and beyond: Increase impact of International Program on QOL through joint events with our international partners.
- Inventory and increase the internship opportunities for CSU students and faculty with the private sector.
- Maintain and, where possible, increase CSU's contributions in the arts, athletics, lifelong learning, and natural-area activities, thereby enhancing quality of life and assisting in attracting, retaining and growing business.

Responsibility: Vice President for Research; Vice President for Engagement; President of CSURF; Vice Provost for International Affairs; VP for Energy and the Environment

Goal 17: Increase Numbers and Quality of Personnel Supporting Research and Creative Artistry

The quality of our research program is driven by the talent of our research faculty and staff, whom we are committed to improve in keeping with standards set forth by organizations such as the American Association of Universities (AAU). To this end, it is critical to grow the base numbers of high-quality research faculty (tenure and non-tenure track), graduate research assistants, research associates, and post-doctoral fellows commensurate with higher levels of external funding, goals for teaching excellence, and a global perspective in our educational programs. Undergraduate

Strategic Planning Area 2: Research and Discovery

research opportunities need to increase and be supported at the departmental, college, and university levels.

Strategy 17.1

17.1 Focus faculty recruiting in areas of institutional strength and societal need as well as to broaden the global perspective of the campus.

Strategy 17.2

17.2 Add endowed professorships that will support key research initiatives.

Strategy 17.3

17.3 Adopt strategies to grow base of research personnel including faculty, graduate students, research associates, and post-doctoral researchers.

17.3.a. Increase opportunities for undergraduate research.

Strategy 17.4

17.4 Create a central administrative identity and home for postdoctoral researchers, as recommended in the Post-Doctoral Task Force report.

Strategy 17.5

17.5 Develop sustained funding and expertise for informatics and statistics support of research.

Strategy 17.6

17.6 Improve on the current support level quantity and quality of IT staff and administrators to support research positions commensurate with global, higher-level research institutions.

Strategy 17.7

17.7 Provide financial stability for special appointment research faculty via multi-year contracts and/or bridge funding.

Related Metrics

- By 2012 and beyond: Net new tenure-track hires involved in award activity compared to FY11 baseline.

- By 2012 and beyond: Net tenure/tenure-track and special faculty involved in award activity increase annually compared to FY 11 baseline.
- By 2012 and beyond: CSU has documented increases in research support personnel numbers compared to FY11 baseline to deal with increases in sponsored work and compliance needs.
- By 2012 and beyond: Documented increases in numbers of undergraduate students involved in research compared to FY11 estimates.
- By 2012 and beyond: Enhanced funding for general informatics and statistics support for research is measured annually commensurate with need.
- By 2012: Implementation of 2010 Post-doctoral committee report recommendations on benefits for post-docs accomplished.

Responsibility: Vice President for Research; Provost; and Vice Provost for Graduate Affairs

Goal 18: State-of-the-Art Research and Arts Facilities

Construct and equip new laboratories and other research and library facilities and services to serve the needs of a growing research institution. New laboratories and central, core research facilities are essential both to assure research productivity and to attract world-class research professionals. Research facilities should be part of an integrated, campus-wide sustainability, energy and the environment (SEE) strategy. We also must develop services and IT support services at levels appropriate for each discipline in which graduate-level education and research are conducted.

Strategy 18.1

18.1 Develop portfolio of research resources (handbooks, operating procedures, Web resources, technical updates).

Strategy 18.2

18.2 Fully implement Kuali-Coeus Research management system.

Strategy 18.3

18.3 Implement base funding for Laboratory Animal Resources and core facilities.

Strategy 18.4

18.4 Invest in new laboratory facilities or renovate existing facilities in concert with the campus physical development plan and SEE objectives, including additional offices and laboratory spaces for net new faculty, admin, and support staff hires.

Related Metrics

- By 2012 and beyond: Continuous improvement on the CSU portfolio of research resources including policies, procedures and practices.
- By 2012 and beyond: Successful implementation of Kuali-Coeus modules within established anticipated timeframes. Successful implementation includes successful training, communication, and use by faculty representing a smooth transition from existing systems.
- By 2012 and beyond: Increased availability of administrative/IT services compared to a baseline of FY11.
- By 2013 and beyond: Availability of base funding for LAR maintaining or reducing animal-care costs to a level commensurate with the top quartile of our peer institutions.
- By 2012 and beyond: Completion of new or renovated research facilities to serve the needs of the research community at CSU and in keeping with the University's Physical Development Plan and the SEE program.

Responsibility: VP for Research, VP for IT, VP for Energy and the Environment

Strategic Planning Area 3: Outreach and Engagement

Objective: True to our land-grant heritage and our values of civic responsibility and public access, Colorado State applies intellectual and academic resources to social, economic and community development in Colorado, the nation and the world. Our faculty and staff engage in applied research and teaching and share their knowledge with others in keeping with our aim of setting the standard as a 21st century land-grant institution. Colorado State also engages citizens through its athletic programs and through its marketing, fundraising, and alumni outreach efforts. This objective requires that we:

- Engage citizens through community involvement
- Prepare and empower learners outside the campus environment
- Foster excellence in intercollegiate athletics
- Create broad public awareness of Colorado State's mission and contributions
- Increase institutional private support and alumni involvement

Goal 19: CSU Extension

CSU Extension will bring the rich resources of a great public university to Coloradans – whether they live in urban, suburban, or rural areas– allowing residents to tap resources and information to address contemporary concerns. CSU Extension will partner with Colorado communities to facilitate community issues and development.

Strategy 19.1

19.1 Enhance CSU Extension county and area offices into educational centers that represent the entire University while providing education and resources requested by community partners.

Strategy 19.2

19.2 CSU Extension will actively seek partnerships between Colorado State University and counties, municipalities, schools, small business, and other organizations and will reach out to diverse and previously underserved populations.

Strategy 19.3

19.3 Establish agreements with Colleges and counties that enable Extension staff to address area, regional and state expertise.

