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Dear Colleagues in the Campus Community,

We are delighted to be able to present you with the document that marks the first phase of our campus's strategic planning efforts, the "CU-Colorado Springs University Plan." When our University Planning Team began this endeavor in December 1995, the idea of actually distributing the results of our work seemed too far in the future even to imagine. So when we were able to send it to the print shop last week, the realization that distribution was imminent was truly satisfying.

Even more satisfying, however, was the whole planning experience. We speak on behalf of the whole University Planning Team when we say that the two rounds of unit visits--in spring 1996 to hear what you had to say about the strengths, weaknesses, opportunities, and threats for your unit and this campus, and then again in fall 1996 to secure your input on the draft plan (which, by the way, was in its fourth iteration when you then saw it)--were invaluable in helping us to formulate a plan that we honestly believe reflects the campus's consensus. We appreciate the time that members of each campus unit spent with representatives from the Planning Team; likewise, we appreciate your sending us the completed SWOT questionnaires reflecting your opinions. We also learned a great deal from the Community Summit that Chancellor Bunnell Shade hosted on July 11, 1996 for the University Planning Team and community leaders. Appendix I of the Plan presents in greater detail the various processes we used to learn about the campus and the community and to analyze and assimilate the huge amount of information we gleaned in order to prepare the University Plan, which in its bound form is the document's sixth iteration. At each iteration, the University Planning Team reviewed what we wrote in terms of all the input we had secured. We thank the Chancellor for her constant encouragement, thoughtful questions, and concern as we worked on this project.
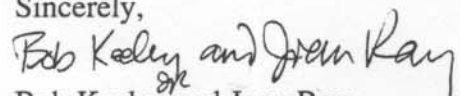
The purpose of the University Plan is to provide a roadmap for our campus's going forward. As you will see as you read the Plan, it delineates the respective responsibilities of the administration *vis à vis* the separate colleges and schools in terms of the eight Programs we present. The Plan is meant to facilitate the planning of the colleges and schools as they think about their own growth and improvement. But most important, the Plan involves the staff, faculty, administration, and students working together for our future in terms of achieving four goals, which are supported by the eight programs.

The next steps in the planning process, which is on-going, will involve members of the Planning Team meeting with such groups as the Faculty Assembly Executive Committee, leadership of the Staff Council and Professional Exempt Staff Association, and the Deans' Council to request their endorsement of this Plan.

We look forward to seeing work begin on the Programs that we present.

We end this letter with thanks to Annette Visty and Nanette Anderson in the Office of University Relations and Margot Massari in the Chancellor's Office for their help in getting the Plan printed and distributed to you.

Sincerely,

Bob Keeley and Joan Ray,
Co-Chairs, University Planning Team

CU-Colorado Springs University Plan

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CU-COLORADO SPRINGS

UNIVERSITY PLAN

February 20, 1997

written by

**Professors Bob Keeley and Joan Ray,
Co-chairs, University Planning Team**

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Proposed CU-Colorado Springs University Plan, AY 1996/97

Reading This Document

Based on twelve months of intense study, data-collection, and discussion, the University Planning Team (UPT) proposes the following plan for consideration. The plan is tied to the **Vision Statement** (created AY 93/94) and reflects our findings from the processes explained in **Appendix I: "Background on the Planning Process."** The plan first states four broad **Goals** for this campus that are implicit in the Vision Statement. It then offers eight **Programs** (or supporting activities) for achieving the **Goals**. The **Vision Statement, Goals, and Programs** are summarized in the following insert.

VISION:
WE WILL PROVIDE A PUBLIC UNDERGRADUATE EDUCATION UNEXCELLED IN THE STATE AND SELECTED EXCELLENT GRADUATE PROGRAMS.

GOALS

1. To provide excellent and steadily improving education for undergraduates in a comprehensive set of liberal arts and science disciplines, as well as in selected disciplines in business and engineering and applied science

2. To provide excellent and steadily improving education for graduate students in selected professional programs

3. To provide expertise and service to the Southern Colorado community at-large

4. To conduct research and creative work that support our educational and service goals and contribute significantly to the general base of knowledge

PROGRAMS (Supporting Activities)
1. Develop and Maintain Educational Programs
2. Improve Financial Resources and their Management
3. Develop and Maintain Campus Infrastructure
4. Enrich Human Resources and Student Services
5. Improve the Research Environment
6. Improve Internal and External Communications
7. Enhance Community Partnerships
8. Assess Campus Performance

The programs can and should be accomplished concurrently. We have been mindful of likely funding limitations and believe these programs can be accomplished within the available resources. We have decided not to assign priorities to the programs, because, if at all possible, we need to accomplish them all. As the campus proceeds to implement this plan, it may well need to assign priorities among the programs, particularly if resources can not be expanded at a rate somewhat greater than recently experienced. The strategic budgeting process discussed in **Program 2-A** provides a means for rationally assigning such priorities.

We are suggesting *timelines* for each program, along with ideas about program *leadership*, *stumbling blocks*, and *areas impacted*. We also emphasize that while we truly hold that each

program is important, we urge the campus community not to give up on the whole plan if a particular program is unsuccessful. There are eight programs; most are broken into sub-sections to facilitate our achieving them. The discussion of some programs is followed immediately by a shaded box sub-titled **"Brainstorming Suggestions,"** which provides some detailed ideas about the program. The programs lead to a final **challenge** for us as a campus community.

The plan begins with three prefatory sections:
1. *Setting the Stage: Where We Are*---the campus/community's composite assessment, as compiled by the UPT
2. *Where We Will Be In Ten Years*-- the UPT's proposal based on the current assessment
3. *Can We Do It?*-- a response to campus/community comments on the first draft of this plan suggesting that it was too ambitious.

It then proceeds to a discussion of each **Program (Supporting Activity)**.

Setting the Stage for Planning: Where We Are

This plan is built from the "bottom up." That is, the UPT first collected information--organized as a SWOT (Strengths, Weaknesses, Opportunities, and Threats) questionnaire--from all campus units and from the community. Then we wrote this plan by restating the central themes from the SWOT questionnaire in a way that takes advantage of the opportunities while blunting the threats. In order to evaluate the plan, a reader must understand the starting point--our situation today. We ask your indulgence as we attempt to "set the stage" for planning by asking you to consider this compilation of responses from the campus and the community about our current situation.

We have strengths in several important areas:
- teaching--We come close--closer than research universities or many small colleges--to meeting the ideal standard for higher education: small classes with excellent teachers whose research and creative works keep them at the forefront of their fields.
- breadth--We have a broad set of programs.
- appropriate size--We are small enough to offer a friendly, personal environment for students, faculty and staff, but are large enough to offer the range of programs that our local constituents require.
- efficiency--By all measures we are far below the spending norms of similar institutions. We have built a strong institution on very limited funds.
- location--We reside in a community with a strong identity whose leaders realize that the local economy depends on highly educated citizens. They understand the necessity of having a strong, local university. Our location also provides a quality of life and a natural setting that affords our campus advantages in recruiting faculty, staff and students.
- growth--We anticipate rising enrollments. We have the land for expansion and are in the middle of a building program that will allow us to accommodate up to 10,000 students.

We also have weaknesses; paradoxically, some are related to our strengths:
- funding--Although our low funding has forced us to be efficient, we believe we are close to falling so low that decline would be inevitable. The possibility of reduced funding (per student) is very real. University forecasts indicate that the TABOR (Taxpayers' Bill

of Rights) amendment may well prevent overall state spending on higher education from keeping pace with enrollment growth and the cost of living, beginning with the FY 1997-8.

- lack of infrastructure--A history of limited funding has restricted our investments in facilities, technology, communications (external and internal), student information, student support, and research support.
- inadequate contact with our community--The two aforementioned weaknesses, as well as our history of starting as an extension program, have made us less connected with our community than we should be.
- growth--Limitations on the state budget, particularly if combined with an inability or unwillingness of the university system to allocate proportionately more of its budget to this campus to fund our anticipated growth, could lead to a downward spiral in the quality of our programs.
- demographic, economic and social trends--While local demographics favor growing enrollments, a combination of forces continues to threaten higher education nationally with the decline that has previously afflicted K-12 schools.

The Planning Team views the history of CU-Colorado Springs as placing it in a position that is rare among colleges and universities. Our campus blends research and teaching in a unique and productive way. It is situated in a community that wants and can support a strong university.

Where We Will Be In Ten Years

We believe that CU-Colorado Springs can gain national recognition over the next decade as a leading example of the right balance for higher education. We will continue to combine the best attributes of small colleges (friendly atmosphere, small classes with excellent, dedicated teachers) and of research universities (faculty whose research and creative work keep them at the frontiers of their disciplines and educational programs that prepare students to work at those frontiers). We will become recognized as contributing to our community in two vital ways:

1. Our greatest contribution to the community will continue to be our graduates, men and women prepared to assume important social and economic roles, and to lead the growth of this region.

2. We will continue to participate directly in the cultural and technological development of our community, based on our expertise and on the programs that we provide.

The University Planning Team believes this plan builds on our strengths and positions us to become one of the nation's best blends of excellent education, effective research/creative work and highly valued community service. We also believe CU-Colorado Springs needs to work on identifying itself more clearly and powerfully. This will help us not only in understanding ourselves as members of this campus community, but also in conveying our excellence to the outside world--a key factor if we are to ensure that CU-Colorado Springs is the preferred choice for highly qualified high school graduates from our region, as well as attractive to non-resident students.

Given all of the above, we offer the following statement about Our Identity:

OUR IDENTITY

CU-Colorado Springs will become a unique combination of the "Public Ivy" (with its emphasis on small classes, high faculty/student interaction, and excellent teaching) **and the "New Generation University"** (with its emphasis on community outreach and community-based research). **For the moment we capture that idea as follows:**

"CU-Colorado Springs is a public university with strong ties to its community. It offers students
- **personal attention,**
- **a friendly, small campus atmosphere, and**
- **a high-quality education enriched by the research and artistic experiences of a faculty who are active in their disciplines."**

Can We Do It?

Campus units reviewed the draft of this plan and provided many helpful suggestions. One of the most common concerns was that the plan was too ambitious, that we could not accomplish it within our likely funding limitations. The UPT believes this plan does not require a large or unrealistic amount of additional funding. It is principally a complex management challenge. We have more than 50 campus units. Each has an important contribution to make, and each feels that it needs more funding.