Strategy 19.4

19.4 Train and support county and campus-based staff to create capacity to address community-development needs.

Related Metrics

- Engagement of members on county and state advisory committees.
- Data collected through annual county commissioner survey, including identified public value of programs and perceptions of responsiveness and expertise.
- New and expanded collaborative efforts.
- Number of faculty without formal extension appointments collaborating with CSU Extension.

Responsibility: Vice President for Engagement; Director, Extension; Assistant Vice President for Community and Economic Development; Dean, College of Agricultural Sciences; Director, Agricultural Experiment Station

Goal 20: Agriculture

Colorado State University will support a modern, competitive, and sustainable agricultural industry. We recognize that changing market and ecological dynamics are altering modern agriculture as the role and power of the producer are being transformed by consumer concerns, by new forces in the supply chain, and by global competition.

Strategy 20.1

20.1 CSU Extension (through its Competitive and Sustainable Agricultural Systems and 4-H/Youth Development programs) and the Agricultural Experiment Station will pursue comprehensive research and engagement programs that address physical, environmental, best management practices and economic issues related to the sustainability of Colorado's livestock, food and ornamental crop industries. Their work will be supported by fundamental research on campus in areas such as plant and animal biology, genetics, ecology, biodiversity and genomics.

Related Metrics

- Educational programs, publication of Extension and agricultural research.
- Adoption of new technologies and methods developed by Agricultural Experiment Station.
- Course offerings by Continuing Education and research support through technology transfer.

Responsibility: Dean, College of Agricultural Sciences; Director, Extension; Director, Agricultural Experiment Station

Strategic Planning Area 3: Outreach and Engagement

Goal 21: Natural Resource Stewardship

The increasing pressures of a growing population and a changing climate make sustaining and enhancing natural resources, the environment and human well-being a top priority. Colorado State University will work with local communities and stakeholders around the globe to provide the training, knowledge, and human understanding needed to guide the responsible use and protection of renewable and non-renewable resources.

Strategy 21.1

21.1   The Warner College of Natural Resources will lead an interdisciplinary effort to achieve this goal by coordinating efforts among colleges and outreach units.

21.1.a.   The Environmental Learning Center will encourage sustainable use of natural resources and the environment in K-12 and other community events.

21.1.b.   Colorado State Forest Service will facilitate stewardship of Colorado's forest resources.

21.1.c.   Colorado Forest Restoration Institute (CFRI) will promote the restoration of resilient forest ecosystems and communities.

21.1.d.   The Center for Protected Areas Management and Training will conduct global outreach and training in natural resource and protected area management.

21.1.e.   The Center for Collaborative Conservation will advance the art and science of understanding and achieving conservation through collaboration to sustain people and the natural communities they depend upon.

21.1.f.   The Colorado Cooperative Fish and Wildlife Research Unit will provide outreach and engagement by encouraging and promoting research and education about fish and wildlife resources.

21.1.g.   Research, promote and educate landowners about best management practices related to the sustainability of rangeland ecosystems.

Related Metrics

- Number of students at selected Environmental Learning Center Events, including K-12 students and scout groups.
- Number of Environmental Learning Center Events.
- Acres of Colorado forest treated by Colorado State Forest Service.
- Number of landowners assisted by Colorado State Forest Service to create fire-wise communities.
- Number of stakeholders affected by Colorado Forest Restoration Institute Programs.
- Total number of acres assessed or monitored by Colorado Forest Restoration Institute.
- Number of international conservation students trained by the Center for Protected Areas Management and Training.
- Total number of trainee days for international conservation students administered by the Center for Protected Areas Management and Training
- Number of fellows and interns trained and funded; number of acres and acre feet restored; and number of innovative conservation actions supported by the Center for Collaborative Conservation.
- Number of workshops facilitated; number of attendees at seminars and workshops hosted; and amount of research expenditures by the Colorado Cooperative Fish and Wildlife Research Unit.
- Number of rangeland acres improved by best management practices and number of landowners who received outreach related to the sustainability of rangeland ecosystems

Responsibility: Dean, College of Natural Resources; Director, Agricultural Experiment Station

Goal 22: Health

Promote community and public health among Coloradans. Ongoing efforts in this arena include the Nutrition, Health and Food Safety program of CSU Extension and the research and teaching activities of units in the College of Applied Human Sciences and the College of Veterinary Medicine and Biomedical Sciences.

Strategy 22.1

22.1   Continue to support the success of a multi-institutional program offered under the auspices of the new Colorado School of Public Health (jointly operated with UC Denver Health Sciences Center and the University of Northern Colorado).

Related Metrics

- Graduation of first MPH cohort in December 2009.
- To date (December 2011) = 15.
- Expecting to graduate 15-20 in May 2012.

Responsibility: Vice Provost Graduate Affairs; Vice Provost Outreach and Strategic Partnerships; Director, Cooperative Extension; Dean, Agricultural Sciences; Dean, Veterinary Medicine and Biomedical Sciences; Dean, Applied Human Sciences.

Goal 23: Service to K-14 Schools and Students

Prepare teachers and ready students for success in targeted Colorado schools. This goal is consistent with Colorado State's commitment to access and success and to compatible general education curricula at schools statewide, as well as linking the educational strengths of CSU toK-14.

Strategy 23.1

23.1   Enhance teacher-training programs on and off campus (especially in the areas of science, math and technology and global perspectives).

Strategy 23.2

23.2 Continue to develop and deliver a set of coordinated programs for targeted high schools and community colleges to motivate and better prepare Colorado youth and nontraditional students for higher education.

23.2.a. Develop administrative infrastructure.

Strategy 23.3

23.3 Conduct inventory of campus-wide K-14 outreach initiatives.

Related Metrics

- Programs and services to enhance student preparedness in target schools.
- Tracking of teacher licensure completion and placement.
- Teacher preparation effectiveness.
- Annually assess impact of engagement with Alliance Schools.
- Review inventory of campus-wide K-14 outreach initiatives in terms of outcomes.
- Principal and superintendent training effectiveness.

Responsibility: Director, School of Education; Dean, Applied Human Sciences; Vice Provost Undergraduate Affairs; Vice Provost Graduate Affairs; STEPP Director

Goal 24: Lifelong Learning

Both the Division of Continuing Education and CSU Extension will actively partner with the colleges to develop and deliver programs, courses and educational experiences face-to-face, online and via video for youth, non-traditional students, working professionals, alumni, business and industry, and other groups. These efforts support Colorado State's commitment to economic development, organizational excellence and professional development. They are part of the extension and service of a model 21st-century land-grant institution.

Strategy 24.1

24.1 Expand the offerings of programs and courses to lifelong learners regardless of age.

Strategy 24.2

24.2 Continue to support and build on the university's partnership with OSHER.

Related Metrics:

- Total courses/programs offered.
- Total participants.
- Community/organizational partnerships.
- Osher program participation rates.
- Osher membership numbers.
- Financial sustainability for Osher.
- Continuation of Osher Foundation support for CSU's program.

Responsibility: Vice President for Engagement; Director, Continuing Education; Executive Director, Alumni Relations; Director, CSU Extension

Goal 25: Community and Economic Development

Colorado State will continue to expand collaboration across the colleges and enterprise units to partner with both private and public sector institutions in supporting regional workforce, economic, and community program development. Successful community and economic development partnerships support Colorado State University's contribution to the well-being of all Colorado citizens and the perceived relevance of Colorado State in the community.

Strategy 25.1

25.1 Engage with community partners to support workforce and social program initiatives.

Strategy 25.2

25.2 Expand collaboration with private partners and other public institutions.

Strategy 25.3

25.3 Expand CSU Extension capacity to facilitate community and economic development.

Related Metrics

- Number and scope of new and expanded collaborations.
- Program and outcome data collected through CSU Extension workplan reporting. including training and community partnership reports.

Responsibility: Assistant Vice President for Community and Economic Development; Vice President for Engagement; Director, CSU Extension

Goal 26: Alumni Involvement

CSU will establish and maintain lasting relationships between alumni and the University that are mutually beneficial and that enhance the value of a Colorado State degree and campus experiences. CSU Alumni will feel valued and will stay connected with CSU throughout their entire lives. CSU will provide a broad array of programming and services to support all constituencies throughout their lives and their engagement will result in our alumni being powerful ambassadors for Colorado State in communities around the world and in recruiting students and faculty.

We will increase alumni engagement (defined as direct intentional interaction) by at least 5% annually until CSU is in the top quartile of our peer group. We also will dramatically increase our volunteer leadership base in Fort Collins, Denver, throughout Colorado, and in our 13 key metro areas nationally. In addition, we will begin to expand internationally. Corporate sponsorships and affinity relationships will also be a priority and we will increase revenue streams from these sources by at least 50% by the end of FY17.

Strategic Planning Area 3: Outreach and Engagement

Strategy 26.1

26.1 Develop a comprehensive Ram Network volunteer network leveraging technology to extend and enhance engagement.

Strategy 26.2

26.2 Leverage cutting-edge online technology to provide alumni with professional and social networking opportunities, online event registration, robust and personalized university information, and a variety of other interactive capabilities.

Strategy 26.3

26.3 Continue to push our branding initiative that seeks to instill pride and encourage engagement by informing alumni about CSU today, about its academic strengths and impact on Colorado and the world, and about its vision for the future.

Strategy 26.4

26.4 Continue the strong focus on the Denver Initiative, which delivers strategies to better engage Denver-area alumni and friends with the University and each other.

Strategy 26.5

26.5 Continue to promote, maintain and build upon campus traditions and history including the Distinguished Alumni Awards, Ram Welcome, Homecoming, 50-year reunions, and other events and activities that celebrate CSU's rich heritage.

Strategy 26.6

26.6 Initiate events, activities and programs that promote school spirit and that instill in current students the value of maintaining a lifelong relationship with CSU, alumni and fellow students.

Strategy 26.7

26.7 Evolve the Alumni Association as a dues-based membership organization with clearly defined and exclusive

tangible and intangible benefits, and regularly examine all membership dues and adjust as necessary.

Strategy 26.8

26.8 Continue to develop and seek new affinity partnerships based on their potential for generating substantial ongoing revenue streams.

Related Metrics

- Alumni Association membership (life and annual).
- Attendance at Alumni Association events.
- Volunteer participation (officers and members).
- Alumni involvement and advocacy.
- Alumni participation in Lifelong Learning programs.
- Annual affinity and sponsorship revenue.

Responsibility: Vice President for Advancement; Executive Director, Alumni Relations; Director, Continuing Education; Director, Intercollegiate Athletics

Goal 27: Environmental and Sustainability Engagement

Strategy 27.1

27.1 Increase Energy Outreach and Engagement Across Colorado

27.1.a. Work more closely with Extension's state STEM specialists to infuse more energy and environment topics into their programs.

27.1.b. Provide more professional development to CSU faculty on the STARs reporting process and assessment metrics.

27.1.c. Expand the Outreach and Engagement component of the Cenergy Expo during Earth Week to include more student involvement and a showcase of student research.

27.1.d. Develop more partnerships

with Colorado industry and non-profit organizations, like the National Western Stock Show and the Denver Botanical Gardens.

27.1.e. Direct sufficient resources to updating the content on green.colostate.edu to make it more of a clearinghouse portal for SEE topics.

27.1.f. Create an engaging tabletop traveling exhibit highlighting the SEE strengths of CSU.

27.1.g. Provide more funds for students to present their research at regional SEE forums.

Strategy 27.2

27.2 Increase Input into Public Policy at the Local, State, and National Levels.

27.2.a. Work more closely with the National Renewable Energy Laboratory, the Governor's Energy Office, and the Colorado Renewable Energy Collaboratory.

27.2.b. Create an Office of Sustainability to advocate, coordinate and streamline university sustainability initiatives, research and programs.

27.2.c. Build strong joint programs (i.e., the Ohio State University and the four partner universities in China, including East China Normal University).

27.2.d. Join the board of the Association for the Advancement of Sustainability in Higher Education (AASHE) and encourage/support faculty and students, both undergraduate and graduate, in presenting research and SEE programs at the annual conference.