The UPT members agree that we need more funding to achieve this plan, but we also believe the funding needs are moderate and attainable--from a combination of state and other sources--provided that we continue to streamline our administrative practices and use our resources effectively.

The phenomenon of "organizational spirals"--virtuous and vicious--has often been observed by researchers. Success tends to breed further success and vice versa. The past successes of this campus have given us the faculty, staff and facilities that can be a springboard to national recognition. We will assuredly build on our past successes if we focus on our goals, use our resources wisely and cooperate in the achievement of our vision.

UNIVERSITY PLANNING PROGRAMS/SUPPORTING ACTIVITIES
(The Programs are numbered to facilitate easy identification in discussion.)

• Program #1- DEVELOP & MAINTAIN EDUCATIONAL PROGRAMS: As in the past, individual academic units will continue to have primary responsibility for defining and providing excellent educational programs. Colleges should cooperate on educational technologies, distance learning, and interdisciplinary programs in order to offer students the best possible educational choices.

The faculties of each academic unit are the custodians of their educational programs. The campus, through the SWOT questionnaires, supported the present approach to developing and maintaining our academic offerings, although most would no doubt prefer a simpler process for approving new programs. Some respondents noted that we have an opportunity to create campuswide initiatives, such as distance learning or "writing across the curriculum."

We divide the remainder of this section into "traditional educational programs" and "campuswide initiatives."

• 1-A. Traditional Educational Programs

Traditional educational programs, by which we mean the programs we offer today and their logical extensions, are our great strength. The current processes for developing and updating them seem to work well. Each academic unit, as it prepares its own strategic plan (see **Implementation**, the final section of this plan), should give its educational programs--that is, their content and the methods for delivering them--considerable attention in order to assure that our goal of educational excellence is attained and that we steadily improve our educational programs.

Areas of Impact: The entire campus community: this is our most important activity. Elements of three other programs within this plan--**Program 4-C Increasing Diversity**, **Program 4-D Promoting Global Awareness**, and **Program 7 Enhancing Community Partnerships**--contain potential opportunities of relevance to our educational programs.

Preliminary Strategy: Each academic unit should focus on its educational programs in its own strategic plan, noting any changes needed in order to improve its offerings and meet the changing needs of our students and community.

Possible Stumbling Blocks: We know of none.

Leaders: Deans, Department Chairs

Time Frame: Ongoing

• 1-B. Campuswide Initiatives

Opportunities exist for a variety of campuswide initiatives. A few examples may help to illustrate the potential impact of such initiatives:

- The Freshman Seminar reports success within CLAS and could be broadened to include business and engineering students.
- Educational technology, such as distance learning and "wired classrooms," is changing rapidly with possible implications for many of our educational programs.
- Articulation agreements with community colleges may affect the number and the backgrounds of transfer students.

Campuswide initiatives, by their nature, can have an important impact on our programs. Our history has been to deal with them on an *ad hoc* basis, and on the whole that approach has worked. As a small campus we usually achieve good cooperation among the colleges. UPT believes that campuswide educational initiatives offer the potential to enhance our programs in ways that larger, more bureaucratic institutions could not match. We recommend the establishment of a group that can analyze and screen proposed initiatives, usually after they have proven successful within one of the colleges. A campuswide curriculum committee is one logical organization for such a task. Alternatively, a sub-committee of the UPT could review proposed initiatives. Once an initiative is assessed as promising, the administrators of the respective colleges and schools would assume responsibility for implementation.

Distance learning is currently the subject of much attention nationally and within the CU system. The UPT conducted a survey of the faculty to assess the level of knowledge about distance learning and attitudes toward it. The results of the survey and of interviews with some of the respondents are summarized in Appendix II. The campus as a whole is enthusiastic about distance learning, although our most knowledgeable faculty members caution that distance learning may not be economically attractive today, and that the effectiveness of distance learning depends on the subject, the teaching method, and the technology available.

Areas of Impact: All academic units

Preliminary Strategy: Continue to encourage experimentation within colleges and schools. Consider expansion on an *ad hoc* basis: assembling appropriate faculty members to review proposals. With respect to distance learning, the VCAA should commission a report from one of our faculty with a distance learning background. A course off-load might be offered to provide the time for such a study. Appendix II summarizes the results of the University Planning Team's faculty survey about Distance Learning.

Possible Stumbling Blocks: Need to screen carefully in order to avoid an inappropriate proliferation

Leaders: Deans, Department Chairs

Time Frame: Ongoing

• Program #2: IMPROVE FINANCIAL RESOURCES AND MANAGEMENT: CU-Colorado Springs will increase its financial resources appropriately and will manage them ever more effectively. This program has five components:
- **2-A. Budgeting Strategically**
- **2-B. Managing Our Resources Efficiently**
- **2-C. Providing Incentives to Increase Resources and Efficiency**
- **2-D. Gaining Equity in CU Systemwide Resources**
- **2-E. Increasing Support from Other Sources**

• 2-A. Budgeting Strategically

Strategic planning should drive budgeting, not vice versa. Continuing the commendable preliminary, *ad hoc* efforts by the Deans' Council that occurred in May and June 1996, the Chancellor, Vice Chancellors, and Academic Deans, working with UBAC (University Budget Advisory Committee), should continue strategic budgeting, including the creation and announcement of specific principles for the process. Earlier studies (e.g., AY 93/94, Academic Program Quality Review Committee) have reaffirmed the campus' commitment to keep all of its current program offerings. Departments with relatively low SFTE's will be retained, although their faculties will remain small. Some programs may be inherently more expensive than others: e.g., sciences require specialized equipment; market levels of salaries in professional schools are higher than market levels for equivalent faculty in the arts. An effective strategic budgeting process must increase resources for growing campus units, without undue injury to shrinking units (which may at a later date reverse the trend) and without losing sight of the inherent cost differences of programs.

UBAC is developing a philosophy of how we relate budgets to enrollments. Criteria beyond enrollment should also be defined so that budgeting is implemented in a holistic way, wherein budget analysis considers research funding, external sources of funds associated with an activity, and programmatic distinctions. UBAC should continue evaluating how effectively we spend our funds. Such evaluation should be built into Strategic Budgeting. Part of Strategic Budgeting should be dedicated to creating a capital budget, as part of the base, for technology. Strategic Budgeting must include the Library, the resources of which affect all members of the campus community. Strategic Budgeting should also be able to support the broad course offerings that being a university implies. In Strategic Budgeting, we need to keep in mind some inherent characteristics of educational institutions:

• Our costs are largely fixed; they do not vary greatly with short-term fluctuations in enrollments. While enrollments dropped in 1992/93 and are still not back to 1990/91 levels, general fund allocations have been relatively stable--even though they have grown less than the university would prefer. Historically, inflation has increased our fixed costs by more than our increment in funding, thereby giving us little or no money to allocate to enrollment growth, new initiatives, etc. This factor leads us to the second part of this priority: Efficiency (**Program 2-B**,

below). In spite of a newly adopted Enrollment Growth Funding Policy by the CU system, the campus still faces the unsettling prospect that enrollments are projected to grow faster than new funding for faculty, support staff, and facilities.

• Overall stability at a campus level masks offsetting fluctuations at the college and department levels; such fluctuations present a serious challenge--even if an effective strategic budgeting process exists. Department and college costs are also largely fixed, and their principal resources/costs (i.e. the faculty) are not transferable from shrinking units to growing ones.

Strategic Budgeting should include principles for retaining as much flexibility as possible to respond to new programs and to changes in the demand for existing programs without jeopardizing our goals. This implies careful allocation of new hires or replacements of permanent faculty and staff. It also suggests that the balance between permanent and temporary positions should be carefully managed, and that outside contracting be investigated in cases where state regulations allow it.

Areas of Impact: Funding disparities on the campus underpin a significant number of weaknesses and threats for both academic and staff units. An open, effective Strategic Budgeting process can help to minimize the threats to morale and to our effectiveness.
Preliminary Strategy: As above
Possible Stumbling Blocks: Obviously, the "haves" will not want to lose funds to the "have nots." Our growth in legislated and committed costs (such as salaries) typically exceeds our growth in revenue, thus leaving little or no money for initiatives.
Leaders: VCAA, Deans' Council, UBAC
Time Frame: Preliminary principles should be formulated and publicly announced in time for the budget reviews and requests that occur in spring 1997, then subsequently fine-tuned.

• 2-B. Managing Resources Efficiently

• **2-B-1.** Strategic budgeting is a responsibility that goes beyond UBAC and the campus and college/school administrators; it affects all of us, particularly in terms of efficiency and assessment. The campus should commit itself to continuous improvement in efficiency--although we think the term needs to be slightly modified to meet academic needs. "Efficiency" is traditionally defined in the for-profit sector as the ratio of output (at a given quality level) to input. At this public university, output (SFTE, degrees) has historically been controlled largely by demographics; until fall 1996, as an exclusively commuter campus, our funding was not affected by out-of-state tuition. While we can now choose to recruit more aggressively for non-residents, a logical view of efficiency for us is one of "maximizing quality for any (given) amount of SFTE and funding." As we speak of "efficiency," we emphasize the value of assurances and incentives and the very high value we place on the importance of people and their contributions; this is not to be a punitive process in any way. Efficiency can also be pursued with community assistance: local businesses have had to learn how to survive and prosper, and we can learn from them. Our campus's achieving and sustaining efficiency will enhance our credibility in this community and beyond; this can help us to attain new resources.

• **2-B-2.** Efficiency has another dimension: freeing up faculty and staff time to participate in the **Programs** described in this plan. Considerable faculty and staff time is spent on committees. Such committees carry out specific tasks, as well as serve as vehicles for sharing information among the campus community. Both functions are important, but the UPT members believe more efficient means can be found to conduct the committees' activities. To the extent that faculty and staff can reduce their time spent on internal committees, they can participate in community-oriented service.

• **2-B-3.** While academic programs have been under regular review for the past decade, we encourage the Chancellor and the Vice Chancellor for Administrative Services to proceed with *Non-Academic Program Review*. As with the Academic Program Review, the Non-Academic

Program Review is not to be understood as a punitive measure. On the contrary, we suggest that the careful and systematic review of non-academic programs can lead to increased support for them.