27.2.e. Restructure and update the CSU SEE website (currently at Green.Colostate.Edu) to serve as a clearinghouse for identifying and connecting subject-matter experts at CSU with local, regional, and national partners, universities, and organizations.

Strategic Planning Area 4: Sustainability, Accountability, and Infrastructure

Goal 28: Intercollegiate Athletics

Increase the competitive success of the university's intercollegiate athletics program to enhance positive exposure for the university on a local, regional, and national scale. In addition, a successful intercollegiate athletics program, especially in the sports of football and basketball, can increase revenue streams; engage students, alumni, and fans in meaningful ways to build loyalty and support; enhance the university's presence locally, regionally, and nationally; and assist in the recruitment of students, faculty, donors, and corporate sponsors.

Strategy 28.1

28.1 The Department of Athletics will work to develop sports programs that achieve competitive success while continuing to promote integrity, ethical conduct, and academic achievement by student-athletes.

Strategy 28.2

28.2 The Department of Athletics will work in conjunction with the Division of Advancement, VPUO, and other campus units to develop and execute a plan that will secure a privately funded on-campus stadium, in keeping with the parameters laid out by President Frank and affirmed by the Board of Governors.

Related Metrics

- Participation in BCS bowl game on a regular basis.
- Consistent post-season appearances in the NCAA men's and women's basketball tournaments.
- All other sports challenging for MWC titles on an annual basis.
- No major NCAA infractions.
- Progress in the development of an on-campus stadium plan and related fund-raising efforts.

Responsibility: Director of Athletics

Objective: Attaining the various objectives and goals outlined related to the institution's mission – teaching, research, and service – is the responsibility of faculty, staff and administrators assigned to managing these initiatives. Yet, these can only be accomplished with the assistance of central support functions that secure resources and marshal other critical support. Colorado State will invest in central and unit level administrative infrastructure to ensure adequate administrative resources are available to support mission critical initiatives.

Goal 29: Institutional Private Support

Increase the level of annual private support so CSU is in the top quartile of its public research university peers. Ensure that our levels of cash gifts, in kind gifts, planned giving, corporate sponsorships and alumni participation are all in the top third of our peers and that no college or unit is outside the top half of our peers. In all cases, ensure that private support increases by at least 5% annually.

Ensure that private support enables the university to fund key projects – including critically needed scholarships, facilities, endowed positions, and program enhancements. Increase the CSU Foundation endowment to $500M by 2025 with a goal of $1B by 2035.

Strategy 29.1

29.1 Achieve a maximum rate of return on investments within acceptable levels of risk to invested assets.

Strategy 29.2

29.2 Continue to invest and build infrastructure to substantially increase annual giving, planned giving and student awareness.

Strategy 29.3

29.3 Continue to expand regional outreach and development program to ensure coverage in all key areas of the U.S. and a limited number of high-priority international locations.

Strategy 29.4

29.4 Develop an ongoing, comprehensive professional development program and opportunities for advancement within CSU for all members of the Advancement team. Continue to provide the essential resources and key technology to empower staff

Strategy 29.5

29.5 Maintain strong major gifts, foundation, and corporate giving operations by employing innovative and collaborative tactics with respect to fundraising.

Strategy 29.6

29.6 Continue to enhance and evaluate technology and processes throughout the division to perfect best practices and efficiency, and to ensure donor-centric service and stewardship

Strategy 29.7

29.7 Grow the University's base of support by creating a strong annual giving culture that fosters donor loyalty and leadership annual giving

Strategy 29.8

29.8 To reflect leadership among our peers, we will develop and implement industry best practices and key technologies for institutional advancement and fundraising.

Related Metrics

- Annual Net Private Support Dollars (cash, in kind, planned gifts, sponsorships, private research).
- Number of Donors (alumni, individuals, corporations, foundations).
- Cost to Raise a Dollar.
- Alumni Participation Rate (% and number).
- CSU Foundation Annual Investment Return.
- Comparison with public research university peers in terms of annual private support and levels of cash gifts, in-kind gifts, planned giving, corporate sponsorships, and alumni participation.

Responsibility: Vice President for Advancement

Goal 30: Marketing/ Brand Management

Create broader public awareness and greater appreciation of Colorado State's teaching, research, and outreach/ engagement mission around Colorado and at the national and international levels to support student and faculty recruitment, provide benefits for alumni, influence grant and contract activity, and facilitate fundraising. Among Coloradans, foster a stronger affinity with the institution and understanding of the contributions it makes to the quality of life and economic development of the state. Strengthen relationships within the campus community via consistent and credible communication.

Strategy 30.1

30.1 Continue development of a more integrated marketing model for the University to achieve a consistency of approach among the various CSU units performing marketing functions.

Strategy 30.2

30.2 Utilize marketing efforts to support teaching, research, and outreach mission of the University.

Strategy 30.3

30.3 Support student recruitment and fundraising efforts with marketing, and use this tactical effort to build a more comprehensive brand for the whole institution.

30.3.a. Create External Relations and college-based marketing and communications plan designed for recruitment and aimed at brand-building. External Relations/College Marketing Teams will create these plans and will coordinate efforts with the Office of the Vice President for Enrollment and Access.

30.3.b. Recognizing that some forms of diversity are not "visible" during initial outreach and recruitment, ensure that all recruitment communications are inclusive, welcoming, and reflective of CSU's commitment to these dimensions of diversity.

Strategy 30.4

30.4 Strengthen internal brand commitment for brand standards and messaging.

30.4.a. Conduct regular meetings of the University-wide Brand Marketing Committee.

30.4.b. Conduct regular meetings of the University-wide Web Standards Committee.

30.4.c. Identify and promote stories about faculty, staff, students, and research that illustrate core brand messages.

Strategy 30.5

30.5 Continue to strengthen and enhance marketing initiatives and partnerships with the Department of Athletics to build on regional and national exposure of CSU's intercollegiate athletics program.

Strategy 30.6

30.6 Build intra-university teams to improve image and performance of Colorado State University in the Denver metro area.