Brainstorming Suggestions for Program 2-B, Efficiency:

The campus has several ways to influence efficiency (as it is defined here):
- Allocation of funds between faculty (direct instructional resources) and support (library, technology, advising, placement)

- Department /College/School size; class size, number of courses: This is related to the student-faculty ratio. The range of class sizes, as well as the number of courses offered, may influence the quality of an education. Academic departments, in particular, must honestly consider efficiency. For example, the "Schedule of Classes" and *University Bulletin* show that we offer numerous Statistics courses on this campus--do we need all of them? are certain courses duplicative? could the departments offering such courses create one or two core statistics courses that would responsibly teach students what they need in their respective disciplines? Statistics is merely an example: we probably have courses in several areas that appear to be redundant. Departments will need to review their curricula in the major and assess their requirements. A campuswide curriculum committee could be particularly effective if it worked constructively with departments in identifying apparent duplicative curricular efforts and encouraging departments to communicate and collaborate. Likewise, as we on the faculty assess our own departmental aspirations, we may need to recognize that our department may need to revise its aspirations. As we have already observed, the Academic Program Quality Review Committee of AY 93/94 validated the worth of all extant departments; thus, *we are not in any way suggesting cutting any of them*. What we *are* suggesting is that some units will stay small in terms of faculty size; some will remain exclusively undergraduate; etc. Incentives and assurances, as well as open dialogue, should be built into the process of identifying who grows when, etc.

- Allocation of faculty effort among instruction, university service (a quasi-administrative role), professional service (of benefit to the profession, to society as a whole, and to the faculty member), community service (of benefit to the campus and the community; see also **2-C**), and research/creative work (of benefit to the profession, to society as a whole, and to the faculty member)

Areas of Impact : Faculty and their departments/teams/schools/colleges; Staff

Preliminary strategy: For general purposes, UBAC, the Academic Deans, Faculty Assembly officers and government, and Department Chairs are logical people to involve in efficiency for faculty affairs, and the Staff Council, Professional Exempt Staff Association, and staff for non-academic areas. Most have few reasons to stress efficiency (as defined above) currently. A goal should simply be set, and each campus unit should report annually on the steps taken, on how it will measure results, and on its results. All faculty and staff should be involved through a constructive and responsible process. For curricular efforts, a campuswide curriculum committee, reporting to the VCAA, should begin working with departments to assess curricular duplications. The Deans and Department Chairs (Team Leaders, etc.) should encourage and provide incentives for inter-unit collaboration. For allocation of faculty effort and other faculty-based areas, Deans, Deans' Review Committees, Department Chairs, and Faculty should define their process(es) and strategies. A Non-Academic Program Review process should be identified and implemented, with the Chancellor, Vice Chancellor for Administration, and Officers of the Staff Council and Professional Exempt Staff Association playing the key roles.

Leaders: See above

Possible Stumbling Blocks: Individual, departmental, and even college-wide aspirations may need to be modified. But we stress that we look for this to be a "win-win" situation.

Time Frame: Colleges/Schools should set reasonable time frames for beginning such activities with the next year or two and report to the VCAA; overall, we would like to see evidence of efficiency-related activities occurring by the end of AY 98/99, with the hope that these will enable the campus to shift resources around to serve strategic budgeting.

• 2-C. Providing Incentives to Increase Resources and Efficiency

Incentives, by which we mean the retention of a significant share of resource increases or savings from efficiency by the individual and unit which generate it, have been increasingly used in the private sector to good effect in recent years. Incentives are now widely used by private professional organizations--perhaps the for-profit sector's closest analogue to a university. An important adjunct to Strategic Budgeting will be the creation of appropriate incentives. The UPT believes that an appropriate set of incentives can play an important role in securing the discretionary resources needed to achieve our goals as a campus.

Faculty and staff who allocate more of their service activities toward community relations should be rewarded; likewise, staff who devote time to university service deserve recognition, not penalty. University and professional service is already a component that influences a faculty member's annual merit increase in pay; giving appropriate weight to community service may be a sufficient incentive. In fact, pay increases for faculty are generally modest in any case; so, the problem is one of avoiding conflicting messages, such as asking for community service while minimizing its weight in the annual service evaluation for merit pay increases.

Areas of Impact: Colleges, departments, individual faculty and staff

Preliminary Strategy: This is an integral part of Strategic Budgeting. The Deans' Council could prepare a list of current incentive and evaluation practices at CU-Colorado Springs and could survey their counterparts at peer institutions. Then, in concert with their faculties, they could adopt appropriate changes.

Possible Stumbling Blocks: State regulations and university policies allow less flexibility than a private organization would have.

Leaders: VCAA, Deans' Council, UBAC

Time Frame: To the extent possible, preliminary principles should be formulated and publicly announced coincident with the principles of Strategic Budgeting--that is, in time for the budget reviews and requests that occur in spring 1997. Announcing the strategic budgeting principles without attention to incentives tends to elicit resistance ("They want me to do even more with less."). Based on experience, the incentive system should be subsequently fine-tuned.

• 2-D. Gaining Equity in CU-Systemwide Resources

The Office of Administration and Finance has identified a disparity in state support for this campus *vis à vis* CU-Boulder of $865 per resident student FTE.[1] This gap within the CU system reduces CU-Colorado Springs' state support by approximately $3M compared to what it would receive if it were funded at the same level as the Boulder campus. Examining CU-Colorado Springs' expenditures with those of peer institutions, NCHEMS reported to the CU "Blue Ribbon" panel on budgetary matters that this campus has the greatest funding inequity in the CU system, and is "low on academic support and "low on student services." It concluded in 1995 that we were under-funded by $3 million when examined in terms of peer institutions.[2] The data NCHEMS used provide a conservative estimate of the funding inequity because many of the peer schools in their study are strictly undergraduate colleges and/or do not have the high-cost programs that we have, such as a bachelor's degree in engineering or the more costly Ph.D. in electrical engineering.

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[1] Memo from Office of Administration and Finance to Chancellor et al., July 18, 1996.
[2] NCHEMS, "Assessment of Equity Base Funding," Oct. 24, 1995.

Differential allocation of state funding among the CU campuses is unfair to <u>resident students</u>, who should receive equivalent support regardless of their choice of campus. The CU "funding gap" hurts the quality of education at our campus in many ways. For example, academic units have not had a budget for capital equipment for the last ten years. Disciplines such as Electrical and Computer Engineering, which depend heavily on advanced technology, have been forced to rely on gifts from industry and on funds accrued from vacant faculty positions, rather than filling the positions. And with computer and technology needs increasing across all disciplines--from Art to Psychology--departments are being asked to pick up maintenance and installation costs without seeing an increase in their budgets, which have remained at about the same levels for more than a decade.

The CU "funding gap" affects <u>faculty</u> salaries in all academic ranks and disciplines, which are significantly below those of their peer faculty in Boulder and Denver. In some disciplines, the effect has been a severe salary compression, particularly among faculty who have been here the longest. Across the board, faculty experience an immediate impact in salary and substantial long-term loss of accrued retirement benefits. The "gap" also affects departments' and schools' abilities to hire top quality faculty.

Thus, the CU "funding gap" affects <u>all students</u> because departments are frequently stretched in their course offerings. The Library has been forced to cancel serials (journals), which negatively affects students' and faculty research by limiting their access to the latest developments in their fields.

Faculty, but especially students, are affected by the way the "funding gap" affects <u>staff</u>. On a *per capita* basis our staff serves more students and faculty than do staff at any other campus in the CU system. Many offices must rely on "work study" students to accomplish day-to-day clerical tasks: while this provides income for the student-worker who is thus enabled to attend CU-Colorado Springs, the annual turnover in student workers decreases continuity, efficiency, and professionalism in the office as a new round of student workers needs to be re-trained annually.

<u>Given these facts</u>: Supported strongly and strategically by community, legislative, selected Regental, and campus leaders (particularly from the Faculty Assembly, Staff Council, Professional Exempt Staff Association, and Student Government), and the campus administration, the Chancellor should pursue making attitudinal changes with the CU Central Administration, Board of Regents, and the administrators of the other CU campuses to effect a fair principle for allocating funds within the CU-System funds to CU-Colorado Springs. We will need to project the size of the systemwide resources over the future, and will likely be required to pursue a community-led legislative initiative.

Areas of Impact: Insufficient funding lies at the base of the most frequently cited weaknesses and threats mentioned on the SWOT responses. The Chancellor clearly recognizes this and has been working hard to rectify it. The promise of the newly adopted Enrollment Growth Funding Policy to fund at least part of our anticipated growth is evidence that some movement is possible, although it does not address the existing inequity of at least $3 million noted in the first paragraph under bullet **2-D**, page 11. A well-organized effort to support the Chancellor in achieving funding equity is absolutely necessary.

Preliminary Strategy: The Chancellor, joined by faculty, staff, and student governance officers, should create a task force to carry out this priority. At the July 11th-Summit, the funding disparity was clearly explained to community leaders; in fact, House Speaker Chuck Berry, albeit without taking sides, announced that this disparity is a "problem within CU." Thus, community leaders should be highly aware of our fiscal situation, and we should capitalize on this public awareness in securing their support.

Possible Stumbling Blocks: The current attitudes of the CU system and certain community members who may think we are exceeding our mission and thus mishandling our resources are

two red flags that come immediately to mind. In fact, even the "Enrollment Funding Policy" of January 3, 1997, although it should significantly slow the growth of the funding gap, appears likely to allow the inequity to increase in the long run because it caps the amount of growth that is funded at 110 student FTE's per year--substantially below our growth projections.

Leaders: The Chancellor; Officers of Faculty, Staff and Student governance bodies; key external persons include the El Paso County Legislators, members of the Colorado Springs economic development community, and other savvy and supportive business and political leaders from the community

Time Frame: Action should begin as soon as possible.

• 2-E. Increasing Support from other Sources

Numerous potential sources of funds exist in addition to general fund allocations and resident tuition. They include contributions of money and equipment, direct community support such as the Executives Club, sponsored programs (federally, regionally and privately funded research), executive education, non-resident students (U.S. and international), distance learning, continuing education, and intellectual property. Significant growth is being seen in one area, contributions to the CU-Foundation. Another, Sponsored Programs, has programs ready for implementation. Some opportunities for increased funding remain largely untouched, and in all cases we can do better. The UPT believes these "other sources" can make an important contribution toward the funding deficit remaining after in-state tuition and the general fund payments. Our access to these sources is not the subject of political decisions over which we have limited influence.

Areas of Impact: All academic units

Preliminary Strategy: Certain sources, such as non-resident students, can be reached most effectively at a campus level, but most can be accessed best by colleges, departments or individual faculty. As with Strategic Budgeting, we need a set of guidelines defining which campus entities should work with each potential source. Incentives (**Program 2-C**) also need to be defined in advance. Clearly a campus unit that obtains funds from outside sources needs assurances that its internal funding will not be reduced.

Possible Stumbling Blocks: Some investment, e.g. in proposal writing and in "marketing," is needed. Because they are limited, the investment funds may be difficult to obtain.

Leaders: The Chancellor; Deans Council, and UBAC should establish the rules as a part of Strategic Budgeting principles. Thereafter, responsibility for obtaining funds will depend on the source. For example, the Chancellor and the Foundation will have primary responsibility for working with major donors, whereas individual faculty members will seek federal research grants. In addition, individual academic departments can pursue fund-raising activities. We need to be sure that such activities are well-coordinated across the campus so that different campus representatives do not wind up knocking at the same doors for funds.

Time Frame: Action should begin as soon as possible.

•**Program #3-DEVELOP AND MAINTAIN OUR CAMPUS'S INFRASTRUCTURE: CU-Colorado Springs will adhere to its current, three-stage expansion plan for facilities, and will continuously improve its technological resources for all groups of users.**

• 3-A. Physical Plant

Stages I and II of our building program, which provides 600 beds and three academic and support buildings, is a crucial step toward accomplishing our Vision of excellence in education, community service and research/creative work. Stage III, because it will take place in the next century, may easily seem so far in the future as not to require attention in this plan. Indeed, it was not mentioned in the SWOT questionnaire responses. However, facilities have long approval and

construction cycles. The long-run vision of CU-Colorado Springs is to improve continually, and to meet the needs of our growing region with an ever expanding array of capabilities. Thus, we must continue to emphasize Stages II and III of the facilities plan in order that we not lose momentum immediately following the turn of the century.

Our commitment to "user-friendliness" *vis-à-vis* our students and our community suggests a need for somewhat better access, including improvements in short-term parking and transportation services, than we (or other universities) provide. The UPT views parking as a matter that is clearly manageable as part of the University's Master Plan. In particular, the community will not avail itself of our intellectual and cultural offerings if we make access difficult, and thus a small matter such as parking could seriously undermine one of our four principal goals.

The new Classroom/Office Building, comprised of 111,000 square feet, is slated for $137,000 in continuing operating expenses to operate the building; in addition, about $80,000 *per annum* is to be set aside for continued control and preventive maintenance. Of all programs in this plan, this is the most expensive. Clearly the benefits are well worth the cost, but the Strategic Budgeting guidelines should recognize that facilities will command a large share of any incremental funds at precisely the time much smaller increments will be sought to implement other programs in this plan.

Areas of Impact: All members of the campus community

Preliminary Strategy: The UCCS Master Plan for facilities is in place. We need to continue following it. Strategic Budgeting (**Program 2-A**) should include a means for stepping up our operations and maintenance spending without jeopardizing other strategic programs.

Leaders: Chancellor, VC-Administration

Possible Stumbling Blocks: Funding for facilities: failure to convince university and political leaders that further expansion is appropriate. The UPT believes that successful implementation of this plan will help to assure that Stage III will occur on time.

• **3-B. Technology Resources**

• **3-B-1.** In higher education today, the instructional paradigm is rapidly changing toward greater reliance on computer-based technology. CU-Colorado Springs lacks the computer infrastructure to move aggressively with this new paradigm, not only in disciplines like electrical engineering and computer science, which rely most heavily on state-of-the-art equipment and software, but also in the Fine Arts and English, where computers are used in teaching studio art and composition. The campus must recognize both the broad and more specialized needs of the computer users on campus. CU-Colorado Springs' desire for educational excellence in both teaching and research/creative work requires that we have technological support overseen by someone who has expertise in data, voice, and video technology. Faculty can provide supporting expertise, but we need someone to assume leadership in this vital arena. That leader should have the technical credentials to command the respect and support of the faculty, and must also manage the day-to-day operation and support of our technology resources.

Areas of Impact: All technology on campus used by faculty, students, staff and administration

Preliminary Strategy: The Technical Planning Committee and the faculty Academic Computing Policy Committee should work closely to investigate the requirements for the position(s) based on clearly identifying the technology needs of the campus community and advise the Chancellor and VCAA on a plan to meet those needs.

Possible Stumbling Blocks: Funding--resources for acquisition and support of technology should have high priority.

• **3-B-2.** Capital planning for constant renewal of technology is required to achieve and sustain excellence; we on campus need this, and the community expects it of us. As part of the Strategic Budgeting efforts cited as **Program 2-A**, we need to achieve a campuswide recognition

for the need of an on-going capital budget, included in the base budget, dedicated to technology for all users.

    Areas of Impact: All users of technology
    Preliminary Strategy: Examine as part of Strategic Budgeting
    Possible Stumbling Blocks: Funds, non-strategic budgeting
    Leaders: VCAA, Associate VC for Administration and Finance, Deans, UBAC, key staff-users of administrative technology
    Time Frame: With Strategic Budgeting

• Program #4-ENRICH HUMAN RESOURCES AND STUDENT SERVICES: CU-Colorado Springs will continue to build its key resource, people, through several programs:

- **4-A. Improving Student Recruitment and Enrollment**
- **4-B. Improving Student Support and Retention**
- **4-C. Increasing the Diversity of our Student-Body, Faculty and Staff**
- **4-D. Promoting Global Awareness on Campus**
- **4-E. Upgrading the Quality and Accessibility of its Institutional Database**

• 4-A. Improving Student Recruitment and Enrollment

Building on the successful work in enrollment management that is currently in practice, we should continue to reach out to a broad audience of highly qualified students in El Paso County, elsewhere in Colorado, and the nation, as well as to international students. A broader student population will provide a more diverse, more stimulating intellectual atmosphere on campus and will thus contribute to the central theme of our vision--excellence in education. Following are some general suggestions about enhancing our "user-friendliness" and thus our attractiveness to prospective students.

    • 4-A-1. Enhancing the vigorous recruiting efforts already underway, Colleges/ Schools/Departments/Teams should be looking at ways to visit major sources of students (i.e., high schools, businesses, etc.), and to invite more potential students to the campus (i.e., the way Foreign Language Days, the Math Olympiad, and History Day provide venues for inviting students to campus); the latter includes finding ways to have working students (i.e., post-high school) to campus for meaningful experiences that will encourage them to enroll with us. Furthermore, while we unquestionably want to maintain (and enhance) our university-level quality, we should also be considering ways to meet the academic needs of current and future employees from area businesses without sacrificing our commitment to high quality.

    Areas of Impact : Increased enrollment obviously brings increased tuition revenue
    Preliminary Strategy: This priority should be a point of discussion and subsequent action in all departments, colleges, and schools.
    Possible Stumbling Blocks: None
    Leaders: Deans, Department Chairs (Team Leaders, etc.), Dean for Student Success
    Time Frame: As soon as plan is accepted

    • 4-A-2. Financial aid is a powerful recruiting tool. The CU-Foundation on our campus has made a really good start at increasing scholarship funds for students. We encourage all campus units to work with the Foundation on ways of increasing such aid, which will also help us to diversify our student population. This work should coincide with work on a recruitment plan, publicized on the campus, for out-of-state students to live in the Housing Village and provide out-of-state tuition dollars.

    Areas of Impact : While we must never neglect our mission to serve Southern Colorado, we know that the Housing Village gives us a powerful reason to expand our mission and

recruitment area. Increased financial aid can also help to diversify our campus with more ethnic minorities who may otherwise be unable to afford college.

Preliminary Strategy: CU-Foundation should convene Deans and Chairs; deans should discuss with their community advisory boards, etc.

Leaders: As above

Time Frame: Discussions should begin in spring 1997, at which time we set a target of increasing scholarship dollars by, say, 5% annually

• **4-A-3.** To better accommodate the needs of working students, we should examine offering classes at a variety of time blocks in the evening; this may encourage more working students to enroll here.

Brainstorming Suggestion about Student Enrollment and Class Time:

At the Summit we frequently heard that 4:30 p.m. is too early for many working students to come to class and that a 5:30 p.m. start would be more feasible, given the demands of the workday. However, for K-12 teachers and others on varying workday schedules, the 4:30 p.m. starting time is an ideal first evening slot, because it allows them to fit two evening classes into their day without staying on campus to a very late hour at night. Colleges and School should also examine the feasibility of offering certain courses off-campus (i.e., at the work site of student-working persons).

Areas of Impact : The starting time for evening classes will affect all Colleges/Schools, particularly in their graduate offerings. Moving the evening class "start" time one hour later to 5:30 p.m. for specific disciplines will show the business community that we are trying to be "user-friendly." Offering certain classes off-campus will free up on-campus classrooms for other classes.

Preliminary strategy: Working in conjunction with Admissions and Records, Colleges and Schools should examine their class times in terms of student needs; businesses that would feed us students should be contacted about logistics. The VCAA should also check with the CCHE on the latest rules about our faculty offering classes "on site" (off-campus). Currently, and through summer 1997 (until the new Classroom Building is ready), we may offer graduate classes off-campus, while undergraduate courses must be on-campus.

Possible Stumbling Blocks: Scheduling different evening start times for different Schools/Colleges may initially be confusing. But if students tend to take courses within the same School or College, having different evening start times for different Schools/Colleges should be viable.

Leaders: As above

Time Frame: Work in this area should begin immediately upon acceptance of this Plan; the reconfigured time schedule, if shown to be feasible, can be offered when the new Classroom Building is ready for use.

• 4-B. Improving Student Support and Retention

For many students, continuing at our campus is contingent on their experience during their first two semesters with us: this is true whether their first two semesters occur as a freshman or as a transfer student. Thus, we need to look at ways of making the whole new-student experience attractive and alleviating problems students encounter during their first two semesters (i.e., as freshmen *or* transfers). Most frequently, the students' problems appear to be academic. While the Vision statement calls for "unexcelled" undergraduate education, and the SWOT responses overwhelmingly cite "quality teaching" as our greatest strength, a key stumbling block in being able to achieve educational excellence is having to deal with under-prepared students--a problem that we all know receives national attention and is thus far from unique to CU-Colorado Springs. Faculty voice frustration, and students show their frustration by dropping out of school. Some of these students came to us at entry-level; others entered as transfer students. Particular problems are observed in students' preparation in mathematics and English, which deficiencies are likely to impact negatively their performances in other disciplines and their chances for academic success.