Strategy 30.7

30.7 Grow connectivity with social media and other electronic media.

Related Metrics

- For 2012, development of an online presence for Alumni Magazine and evaluating efficacy of electronic media such as Today and CSU Life.
- Results of annual statewide awareness survey.
- Creation of External Relations and college-based marketing and communications plans.Analysis of effectiveness of marketing efforts and use this analysis to further refine brand identity.
- Administer analytics on media placement, blogs, and other social media.

Responsibility: Vice President for External Relations; Director of Athletics

Goal 31: To Be a Model Institution for Sustainability, Master Planning, Beautification, and Condition of our Campus Buildings and Grounds

Strategy 31.1

31.1 Implement best practices in sustainability, including the use of green building materials and design, the efficient use of energy, and reuse and recycling of materials.

Strategy 31.2

31.2 Perform cost-effective controlled

maintenance to preserve the integrity and appearance of buildings and grounds, and keep building systems operating efficiently.

Strategy 31.3

31.3 Use master planning to promote architectural campus continuity and material qualities.

Strategy 31.4

31.4 Construct and renovate high quality facilities to meet campus demands.

Related Metrics

- Annual update of STARS report.
- Implementation of green purchasing policy and increased use of green products and services.
- Annual report to Operations Committee and Cabinet on maintenance, update, and funding of prioritized items on the Controlled Maintenance list.
- Preparation and delivery of Master Plan to Board/CCHE in 2014.
- Progress on maintaining, updating, and funding items on the Physical Development Plan for smaller/medium projects; annual revision and prioritization of larger projects via Cabinet discussions, presidential recommendations, and Board approvals.

Goal 32: To Establish and Consistently Maintain Systems and Business Processes that Meet and Support Campus Demands and Maintain Security, Flexibility, and Efficiency

Strategy 32.1

32.1 Maintain an Open, Transparent IT Governance Structure

32.1.a. Honor and enhance as needed the ITEC Charter.

32.1.b. Enhance operational and

strategic collaborations among IT staff university wide.

Strategy 32.2

32.2 Implement, Operate and Maintain a Robust IT Infrastructure

32.2.a. House IT equipment in high-quality, redundant data centers.

32.2.b. Maintain excellent physical network infrastructure including wide area fiber, campus fiber, and building fiber/copper cabling.

32.2.c. Maintain excellent internet connectivity.

32.2.d. Implement, operate, maintain, and enhance state of the art wired and wireless networks.

Strategy 32.3

32.3 Provide state-of-the-art administrative systems and IT services.

32.3.a. Platforms for consolidated server and storage.

32.3.b. Low-cost, high quality unified communications services, including email, text messaging, calendaring, and voice systems for faculty and staff.

32.3.c. Web services as needed by the Institution.

32.3.d. Mobile services, including a mobile web presence.

32.3.e. Easy user access to local and remote IT systems through single sign-on, and middleware services that support such access.

32.3.f. Access to data, maintaining and enhancing data integrity, security, and privacy.

Strategy 32.4

32.4 Provide business processes that are secure, efficient, and user-friendly.

32.4.a. Invest in high value/high return system improvements such as the financial records, human resources, student information, and research administration systems.

32.4.b. Apply best practices in system and process security to ensure business continuity.

32.4.c. Support, adopt, and communicate sound, current policies, and implement compliance strategies for consistency across all units, through collaboration between the Policy and Compliance Office, Information Technology Executive Committee (ITEC), and shared governance participant groups (Faculty Council, APC, CPC, ASCSU).

32.4.d. Reports from Systems of Records as required to external entities, and to inform business decisions for the President's and Provost's offices.

32.4.e. Efficient and effective help-desk services.

Related Metrics

- Annual review and update of the ITEC Charter.
- Progress on the recommendations from the IT Consolidation Committee.
- Completion of electrical enhancements at the secondary data center on the 3rd floor of USC, available capacity in the main data center.
- Fiber footprint, number of buildings needing rewire to attain CSU standards.
- Sufficient 'headroom' in internet capacity to meet demand.
- Aggregate capacity between the CSU backbone and buildings in Gigabits per second, number and quality of wireless access points.
- Number of Virtual Machine instances deployed.
- Number of VoIP sets deployed over time.
- Number of central web apps deployed, itemization of unmet demand.
- Number of mobile web apps deployed, unmet demand for mobile web apps.
- Evolution toward single sign-on/single password, progression toward supporting grants.gov with secure access and authentication.

- BI views deployed by IR, volume of use of ODS and eThority, user satisfaction in these areas.
- Deployment status of Kuali Coeus, HR system modernization.
- Redundant deployments of data and system configurations in the secondary data center, especially for KFS and Accounts Receivable.
- Tracking of policy awareness/penetration from approval to use of internal controls, through surveys.
- Usage of CSU Compliance Library following launch in FY13.
- All new policies deployed through the Policy Office.
- Unmet demand for reports from IR.
- Number and growth of central help desk trouble tickets, user satisfaction as determined via surveys.

Responsibility: ITEC, VPIT/Dean of Libraries, Director of Policy and Compliance

Goal 33: Create and Maintain an Exemplary Workforce

Strategy 33.1

33.1 Improve university search processes.

Strategy 33.2

33.2 Develop long-term plans to ensure employee compensation levels are equitable and competitive

Strategy 33.3

33.3 Provide affordable benefits plans that make Colorado State competitive in employee recruitment and more effective at retaining existing faculty and staff.

Strategy 33.4

33.4 Develop innovative opportunities for professional growth; access to training that creates and advances knowledge, skills, and competencies critical to individual and unit success.

Strategy 33.5

33.5 Make CSU one of the best institutions to work for, nationwide.

Related Metrics:

- Turnaround time from requisition of a State Classified position until candidates are identified and referred.
- Yield ratio (% of applicants from a recruitment source that make it to the next stage of the selection process)
- Metrics in OEO Plan.
- Annual IR report of metrics.
- Current compensation by employee.
- Comp rates relative to markets (future).
- Benefits Committee annual analysis and recommendations.
- Major activities include TOD sessions, PDI workshops, and Chair/Director training. series; the development of a tracking system would be useful and is recommended.
- Climate survey—use results to generate innovative ideas to improve morale.
- Commitment to Campus—better track usage of these benefits.
- Success in competing for Chronicle award in 2013.
- Use of EAP services incl. FamilySource, legal and financial planning, and counseling

Responsibility: VPUO

Goal 34: To Protect and Empower our Students, Faculty, and Staff

Strategy 34.1

34.1 Employ Best Practices in Safety, Compliance and Well Being

34.1.a. Provide programs to support physical safety of every member of the campus community.

34.1.b. Implement, operate, maintain, and sustain appropriate emergency communications services as directed by the Public Safety Team.

34.1.c. Finalize Emergency Operations Plan.

34.1.d. Engage our community and collaborative partners in helping us achieve these goals.

Strategy 34.2

34.2 Provide state-of-the-art technologies that enhance teaching and learning, including technology in classrooms

34.2.a. Implement, operate, maintain, and sustain a robust, fully-featured Learning Management System, integrated with our Student Information System, SCAIT, and our identity management system

34.2.b. Implement, operate, maintain, and enhance in classrooms state-of-the are technology that enhances learning

Strategy 34.3

34.3 Provide Infrastructure and Systems that Support Research

34.3.a. Build and maintain state-of-the-art laboratories and research facilities

34.3.b. Provide access for researchers to high-performance computing facilities and ultra-high-speed network connections

34.3.c. Provide services for maintaining and making accessible research and associated data

Related Metrics

- Regular review of facility health and safety status – see annual EHS report.
- Annual report of Campus Police and metrics therein.
- Completion and exercise of Emergency Operations Plan.
- City Police, County Sheriff, & PFA relationships; State Agency cooperation.
- Implementation of BB9 and annual updates and assessment of usage.
- Reprogramming of SCAIT to improve the interface and data collected.

- Classroom Review Board annual report of classroom availability, technology, and usage.
- Annual inventory of research labs; VPR and College investments in renovations; deployment of CDC building in 2012 and following.
- Enhancement of central HPC assets, Cray upgrades and usage.
- Number of ultra-high speed connections to researchers, as approved by the Communications Infrastructure Committee.
- Infrastructure to support 'big data' storage, discoverability, accessibility, and retrieval.

Strategic Planning Area 5: Diversity

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

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

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

Goal 35: Campus Climate

Colorado State University will continue to shape and maintain a campus climate designed to welcome, encourage, and embrace differences so all community members are recognized, affirmed, and valued.

Strategy 35.1

35.1 Encourage respectful and meaningful interactions in the classroom, residential and dining areas, professional offices, and communal campus spaces to promote a welcoming and engaging campus climate.

35.1.a. Provide curriculum and educational resources on topics of diversity across academic disciplines and departments to students, employees, and members of the community.

35.1.b. Conduct educational outreach for the Colorado State community on how to be more inclusive and supportive of traditionally marginalized and/or underrepresented populations and other diversity-related topics.

35.1.c. Encourage cross-status, cross-division dialogues in the campus community about diversity.

35.1.d. Increase programmatic support for faculty, staff, and students in diversity-related initiatives and exploration, both inside and outside the classroom.

Strategy 35.2

35.2 Provide educational, social, and personal support systems for traditionally marginalized and/or underrepresented populations to find a sense of belonging and home.

35.2.a. Continue to create and improve upon programs and services designed to support the diverse communities and populations of Colorado State University.

35.2.b. Raise community awareness about Colorado State University services for traditionally marginalized and/or underrepresented populations.

Strategy 35.3

35.3 Identify, support and celebrate upcoming campus-wide diversity initiatives and those currently in progress.

35.3.a. Start an institutional record of campus-wide efforts in areas of diversity – a universal listing of projects, programs and services at Colorado State University that pertain to diversity.

35.3.b. Increase institutional funding support for programs related to diversity.

35.3.c. Establish and maintain awards and commendations to recognize the achievements of groups, departments, and/or individuals in service of equity, inclusion, and diversity.

35.3.d. Institutionalize policies that support and value individual and collective work and scholarship related to diversity.

Strategy 35.4

35.4 Openly, intentionally, and consistently communicate about diversity on campus through all facets of Colorado State University.

35.4.a. Increase ways of learning about and evaluating Colorado State University's campus climate for faculty, staff, and students.

35.4.b. Increase the visibility of existing diversity-related resources across campus to promote opportunities that already exist at Colorado State University.

35.4.c. Continue to administer a periodic campus climate assessment for faculty, staff, and students and develop and disseminate action plans based on the results.

35.4.d. Ensure the maintenance of a robust, current and comprehensive website for diversity.

35.4.e. Implement and sustain a communications and marketing campaign focused on informing the campus and greater community about diversity-related events, resources, initiatives, and services.

Strategy 35.5

35.5 Improve the physical and technological foundations of Colorado State to ensure accessibility, safety, and equity for all members.

35.5.a. Increase documentation and communication, including periodic assessment, about mobility space, campus accessibility, and gender-neutral/unisex restrooms.

35.5.b. Improve existing mobility space and campus accessibility.

35.5.c. Evaluate current campus restrooms and implement gender neutral/unisex restrooms across campus.

35.5.d. Increase details and visibility of campus maps to identify accessible and disability-friendly spaces.

35.5.e. Fund, support, and create solutions for improved internet accessibility for students with disabilities.

Strategy 35.6

35.6 Encourage appointed levels of leadership across the Colorado State community to explore diversity initiatives and hold leaders accountable for the diversity efforts in their respective departments.

35.6.a. Fund fully and extend to full-time status the current Vice President for Diversity position to better align with the University's goals around diversity and campus initiatives in diversity.

35.6.b. Relocate and incorporate an independent and visible space overseen by the Vice President for Diversity that houses, archives, and records educational resources and activities related to diversity.

35.6.c. Assess annually the progress and impact made my committees created to move forward the mission of diversity at CSU, such as the Internal and External Advisory Committees and the Operations Team for Diversity.

35.6.d. Evaluate all campus leaders on the progress toward diversity-related initiatives.

Related Metrics

- Annual progress and impact made by committees created to move forward the mission of diversity and diversity-related events, such as the internal and external advisory committees and the Operations Team for Diversity.