• **4-B-1.** Given these factors, the Learning Centers and all academic units should collect and share data that follow students' academic progress and identify students' academic deficiencies and the methods used to remedy them. We should be able to create a profile of "the student in need," and we should be able to use such information to work constructively to help him or her succeed. It is essential that the Learning Centers develop measures of their effectiveness so as to be accountable to the academic departments and faculty; a reporting mechanism between the Centers and the academic units should be put into place so that we can track each student's progress in the Learning Center in terms of how well he or she succeeds in the regular classroom. Part of the reporting mechanism should include specific identification of the educational institution that prepared the student for entering the university. Using this information, CU-Colorado Springs faculty and staff should work constructively with the institutions that send students to us. This project should be overseen by the VCAA and the Academic Deans of the Colleges/Schools; the Dean for Student Success should work with the latter in setting up the reporting mechanism. The Office of Institutional Research could assist with the logistics of reporting. The Office of Admissions and Records will also play a major role. This is a truly collaborative Program that has the students' success at its heart.

Areas of impact: Working with local institutions that send us students is, of course, a community outreach, service effort. In turn, helping to see that students are effectively prepared to succeed at university-level work reduces the resources that we are dedicating to re-teaching students skills that they should have been taught at previous levels of education.

Preliminary Strategy: The VCAA, the Academic Deans, and the Dean for Student Success should work on a plan to implement this Program.

Possible Stumbling Blocks: We must approach this openly as a "win-win" situation, whereby all involved are committed to student success and achievement.

Leaders: As above

Time Frame: This work can be started immediately and should be on-going.

• **4-B-2.** Given the importance of the student's whole first-year experience with us, we should convene a First-Year Student Experience Committee, consisting of faculty, staff (particularly from the Student Success and Support offices, and the Housing Village), and students. This committee should study the needs of our student population, which consists of four major groups: traditional, non-traditional, commuting, and residential students.

Brainstorming Suggestion on Students' First-Year Experience:

This group could survey first-year students--both freshmen and transfers--and do follow-up studies to evaluate their overall experience with us. The Office of Institutional Research could assist with the survey process. Having data on what we do successfully or unsuccessfully and what students find successful or unsuccessful in terms of their own academic lives will help us in identifying what needs to be made better and what we should continue doing right. The group might also communicate with other colleges/universities known for the high quality of student satisfaction and learn what they do.

Areas of Impact All students directly and all faculty and staff indirectly; we should increase our retention rate

Preliminary Strategy: As above

Possible Stumbling Blocks: It may bruise our egos to learn that we don't do as well as we think we do in some areas. For example, we may need to revise our teaching techniques in certain courses; we may have to revise our curricula sequences; etc. Do we need more staff to "service" students in a particular office? Funding is also a problem here.

Leaders: As above

Time Frame: Start in fall 1997

• 4-C. Increasing Campus Diversity

As a public university, CU-Colorado Springs must make an active commitment to diversity to ensure that our environment includes and welcomes a diverse collection of voices. CU-Colorado Springs believes in diversity not as a matter of political expediency and not as a numbers game, but as a way to access the intellectual depth and breadth other cultures can provide. We should actively recruit minority students, faculty, and staff and create a climate that welcomes them and encourages their success; likewise, we should be creating curricula that are inclusive and reflective of cultural diversity.

Areas of Impact: All of us in the campus community and our relationship with the external community
Preliminary Strategy: Continued work of the EDGE Committee
Possible Stumbling Blocks: We need to continue our efforts to diversify our campus in a meaningful, professional way. Reporting mechanisms must be clear and straightforward.
Leaders: Chancellor, VCAA, Assistant VC for Academic and Multicultural Affairs, Dean for Student Success, Academic Deans, EDGE Committee
Time Frame: On-going

• 4-D. Promoting Global Awareness on Campus

To broaden the opportunity of our students to understand other ethnic and cultural groups, as well as America's place in the global community, the campus should continue to enlarge its range of international exchange programs--particularly now that we have the Housing Village. We should create ways for connecting foreign students with appropriate community groups. Our goal should be to make CU-Colorado Springs part of the "global village," rather than a global enclave.
Areas of Impact: All academic units
Preliminary Strategy: Each college/school should prepare a summary of the ways it places our students overseas or attracts international students and ethnic minorities within the US. It should set targets regarding numbers of students and report on its performance. Many of our Departments have made commendable efforts at diversifying their curricula, and such work should continue, with incentives provided. The Task Force on International Perspective could take a leadership role here.
Possible Stumbling Blocks: We know: you don't want to write another report!
Leaders: Academic and Student Success Deans, Department Chairs, Faculty, Staff
Time Frames: Begin next academic year.

• 4-E. Upgrading Data Collection and Access

Among the many things we learned in doing the "homework" for University Planning was that institutional data are frequently difficult to collect and access. Yet such activity is required in many aspects of our institutional life; indeed, institutional data collection, access, and reporting are crucial not only for planning, but also for everyday decision-making and accountability purposes. Quality, productivity, and effective use of resources all depend on useful measures of performance among all units across the campus, including student performance. The recently-passed House Bill 1088 requires that post-secondary educational institutions submit annual performance reports, starting in 1998. CU-Colorado Springs needs to build an institutional research office that is able to meet the reporting requirements of the state and our accrediting agencies, as well as sustain an information-based decision-making culture among us. Useful institutional data and reports must be easily and readily accessible to campus personnel for program evaluation and reporting. Moreover, the efficient collecting of important data would help us in communicating more effectively with our external constituents.

Areas of Impact: The Office of Institutional Research, the efficiency of which affects all other campus units

Preliminary Strategy: Fill the current vacancy in this Office with a candidate who will lead the campus to develop an up-to-date database and will lead in developing meaningful analyses and reports that campus and community leaders can use to understand and guide CU-Colorado Springs.

Possible Stumbling Blocks: Finding the right person for what we can pay

Leaders: The Chancellor should discuss the precise needs of this office with faculty, staff, and administration, and subsequently, appoint the search committee with in-put from the officers of the Faculty Assembly, Staff Council, and Professional Exempt Staff Association.

Time Frame: As soon as possible

• Program #5-IMPROVE THE RESEARCH ENVIRONMENT: We will foster a campus culture that increases the amount and quality of both applied and basic research on this campus.

Research is at the heart of a university. One of our primary reasons for being is to create new knowledge and to disseminate it. A second is to prepare students to discover and work with new knowledge throughout their careers. In order to have excellent teaching at CU-Colorado Springs we must continue to have faculty at the frontiers of research and creativity in their fields. Depending on the discipline and the composition of the faculty, of course, the mix of applied and basic research will vary. We must support faculty involved in basic research with the time and supplies (technology, equipment, books, etc.) needed to do their work. We need to expand our applied research potential with the community even as we continue to value basic research. To expand applied research we must address the problem that it is not always viewed equally with basic research when it is time for promotion, salary merit review, etc. We need to correct this matter--the quality of the work should determine its weight in our appraisal systems.

• 5-A. The VCAA and Academic Deans should work with the faculty in clarifying how basic vs. applied research "counts" so that faculty, especially untenured, understand the rules of the game. We should also review the way "sponsored" versus "non-sponsored" research is "counted," and discuss ways of valuing research that is not of the "published in a refereed-journal"-type.[3] Likewise, what about research or creative work that occurs in or feeds directly into the classroom? In other words, we should be discussing what "research and creative work," in terms of career success, incentives, and rewards, really mean as we approach the 21st century.

Areas of Impact: Faculty success

Preliminary Strategy: The VCAA and Academic Deans and Dept. Chairs; the Faculty Assembly leadership

Possible Stumbling Blocks: Can be overcome if departments move ahead with their written explanations of criteria for re-appointment, promotion, tenure

Leaders: As above

Time Frame: Begin work in area in fall '97 and with ongoing work

> **Brainstorming Suggestion for (Re-)Defining Research**
> Faculty and administrators may wish to read the literature cited in footnote 3.

• 5-B. We must support the Library's efforts to improve its collection of documents and of computer-based information sources. We should particularly explore the potential of electronic

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[3] See R. Eugene Rice, "The New American Scholar: Scholarship and the Purposes of the University," *Metropolitan Universities Journal*, vol. 1, no 4 (1991), 7-18; Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (Princeton: Carnegie Foundation for the Advancement of Teaching, 1990).

sources to bypass the massive investment needed to develop a traditional collection suitable for a research library. The Library should work closely with Academic Deans and the academic departments so that disciplinary areas are targeted strategically for collection growth.

Areas of Impact: All of the Library's users
Preliminary Strategy: Up to the Dean of the Library and VCAA, with the continued commendable efforts of the campus's CU-Foundation; Academic Deans; Community Leaders; Strategic Budgeting to include Library Support
Possible Stumbling Blocks: $$
Leaders: As above

• **5-C.** We must continue and enhance the availability of research funds, particularly for untenured faculty. But we must also keep in mind that tenured faculty, too, are deserving of research support. One way to achieve this is to put in place and follow a process that maximizes the degree to which income from research further expands research on this campus. The Chancellor has accepted the recommendations from the Task Force on Sponsored Research and is implementing them. We should be sure to have accountability in projects funded by the Committee on Research and Creative Work (CRCW). Funding for CRCW should be included in Strategic Budgeting.

Areas of Impact: We should improve the research environment for faculty.
Preliminary Strategy: CU-Foundation, VCAA, Deans and faculty create strategies
Possible Stumbling Blocks: $$.
Leaders: As above
Time Frame: Set a dollar target and reach it by 1999 with annual increments thereafter.

• **5-D.** CU-Colorado Springs should consider establishing a "Research Park" for this campus.
Areas of Impact: Meeting the community's research aspirations in an era of declining research funding poses a difficult challenge. An existing report (by the campus Committee on Sponsored Research) makes many useful suggestions. Adding to the work of that committee, and focusing on applied research, the campus might combine its land with the external gift of a building to establish a multi-purpose research facility in which faculty, established companies, and young companies would be co-located. Such "compact research parks" exist in Europe and have achieved considerable success.
Preliminary Strategy: A business plan should be developed.
Possible Stumbling Blocks: $$, but this is a win/win activity for the campus and the community.
Point People: CITTI is the logical developer, working in coordination with the campus CU-Foundation. The establishment of the facility will depend heavily on securing a donor.
Time Frame: Begin planning 1999 and possibly build during Stage III of the campus building plan

• **Program # 6-IMPROVE COMMUNICATIONS:** CU-Colorado Springs will improve its internal and external communications.