- Progress of diversity initiatives as recorded by research tools such as PRISM.

- Dissemination of campus accessibility audits and campus climate assessment results.

Goal 36: Students

We will recruit, retain and graduate a student body in keeping with the land-grant mission of the university to provide access and opportunity to individuals from all segments of society and will create an effective learning environment that benefits all members of the campus community. We will do so by enhancing the pipeline through outreach and recruitment activities, and by developing responsive, sensitive strategies toward curricular and co-curricular advising with particular attention to the cultural and identity-related needs of students. As part of this goal:

- The percent of new Colorado resident freshmen from each racially/ethnically diverse group will increase in a way that reflects the state's graduating cohort,

improving, each year, diversity of the freshman class.

- The percent of new Colorado resident transfers from each racially/ethnically diverse group will increase in a way that increasingly reflects the state's population of 18-25 year olds, improving the incoming transfer cohort's diversity each year.
- The percent of new graduate and professional students from each racially/ethnically diverse group will place us at or above the national average each year.
- The percent of new Colorado resident undergraduates who are Pell-eligible will increase in a way that reflects the state's 18-25 year old population.
- Each year, the group of admitted undergraduates offered merit-based aid will reflect the racial/ethnic diversity of the overall admitted student cohort.
- Overall admission results each year, and for all levels of degree-seeking enrollment, will reflect an inclusive selection process that offers admission in an equitable manner once accounting for measures of preparation.

Strategy 36.1

36.1   Develop and support a variety of pre-enrollment programs for leadership and college preparation.

36.1.a   Strengthen partnerships with institutions that serve diverse populations (including not only targeted high schools, but also community-based organizations, community colleges, HBCUs, Hispanic-serving institutions, and tribal colleges).

36.1.b.   Build and develop comprehensive on-campus programs –both in summer and during the academic year -- that help K-12 students and parent(s) understand college life, and in a way that invites participation from a wide range of schools and communities.

36.1.c   Enhance recruitment presence in Colorado community colleges, with a special focus on early identification of diverse students who aspire toward transfer.

36.1.d   Strengthen central coordination of graduate level recruitment of diverse students and seek opportunities for promoting CSU's interest in attracting diverse graduate students.

36.1.e   Collaborate with all eight colleges to ensure all outreach/recruitment programs leverage the strengths of the complete array of academic units.

36.1.f.   Partner with campus cultural and support centers to create an environment that is welcoming to underrepresented groups, and ensure that prospective undergraduates and graduates are connected to these centers as soon as possible and appropriate.

36.1.g.   Seek and invite regular feedback from partner high schools, colleges and community based organizations on ways in which CSU's impact on outreach to these students is effective, or can be improved.

Strategy 36.2

36.2   Actively address the role that financial aid, scholarships, and financial planning play in access and inclusion of diverse students.

36.2.a.   Ensure prospective students and families have early and accurate awareness of financial aid resources, both through direct contact and through broad advocacy and publicity in schools and school districts.

36.2.b.   Increase resources available for both need- and merit-based financial aid to attract and retain members of underrepresented groups and increase overall access, through both development and budgetary priorities.

36.2.c.   Maintain broad and inclusive criteria for merit-based scholarships that recognize the varied ways students can show performance and the potential to be successful additions to the campus community.

36.2.d.   Carry out periodic studies on the connections between socioeconomic status and various dimensions of diversity, ensuring that such information is tied to metric-related progress and shared within the campus community or beyond.

Related Metrics

- Progress in meeting recruitment goals identified here.

Strategy 36.3

36.3   Increase the resources available for financial support of continuing undergraduate and graduate students.

36.3.a.   Increase funding for scholarships and work study through CSU, private onations (foundation, capital campaign) and federal, state and private grants.

36.3.b.   Refine and broaden merit-based scholarship criteria for continuing students.

Strategy 36.4

36.4   Insure early awareness of financial aid resources among CSU students.

36.4.a.   Develop print and web-based materials for dissemination at Ram Welcome and graduate/professional student orientation that are particularly targeted toward underrepresented and first-generation students.

Strategy 36.5

36.5   Improve preparation of diverse students for success in undergraduate and graduate programs of study at CSU.

36.5.a.   Develop and support pre-college and pre-graduate programs including skills preparation in science, math and writing, as well as summer leadership programs.

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36.5.b. Develop concurrent enrollment and community-college based "bridge" courses to improve freshman and transfer preparation for success upon matriculation into CSU programs.

36.5.c. Designate a person at the Associate or Assistant Dean's level in each college a part of whose position responsibilities is to act as a "Diversity Advocate" for both undergraduate and graduate students. For that part of their function, create a coordinating relationship to the Vice President for Diversity.

Strategy 36.6

36.6 Increase the number/proportion of diverse students participating in undergraduate research, scholarly experiences, and international experiences.

36.6.a. Develop freshman/first year research experiences (based on "Many Minds" and HHMI Phage Program models) and fund through external support mechanisms like HHMI.

36.6.b. Develop programs in TILT Office for Undergraduate Research and Artistry (OURA) for interaction and support of diverse students and the organizations to which they belong.

36.6.c. Develop programs for encouraging and assisting diverse students to apply for research funding and summer undergraduate research experience programs.

36.6.d. Apply for and obtain funding (grants) from state, federal and private sources supporting diverse students in undergraduate research experiences at CSU (e.g. MORE programs at NIGMS/NIH, HHMI).

36.6.e. Increase the number and level of support for academically related student organizations like SACNAS and AISES chapters.

36.6.f. Increase financial resources to support students from low-income

backgrounds in engagement with study abroad and/or international experiences.

Strategy 36.7

36.7 Increase academic support for students from diverse backgrounds.

36.7.a. Expand the Bridge Scholars Program and similar programs (for example, "math boot camp") that provide intensive academic support just prior, or immediately upon, students' first enrollment.

36.7.b. Expand enrollment by students from underrepresented backgrounds in learning communities, providing support for curricular and co-curricular engagement.