• **6-A. Internal Communications**

A UPT subcommittee found that the campus has some general communication problems in timeliness, awareness of varied campus schedules, communications "filtering down," and attitudes towards student-employees. We want to have an ambiance on this campus that values people and that conveys the "friendly" atmosphere that is usually the most personally-compelling aspect of college life. Some of these problems have a quick fix that will also yield long-term positive results.

Brainstorming Suggestions for Internal Communications:

1. Faculty, student, and staff leaders should meet as a group at least once per semester to discuss matters of mutual concern and interest; this is a simple, effective, yet neglected activity.

2. We are pleased to report that the University Relations Office has convened a committee to find an on-going tool for campuswide notification about events, etc. via a central "clearing-house" on campus. The clearing house should regularly notify relevant campus constituencies by e-mail & campus newsletters and could maintain a timely Web page and a data base. Electronic communications must be made readily available and convenient to all faculty (some are still e-mail-less in their offices because of network inadequacies) and staff.

3. Can the time-scheduling staff in Admissions and Records consider a proposal that we have one "open" timeslot (i.e., not scheduled for classes) per week, at a reasonable time, when campuswide meetings could have full attendance (i.e., "full" in the sense that all who wished to come might without having to miss part of a class)? This group should meet with Faculty Assembly leaders and the Academic Deans to work on this issue in time for the Fall 1998 "Schedule of Classes."

Areas of Impact: Our quality of campus life will be enhanced by communicating better.
Preliminary Strategies: As mentioned above
Possible Stumbling Blocks: For item 2, getting the technology up-to-speed and getting all offices "on-line"; for item 3, time constraints for classes
Leaders: As mentioned above
Time Frame: For item 1, begin meeting in fall 1997 and make such meetings a regular activity every semester; for item 2, ongoing activity; for item 3, begin discussions soon and if this is feasible, implement for Fall 1998 "Schedule of Classes."

• 6-B. Public Image and University Relations

As we learned from our Summit (July 11, 1996) with community leaders, our campus must not only enhance what we are doing "right" in community relations, but also improve our image by getting ourselves known as both a high-quality *and* user-friendly institution of higher education that welcomes traditional and non-traditional students of diverse backgrounds. It was surprising to us to hear so frequently from so many different external constituencies that they view us as "the university on the hill": the phrase was repeated many times. Granted, this is better than their thinking that we are "Old Cragmor with books in the bathtubs"! But given our strong historical connections to the local community and our current and future needs to get the community to support us in a very public way as we mature (i.e., as with the CU systemwide funding disparity), we need to enhance our user-friendliness and our usefulness in both reputation and substance.

Areas of Impact : Campuswide

Preliminary Strategy: We urge the Director of University Relations to work energetically with all campus citizens by meeting with departments and staff offices; we also urge the administration of the campus to provide adequate support staff for this effort. The Director, working with the Chancellor, should convene a campus committee to formulate a preliminary public relations campaign that promotes the identity we create as the result of discussions around this subject and the programs in this Plan.

Possible Stumbling Blocks: Funding and Time--No matter what great things we do here on campus, the word will get out only if we improve external communications. Doing this may require time from campus personnel to go into the community, do interviews, write newspaper

pieces, etc. We expect the Director of University Relations to be a strong and effective catalyst for us.

> *Leaders*: The Chancellor and the Director of University Relations
> *Time Frame*: Begin the work immediately

Brainstorming Suggestion for External Relations:

We are pleased to report that the University Relations Office has convened a marketing research survey committee relative to our identification, etc. We encourage, in the strongest possible terms, the new Director of University Relations to work with students, faculty, staff, and administrators in a pro-active way to promote this campus in the media. The University Relations Office should be more than a mailing service for notices. We need an aggressive and sophisticated public relations effort to get the right word out about us; this would help dramatically in improving our image and with both community and internal relations. Both campus SWOT responses and public opinion voiced at the Summit, as well as follow-up telephone surveys, attest to the importance of this Program. Indeed, the first item of business may be our deciding on ONE name that we use on all of our materials: are we CU-Colorado Springs, the University of Colorado at Colorado Springs? CU-the Springs (is this adequate identification now that the Housing Village enables us to recruit out-of-state students?)? UCCS? Our logos, our stationery, our publications, etc. should have professional consistency in the way we identify ourselves institutionally.

• **Program # 7-ENHANCE COMMUNITY PARTNERSHIPS: CU-Colorado Springs will enhance its role as a resource for the community.**

Our statutory mission asks us to serve the needs of the Colorado Springs metropolitan area with our educational programs. In order to fulfill that mission we need close contact with the community. We know from the community Summit (July 11, 1996), as well as from other sources, that the community wants our students to be prepared to make immediate contributions in economic and cultural activities upon graduation: it wants them to be employable. The campus needs to respond to that desire, without sacrificing our traditional emphasis on the fundamentals of learning (analyzing, questioning, organizing, communicating and mastering the knowledge base of a discipline). Achieving the right mixture of immediate employability and learning fundamentals is best achieved through on-going discussions with the community.

We also know from the Community Summit that the community clearly views CU-Colorado Springs as a resource that extends beyond the education of people to include cultural and educational leadership, diversity of student backgrounds and points of view, as well as research output and a reservoir of expertise. Responding to these broader needs can augment our educational and research activities, as well as secure the community support that will be vital if we are to fulfill our goals.

• **7-A.** Outreach efforts of existing centers (e.g., Biotechnology, CCDD, CITTI, Education Research/Supported Employment, Software Systems, Aging, Entrepreneurship, GSPA Research, Sports and Leisure) should be assessed and enhanced as needed, and new outreach efforts--as appropriate--should be created. To accomplish this, the VCAA will need, first, to identify and coordinate the efforts of all existing outreach "centers," such as those mentioned at the beginning of this paragraph. While we strongly encourage such centers to maintain their individual and entrepreneurial characters, we believe that overall coordination will improve each center's effectiveness. For by "coordination," we mean that the VCAA should convene center directors; collect mission statements that define each center's tasks; and then, working with the University Relations Director, make this information available to the community in a single brochure. The Office of University Relations could then become a clearing-house for information about our outreach efforts.

Brainstorming Suggestion for Center Outreach:

In addition to creating a brochure, the University Relations Office should have a staff-member familiar with the missions of each Center; then, when phone calls come to the campus switchboard requesting a specific service, the operator could forward the call to the University Relations Office, where the staff-member would be able to direct the caller to the appropriate center. This would be a clearing-house service to callers.

Areas of Impact: We will enhance the community's knowledge of the resources CU-Colorado Springs can make available to them. In addition, a single brochure about our Centers will consolidate information; at the same time, we are not discouraging centers from doing separate brochures. But as we learned at the Summit, persons familiar with the fine work of one center were completely unfamiliar with our other centers that might also be of assistance to the first center's patron.

Preliminary Strategy: As above

Possible Stumbling Blocks: None

Leaders: VCAA and Center Directors

Time Frame: ASAP--This requires just a little time and energy and a relatively small budgetary commitment to create, produce, and disseminate the brochure.

• **7-B.** CU-Colorado Springs should work with community leaders to identify local needs and pursue a program of Service Learning related to the academic departments.

Areas of Impact: Students' sense of community will be enhanced, as will their recognition that they owe service to the community that supports them and their university.

Preliminary Strategy: Academic Deans should familiarize themselves with the way service learning operates and work with their faculties to promote it so that students have meaningful experiences that assist our community.

Possible Stumbling Blocks: None

Leaders: Deans and perhaps their Community Advisory Boards, working with department chairs

Time Frame: Begin studies this summer and work with the faculty on a way of integrating service learning into the curricula.

• **7-C.** Student internships should be continued and expanded, as appropriate, by the academic departments.

Brainstorming Suggestion for Student Internships:

Preliminary Strategy: Each department or disciplinary area (team) should study the feasibility of "professional" courses for students in terms of how they would affect the major; develop programs for internships as well as community oriented class projects within two years; and should have implemented a pilot program in two years as well. Such programs should have a degree of coordination--say through the Student Success Center. Results--numbers of students involved, and questionnaires relating to satisfaction--should be reported annually via the VCAA.

Possible Stumbling Blocks: Students may become so involved in their internships that they forget they are our students and we never see them. Also: This is a time-intensive effort requiring careful coordination both across departments and colleges/schools and between these units and the community.

Leaders: Academic Deans, Department Chairs (Team Leaders, etc.)

Time Frame: As indicated above

• **7-D.** Building on the community's high regard for CU-Colorado Springs as a leader in the arts (including theater) and culture, we should enhance the campus's facilities as an artistic and cultural center.

Areas of Impact: The campus has established itself as one of the community's leaders in art and theater, despite the constrictions of space and non-user-friendly ambiance (including visitors' frustrations with parking). Summit attendees felt we should do the things that a "traditional university does," such as holding community events on our campus. We should continue to build our reputation as a cultural center for this region through continued recruiting of corporate groups to attend theater performances or hosting receptions by community groups in the art gallery. Better physical facilities for art and theater are, however, needed. Indeed, the campus simply needs a nice space for special events--guest lectures, award ceremonies, public readings, receptions, etc. The preliminary discussions about having an art gallery and theater/auditorium connected to the planned Field House near the Nevada Avenue side of the campus should be accelerated. In addition, the bookstore could promote an image as a source of serious research books for the community.

Preliminary Strategy: The Theater Program, THEATREWORKS Board, and the Gallery for Contemporary Art should work with the Vice Chancellor for Administration and the Chancellor, as well as with the CU-Foundation, to study the feasibility of the building. Community supporters should also be included in this effort. The art gallery, theater, and bookstore should report annually on their activities that served to increase community involvement.

Possible Stumbling Blocks: Finances for capital construction

Leaders: As above

Time Frame: The reports can be issued beginning next AY; building discussions can begin now and the building, itself, be moved ahead in the campus building plans, as appropriate.

•**7-E.** We should expand our partnerships in K-12 endeavors.

Areas of Impact: Project Connect between our School of Education and the Harrison School District to improve math/science education is an example of CU-Colorado Springs/K-12 collaboration. The campus should continue to explore collaborative relationships with K-12 schools.

Preliminary Strategy: The School of Education is a logical leader for this activity; departments in the College of Letters, Arts and Sciences; the College of Engineering and Applied Science (especially Mathematics); and the College of Business must also be actively included.

Possible Stumbling Blocks: Our technology problems on this campus and getting people and equipment up-to-speed--which is largely a financial problem and discussed under **Program 3-B**.

Leaders: As above

Time Frame: Begin in fall 1997

• **Program #8-ON-GOING ASSESSMENT OF CAMPUS PERFORMANCE: We will continue to develop and adopt appropriate methods for assessing and reporting our performance.**

The SWOT questionnaires showed that many of us view the bureaucratic zeal for assessment as a threat--one that focuses attention on attributes that are easily measured and away from more subtle, but possibly more important, measures of quality. But assessment is a fact of life for us as it is for most institutions, and so we should move forward in developing method(s) for assessment that meet our needs and the needs of institutional reporting.

Assessment is far more challenging than is commonly recognized by the outside world. During a college education students acquire facts, learn analytic methods and develop the good judgment, reliable intuition, common sense, and self-discipline needed to be responsible, self-

managing decision-makers that the business world, the professions, and the community at-large need. The successful student will acquire a mix of easily measured information about a discipline, and very subtle, but equally important, "tacit" knowledge that defines a strategy for identifying, prioritizing and solving unstructured problems. Facts and methods are easily measured with standardized tests, but "tacit" knowledge is not. Assessment of performance in higher education has lagged. We have an opportunity to be leaders in developing assessment methods, and should provide resources and incentives to develop methods that are themselves excellent. Such assessment methods should address student capabilities, faculty performances in teaching, research/creative work, and service, as well as the overall performance of our institution. Non-academic program assessment applies here, too. And as we develop "Distance Learning" programs, our assessment methods should be adapted to fit them.

• The General Education Assessment Committee, led by the VCAA, should move forward and work with faculty in developing appropriate processes for assessment that meet both accrediting/reporting criteria and student/faculty needs. This committee should also work with the Campuswide Curriculum Committee, which should be reconvened and "activated."

Brainstorming Suggestion for Student Assessment:

In the process of reviewing general education, we need to keep in mind that--with the exception of ENGL 131 and 141 (Composition I and II), which we are attempting to monitor so that students in the College of Letters, Arts and Sciences complete their composition requirement by the end of their second year--our general education courses are in no particular sequence requiring any specific set of skills. While this fact has certain merits (e.g., students are free to explore various areas of study, and this is good), it also points to a lack of consensus as to particular skills that we expect students to have at certain points in their academic career. So: Do we want to create proficiency assessments of all students when they are either entering junior status (60 hours) or transferring in at least 60 hours? The assessments would be in math and science, and in English (writing) as it relates to the students' major via an essay exam that assesses not only knowledge in their field, but also their writing skills. The latter would be part of a new emphasis on writing-across-the-curriculum, wherein the "field" essays would be graded in terms of both disciplinary knowledge and writing skills expected of a rising junior at this university. The writing-across-the-curriculum effort should be campuswide and supervised by a Director of Writing Programs as an advanced tenure-track position housed in the English Department; however, because the position affects the entire curriculum campuswide, the funds for the faculty slot should come right "off the top" and not count against the English Department--similar to the way the Ethnic and Minority Studies Director Position is being funded. The two assessments (math/science and field/English) would be offered three times annually: two weeks before school starts in the fall; the winterim; and two weeks after spring graduation. Students who fail will be given help in the Learning Centers and through other counseling activities and will take a new test at a subsequent test date within a year. Faculty from each discipline, trained in writing-across-the-curriculum, will grade the field/English exam; math/science faculty will grade their exam. Graders should be remunerated at a standardized salary that adequately pays them for their time in learning how to grade holistically and performing the actual grading. This priority may also affect curriculum: perhaps we will decide to have a campuswide core curriculum in general education. No public relations campaign to enhance our public image could score the points that this substantive measure would earn for us.

Areas of Impact: Campus concerns mentioned on the SWOT forms as threats and weaknesses about accountability, student quality, and "unexcelled" undergraduate education would be addressed. All academic departments and Learning Centers would be involved. A program like this could well add a unique dimension to CU-Colorado Springs as a campus that is committed to quality student performance, thus merging the teaching and research/creative goals of this Plan. It is worthwhile to note that small private colleges like Alverno College (enrollment 2400) in Milwaukee have earned national praise and been awarded both grant and reward funds for original

endeavors in assessment.[4] If CU-Colorado Springs were to create a coordinated series of manageable, reliable assessment instruments, we would certainly establish a unique identity for ourselves in Colorado and perhaps the Rocky Mountain area.

Preliminary Strategy: The VCAA, working with faculty identified for teaching excellence, should take a vigorous leadership role in convening departmental representatives to determine the logistical feasibility of various aspects of this priority. Grant money from educational foundations and/or "initiative" funding from the CU-President's Office might help to defray expenses. The Director of Composition needs to be involved. The University of Texas at Austin and Middlebury College have very strong writing-across-the-curriculum programs, wherein students take writing-intensive disciplinary courses (designated W) throughout their college careers. Those schools may provide a model for us.

Possible Stumbling Blocks: The students will groan: most are fearful of writing. But a greater and more troubling stumbling block is reported by our Composition Program: there seems to be a lack of interest among resident faculty in various departments to commit themselves to writing-intensive disciplinary courses, writing-as-faculty workshops, or workshops in such areas as assignment design, criteria setting, writing assessment, etc. Colleges and departments may raise their accrediting criteria as problematic: writing-intensive disciplinary courses may require extra credit hours within the major. This is also a massive effort in terms of campuswide collaboration, including offering additional writing courses that go beyond the scope of the Writing Center for students who do not pass the rising junior exam. We will need to examine how this would work with NCA-accrediting criteria, as well as with the CCHE's changing role in assessment responsibilities. The CU-Vice President for Academic Affairs (and his staff) would be a good resource for the latter. Yet none of these stumbling blocks would be insurmountable if the faculty were truly committed to this idea.

Leaders: As named above

Time Frame: The VCAA's committee should begin discussions in spring 1997, at which time the NCA team will be on campus and can answer questions about how they are dealing with assessment for us.

A CONCLUDING CHALLENGE

As we proceed with the Programs outlined in the plan, we should keep this concrete challenge in mind: The September 1996 issue of "Money" Magazine lists its "10 Best College Values" (pp. 104-107). Two of these schools appear to have strong similarities to us in being smaller, newer campuses in a state system: Truman State University and the College of New Jersey (formerly Trenton State College, which is one of our NCHEMS Comparison Institutions cited in note 2). Using sixteen measures of educational quality to analyze the schools, the magazine's staff concluded that "the education they [the colleges] offer is well worth their tuition" (p. 118). We should ask these schools to tell us the six things they felt they did to make themselves so special. In proceeding with our plan--in its various iterations over the next 5-10 years--we should share the concrete objective of breaking into the top ten on this list (because it is based on value for money) or a similarly prestigious list by 2007. We ask you--in the words of poet Emily Dickinson--to "dwell in possibility" and collaborate in the pro-active efforts that this challenge represents.

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[4] Karen W. Arenson, "6 Colleges With Bit of Genius Are Given $750,000 Rewards," *The New York Times*, June 26, 1996, A13.

Plan Implementation

The UPT hopes that its many contacts with the campus and with community leaders during the year spent preparing this plan have established a foundation for efficient implementation. In addition to the implementation activities described in **Programs 1-8**, each unit (College, School, Department, Team, Staff Office) should develop its own strategic plan for accomplishing its role within the framework of this plan. Principles for such plans are discussed in part **A** below.

A second activity involves the coordination and leadership of the eight programs proposed herein. Such coordination and leadership are the subjects of part **B** below.

A. Each unit (College, School, Department, Team, Office)--academic and non-academic--should create a strategic plan that reflects the goals of the campus plan and that fits the circumstances of that unit. Program development should proceed in a collegial fashion, with emphasis on having unit and college/school planning in consonance with the campus plan. We want a campus where strategic planning is the order of the day. It is imperative to consider community needs in program planning, but with the caveat that increasingly broader-based enrollments (i.e., beyond the Colorado Springs metro area) may create needs beyond those of the local community. Likewise, community requests may not necessarily be reflected in enrollments or funds. Planning must proceed with foresight, flexibility, and common sense in order to balance responsiveness with fiscal prudence. Academic units must work with relevant staff units in their planning, and vice versa. Top priorities for college/school administration and faculty should include:

• developing programs in a "strategic" way so that individual activities are in line with college/school/campus goals

• encouraging departments to improve integration of their non-regular faculty (i.e., adjuncts, honoraria, instructors) with their regular (tenured-track/tenured) faculty (This would increase camaraderie, improve teaching consistency, and enhance loyalty.)

• creating more opportunities for community links--these might include more student internships with businesses and student tutoring in area schools (See **Program 7-E.**)

• being open, frank, and courteous with each other at all levels.

Areas of Impact: Strategic thinking should decrease "turf" problems as well as improve individual Colleges/Schools and departments. All of us need to understand how and why priorities become priorities *before* they are announced as priorities. Processes must be understood. This affects internal communications, as well as external image. We suggest that the ambiance of a university campus should greatly surpass the ambiance of the street in terms of mutual respect as reflected in open, frank, and courteous treatment of each other.

Preliminary Strategies: Deans, department chairs, and staff supervisors need to work as team-leaders; units' plans should complement the University Plan; UPT members will be available for consultation, as appropriate

Possible Stumbling Blocks: A non-strategic planning past

Leaders: This is a collaborative endeavor for all of us on campus, and we should consult with our friends and supporters in the community.

Time Frame: By the end of AY 1997/98, each academic and administrative unit should be able to offer a concise plan for review.

B. At a campus level we need more than a strategic plan if we are to fulfill our Vision. In the for-profit sector the appropriate term would be "strategic management," implying a continuing process of implementing programs, assessing the institution's progress and modifying the plan. A great deal is known about strategic management from the for-profit sector and our campus can borrow from that knowledge:

• Successful strategic management must be led by the top administrative officers, and it must have broad participation from all who influence decisions in the organization.

• Successful strategic management requires a steadiness of purpose, but it also must adjust when outcomes do not match expectations.

The UPT envisages ongoing activity, led by the Chancellor, associated with implementing and modifying this plan. Although most of the programs will be led by persons other than the Chancellor, UPT believes that she must provide the overall impetus and coordination. The UPT encourages her to monitor every program through its designated leader(s), and to initiate such changes in the programs if needed.

Successive University Planning Teams should meet with the Chancellor periodically (e.g. semi-annually) and should issue an annual "report card" on our progress, which should be shared with the campus and external communities. A Summit for community leaders, similar to ours of July 11th, 1996, should be an annual event. As one might expect, the original UPT members learned a great deal about planning and our campus as we proceeded in our work. To benefit from such experience while gaining the insights of newcomers, we recommend that the UPT membership should be staggered, perhaps for 1-3 years terms.