36.7.c. Ensure that participation in TILT Learning Programs includes students from underrepresented backgrounds both as participants in and providers of academic support services at levels that are appropriate to their representation in the population.

36.7.d. Increase the number of Academic Support Coordinators throughout the departments and colleges and ensure sensitivity and attention of those positions to underrepresented students' needs

Strategy 36.8

36.8 Increase the availability of cultural support in the campus environment.

36.8.a. Increase the retention and support capacity of the Student Diversity Programs and Services Offices.

36.8.b. Increase the number of programs designed to increase awareness and cultivate dialogue around cultural differences.

36.8.c. Involve parents and family members of students from underrepresented backgrounds in orientation, parent and family programs, and other appropriate activities related to the educational process.

Strategy 36.9

36.9 Adopt and implement cutting edge institutional practices that respond to cultural differences and/or reduce differential learning effects.

36.9.a. Adopt practices that increase active and experiential learning.

36.9.b. Increase faculty awareness of diverse student needs through professional development opportunities; and promote effective teaching practices, especially those that incorporate awareness of cultural differences.

36.9.c. Encourage faculty to engage in the scholarship of teaching.

36.9.d. Create venues for communicating to students and parents the benefits of participation in enriching educational experiences and instructional approaches.

36.9.e. Identify and address impediments to student success.

36.9.e.i. Conduct analysis to identify differential performance among underrepresented and non-underrepresented groups in steps and experiences in the educational process; where possible, design and implement strategies to intervene and support students at those critical points.

Related Metrics

- Increase in proportion of students reporting awareness of financial aid resources on surveys.
- Increase in funding available for financial support of continuing undergraduate and graduate/professional students.
- Increase in percentage of students applying for financial aid.
- Status of preparation programs for graduate study and the number of diverse students participating in these programs.

- Increase in the proportion of diverse undergraduates participating in undergraduate research and scholarly experiences.
- Increase in the number of diverse students with research support.
- Increase in the number of diverse students applying for Research Experience for Undergraduates (REU) summer programs, and gaining acceptance into REU summer programs.
- Increase in the level of support for undergraduate research programs
- Increase in the number of diversity-related student organizations, and associated financial support.
- Reduction in the gap in graduation performance, measured in terms of persistence, GPA, and graduation, based on differences in Index scores (used as a proxy for academic preparation).
- Elimination of discrepancies in survey responses in the Campus Climate Survey based on ethnicity/race, income, or first generation background (particularly on questions or factors relating to levels of support in the environment, sense of belonging to the campus, satisfaction with the social and academic aspects of the institution, and degree to which one would recommend CSU to a friend).
- Completion of an analysis of "leading indicators" of student success and design and implement appropriate interventions where substantial levels of differential performance by underrepresented groups are discovered.
- Funding and implementation of all major strategies in the Student Success Plan.

Strategy 36.10

36.10   Promote post-degree success and continued engagement with diverse alumni.

36.10.a.   Build and maintain connections to diverse alumni/ae.

36.10.a.i.   Ensure that programming and communications for alumni/ae are inclusive, inviting participation from graduates with diverse backgrounds, identities and socioeconomic status.

36.10.a.ii.   Strive to assure that membership in the CSU Alumni Association reflects the various dimensions of diversity in the graduating class.

36.10.a.iii.   Provide outreach in the area of career services and document all outreach efforts.

36.10.a.iv.   Enhance efforts between the Division of Student Affairs and Division of Advancement in order to encourage the transition of current students toward engagement as alumni/ae.

36.10.a.v.   Create a career/business network of diverse alumni/ae to enable current students to connect with professionals in the field.

36.10.b.   Support continued educational goals of diverse graduates.

36.10.b.i.   Host graduate school fairs representative of the interests of graduating seniors.

36.10.b.ii.   Offer seminars in graduate/professional school preparation that are inclusive of students from diverse backgrounds.

36.10.c.   Eliminate the gap between racially diverse and non-diverse undergraduate degree recipients going on to graduate and professional studies.

36.10.d.   Eliminate any measurable gaps for diverse students in job placement and satisfaction.

Related Metrics

- Diversity of membership in the CSUAA as measured by data in comparison with definable characteristics of the student database.
- National Student Clearinghouse data on gap between racially diverse and non-diverse students relative to graduation metrics.
- Alumni/ae surveys on job placement and satisfaction.

Goal 37: Employees

The diversity among the employees across the various employment categories at Colorado State University should be reflective of the diversity within the population of persons qualified for these various categories of employment.

Strategy 37.1

37.1   Make sure that position announcements are welcoming to diverse groups. In particular, state that being supportive of the University's efforts to increase diversity among its employees is a desired qualification.

Strategy 37.2

37.2   Make sure that positions are advertised in places that reach diverse applicant pools.

Strategy 37.3

37.3   Provide mechanisms for employee support, such as orientations, mentoring, support networks, training, and workshops; communicate these opportunities to all employees; and make sure that supervisors support attempts by employees to make use of these opportunities.

Strategy 37.4

37.4   Collect and maintain informational resources from both internal and external sources and make them available to units wishing to increase diversity and/or its appreciation within the unit.

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Strategy 37.5

37.5   As part of the annual evaluation of every unit manager, ask what efforts he or she has made to increase diversity and its appreciation within the unit.

Strategy 37.6

37.6   Create a central pool of financial resources to help with the hiring of candidates where more competitive offers are needed, and with the increased expenses associated with international hires.

Strategy 37.7

37.7   Conduct exit interviews with employees leaving voluntarily and milestone interviews with continuing employees to solicit suggestions with regard to the recruitment and retention of diverse employees.

Related Metrics

- Document the specific efforts each unit has made to address the strategies and make progress toward the goal.
- Document what informational resources from Strategy 39.4 are being utilized by units and which units are making use of them.
- Track the results from surveys and exit interviews to document progress with regard to following the strategies and moving toward the goal.
- Collect statistical data to the extent possible with regard to the diversity among employees at CSU, including data on recruitment, hiring, and retention, to document progress with regard to following the strategies and moving toward the goal.
- The Diversity SPARC shall document annually whether or not each strategy is being followed.