Acknowledgments: The UPT co-chairs should like especially to thank Carrie Paxton and Kathy Griffith in the Chancellor's Office and Melissa Burch of the Research Center in GSPA for helping to make our work efficient and pleasant. We also thank Professors Gene Abrams and Bob Carlson for suggesting the goals/programs format, and the Psychology Department faculty for their thoughtful suggestions about emphasizing academics. Other contributors to this plan--members of the committee, of the campus, and of the community--are too numerous to recognize individually, but they all deserve credit for their many thoughtful contributions. In writing this plan we have tried faithfully to reflect those contributions.

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APPENDICES

APPENDIX I. Background on the Planning Process

A. The University Planning Team

In December 1995, after consulting with Faculty Assembly and Staff Council leadership, Chancellor Linda Bunnell Shade appointed a University Planning Team (UPT) and charged them with creating a strategic plan for the campus. She observed that the plan would be the first stage in an on-going planning process that would help to determine our way of doing business in the future. The Chancellor, likewise, announced the University Planning Team and its charge to the campus community by memo. The original UPT consisted of:

Peg Bacon (Associate Professor & former Dean, School of Education)
Linda Barley (MedLogic, community)
Kathleen Beatty (Dean, GSPA)
Mike Ciletti (Chair & Professor of Electrical & Computer Engineering, College of Engineering & Applied Science)
Hasker Davis (Associate Professor of Psychology & President, Faculty Assembly
Bill Gayhart (Cashier, Bursar's Office, Treasurer of Staff Council)
Daphne Greenwood (Associate Professor of Economics, LAS, & President-elect, Faculty Assembly)
Bob Keeley (El Pomar Professor of Finance, College of Business)
Rubén Martinez, Assistant VC for Academic and Multicultural Affairs (*ex officio* UPT member as NCA Self-Study Coordinator)
Sue Mitchell (Facilitator, Student Success Center & President, Staff Council)
David Moon (Chair and Assoc Prof, Political Science, LAS, & Chair, University Budget Advisory Committee)
Carel Nolan (Merch Mgr, Bookstore, President-Elect, Staff Council)
Joan Klingel Ray (Professor of English and President's Teaching Scholar)
Art Ruiz (Student Gov't)
Tammie Stack (Student Gov't)
Jim Stewart (Chair, Colo Spgs Black Chamber of Commerce, community)
Robert Wonnett (Director of Public Safety)

Bob Keeley and Joan Klingel Ray were appointed co-chairs. Reflecting the Staff Council, Faculty Assembly, and Student Government elections held in late spring 1996, Frank Hammitt (Public Safety) joined UPT as President-Elect of Staff Council; Hasker Davis left the committee and was replaced by Doug Swartzendruber (Professor of Biology and President-Elect, Faculty Assembly), and Joni Silliman (Co-Exec of Student Government) replaced Tammie Stack. Joe Burke (ACE Fellow) served in an *ex officio* capacity and provided both logistical support and objective in-sights during fall 1996 as we were getting up-to-speed.

This planning activity differs significantly from previous planning exercises at the campus in its being driven by the Chancellor and campus citizenry, as opposed to the University's Central Administration or governing bodies. Furthermore, the Chancellor has emphasized that planning will be a continuing effort, with successive efforts driven by current activities and future needs. This document, then, should be regarded as the first stage of on-going strategic planning.

B. A Recap of Our Process

After reviewing planning literature, hearing presentations from Rocky Scott (Colorado Springs Economic Development Corporation on the city's economic and business profile) and Norwood Robb (CU-Regent on future educational profiles), and intensely discussing the nature of

our campus, the University Planning Team determined foremost that our work should driven by the campus Vision Statement, created in AY 1993/94 and accepted as the campus's consensus relative to what we desire for ourselves. Because vision statements are by their very nature "visionary," UPT believed that in building on the Vision we would also be making that vision more concrete.

Gaining Campus Input

To assess campus attitudes, UPT conducted a "SWOT" analysis, whereby we asked the CU-Colorado Springs community to examine Strengths, Weaknesses, Opportunities, and Threats relative to units (i.e., academic departments and teams, administrative and staff offices, student groups) and the campus in general. To increase opportunities for individual responsiveness, UPT members identified and treated each unit on campus as a "focus group" to which UP-team members made unit visits. At the unit visit, the UP-team member explained the planning process to the unit, distributed the SWOT questionnaire and Vision statement to each unit member, and encouraged discussion leading to in-put for a single unit response; individuals were also encouraged to submit their own response sheets if they desired to present a minority opinion not expressed in the unit's SWOT response. Over a four-week period in March and April, UPT-members Bacon, Beatty, Ciletti, Davis, Greenwood, Keeley, Mitchell, Moon, Nolan, Ray, Ruiz, Stack, Stewart, and Wonnett visited fifty-five campus units. Keeley and Ray rapidly scanned the SWOT responses and presented general findings at two campus town-meetings on April 25 and 26. On April 16th, UPT co-chairs joined the Chancellor in up-dating CU Vice Presidents Byyny, Stine and Takeuchi on planning activities. Meanwhile, Melissa Burch, Director of the GSPA Research Center, coded all the SWOT responses for an accurate tally; she provided us with responses arranged according to both verbatim answers and categorized answers. All UPT members and the Chancellor and Vice Chancellor for Academic Affairs received the summaries of the coded questionnaires. The Chancellor periodically joined UPT meetings, and the UPT co-chairs communicated regularly with her throughout the process. UPT reviewed five drafts of the planning document so that Bob Keeley and Joan Ray could create the document you are now reading.

After distributing the fourth "draft" plan as a discussion document on September 13, 1996, UPT-members returned to the units for group visits during the fall semester in order to discuss the draft and encourage in-put. We gave units another SWOT questionnaire, asking them to assess the draft's strengths and weaknesses and to identify missed opportunities and threats. The responses were coded by Melissa Burch of the GSPA Research Center during the mid-semester Winter break. UPT co-chairs Keeley and Ray analyzed the results and created a fifth draft in January 1997, for review by the UPT in February. The present document, then, is the sixth iteration, reflecting everything we have learned from our five previous drafts and your in-put.

Gaining Input from the External Community

Because CU-Colorado Springs is intrinsically tied to the Colorado Springs community, UPT appointed a subcommittee (Bacon, Beatty, Greenwood, Mitchell, Moon, and Ray, with great technical support from Melissa Burch of the GSPA Research Center and Nanette Anderson of University Relations) to organize a Summit, hosted by the Chancellor on July 11th, at which community leaders from business, local and state government, education, and non-profit organizations would be convened for three hours at the Doubletree-Antlers Hotel to consider "The Roles of CU-Colorado Springs in Colorado Springs." About 130 "major leaguers" from the city and county community were invited; over fifty of them attended. We began the morning with a series of efficient, short presentations highlighting important activities at the campus; the purpose was to inform attendees, who most likely have familiarity with only a portion of our campus, about what we do across the campus. After the presentations, we asked attendees to remain at their tables and think of their "tablemates" as members of a "focus group." Discussion centered around three questions, pre-determined by the Summit's planning committee, about our role in the

community and the community's relationship to us. Their discussion was kept on track by one CU-Colorado Springs person seated at the table serving as facilitator and another CU-Colorado Springs person serving as recorder, who wrote responses on a large flip chart at the tableside. Again, Melissa Burch at GSPA's Research Center coded the responses, which were discussed by the UPT and with the Chancellor, and shared, in summary narrative form, with all Summit invitees. The Chancellor offered to do follow-up visits with Summit guests to elaborate on planning and their responses during early fall 1996.

Collecting Additional Data

During May and June, UPT members divided into sub-committees to perform mutually agreed-upon tasks, with findings shared in June, July, and early August:
- Vision clarification--a "report card" on how the Vision compares with the coded SWOT responses and also with the criteria of a "new generation university";
- productivity improvement--a study of measurements of and criteria for faculty productivity;
- external image--a telephone survey of selected key persons external to the campus, mostly the community leaders who were unable to attend the Summit of July 11th;
- assessment of current campus processes--a review of how campus units plan and how initiatives are launched;
- internal communications--an assessment of the openness, frequency, and quality of communication among students, faculty, staff, and administration, including "who initiates communication?" and "how are disputes resolved?"; and
- budgeting--ways in which funding can be tied more intrinsically to the Vision and to planning.

APPENDIX II: Campus Input About Distance Learning

During fall 1996, we conducted a brief survey among the faculty about their interest in and experience with distance learning. Summarized below are the main points of the results:

- Survey of Faculty indicated (45 replies)
  - 53% favor aggressive involvement
  - 38% favor moving forward carefully
  - 9% do not favor moving forward (main reason: lack of funds)
- Faculty experience
  - 13 had taught on CU-Net
  - 12 had experience with other distance learning systems
- Some comments
  - A true discussion class format requires an investment of about $100,000 per classroom. Assuming an annualized cost of $15,000 per year and 750 hours per year of use, this is about $20 per hour incrementally, which is not bad. Operator costs would probably add another $20 per hour. Transmission costs may be $60 per hour (T-1 line, compressed video).
  Total cost: $100 per hour.
  If incremental revenue per student is $6.67 per hour ($300 tuition for 45 contact hours), we would break even on the added cost with 16 additional students per class. This is a fairly large increment. We would probably need to limit this level of distance learning to popular programs.

  - Production costs for the Mind Extension University (MEU) program with the College of Business and the Graduate School of Public Affairs appear to be $100,000 per class (once adjusted based on initial experience). In addition, the cost of an assistant to deal with communications, Internet posting, etc., is about $60 per student enrolled--150 hours of

work at $20 per hour=$3000 for 50 students. Distribution is probably $50 per student.

Total cost=production ($25,000/yr)+ instructor (say, $10,000 plus $50 per student up to 100, then $10 per student)+assistants ($50 per student)+distribution ($50 per student)=$35,000 per year+variable cost ($150 per student up to 100, then $110)

With tuition of $700 per student, break-even is 63 students.

Initial results, educationally, appear highly favorable.

• Conclusions

• Distance learning (e.g., correspondence courses) has been around a long time without much impact on higher education.
• The technology now exists to bring students into the classroom *if* we make a substantial investment in facilities.
• The alliance with Jones offers a second approach--reaching large numbers of students with a very well produced course.