

# Chapter 5

## Putting Mission into Action

**Criterion One: *Colorado State University has clear and publicly stated purposes consistent with the mission and appropriate to an institution of higher education.***

### Introduction

CSU's mission, vision, and strategic plan are the primary focus of this chapter. The role and mission of CSU are regularly reviewed, both internally and externally by the State of Colorado, to distinguish it from other universities in the State, to refine stated purposes consistent with the mission, and to establish short-term goals and budget priorities. This chapter provides an overview of the processes leading to definition of major goals, a brief description of the major programmatic purposes, and the organization of the University in eight colleges with differentiated missions to accomplish the institutional academic purposes. Finally, the institution's support for freedom of inquiry and its commitment to excellence are illustrated at the conclusion of the chapter. In sum, the evidence demonstrates that CSU has clearly stated purposes that provide Colorado residents and students access to an excellent, comprehensive graduate research university that is student-centered and committed to excellence in undergraduate and graduate education.

*Colorado  
State  
University is a  
comprehensive  
graduate  
research  
university.*

### Establishing CSU's Mission and Vision

#### Mission

CSU's mission is derived from statutory mandates and CCHE policies. The Board has general control and supervision of the University, including authority to adopt all such policies as they may deem necessary to secure the successful fulfillment of the mission. The following mission statement, reaffirmed and made public by the Board on December 2, 2002, combines CRS Sect. 23-31-101 and CCHE Policy role and mission:

"By statute, Colorado State University is a comprehensive graduate research university with selective admission standards. Charged with offering a comprehensive array of baccalaureate, master's and doctoral programs, it holds exclusive statewide authority for programs in agriculture, forestry, natural resources and veterinary medicine.

Colorado State University has a unique mission in the state of Colorado. The land-grant concept of a balanced program of teaching, research, extension and public service provides the foundation for the University teaching and research programs, Agricultural Experiment Station, Cooperative Extension and Colorado State Forest Service. The University has long been a leader in recognizing the rapidly changing global environment, and has a commitment to excellence in international education in all its instructional, research, and outreach programs. The University continues to make education and

training accessible to deserving applicants from all classes and groups, and maintains a wide range of research, extension, and public service programs in response to the needs of the people of Colorado, the nation, and the world.

This mission statement reflects the broad range of responsibilities carried out by a land-grant institution and acknowledges the continued evolving nature of such institutions. The Morrill Act brought together liberal and practical education for the first time and opened higher education to qualified students including those previously confined to vocational areas. Economically disadvantaged groups were no longer deprived of the opportunity to participate fully in the benefits accruing from higher education. The land-grant experiment in mass higher education has been copied worldwide because the educational environment created by its combination of liberal education for a lifetime and professional education for productive employment has proved to be the key to a better future. The land-grant tradition also linked higher education to the productivity of the American economy by emphasizing service to "agriculture and the mechanic arts," the dominant segments of the economy at that time.

## **Agencies Assigned to CSU**

As the unique land-grant institution of the State of Colorado, CE and CAES are integral parts of CSU. The General Assembly, through adoption of the CRS, defines CE, CAES, CSFS, and CWRRI as agencies. The General Assembly has placed these four state agencies under the supervision and control of the university's administration and the Board, which results in their budgets being included in the CSU budget. The CE is a partnership between CSU and the USDA with primary responsibility for statewide non-credit educational programs conducted through cooperative federal, state and county relationships. The CAES is supported by state and federal funds provided to support research at land-grant institutions to under-gird the educational mission through discovery and application of knowledge that address all the ecological, environmental and socio-economic regions of the state. The CSFS has responsibilities for protecting, promoting, and extending the conservation of the forests in the state. The assignment of the state forest service to the state land-grant university is a relationship uniquely found in this State. This responsibility is evidence of the central role of CSU as a steward of the State's resources. The recognition of the University as a steward of resources was further reinforced with the organization of the CWRRI in 1965 as a statewide institute with the purpose of developing, implementing, and coordinating water and water-related research programs in the state, and transferring the results of research to potential users. The purposes of these agencies are described later in this chapter as part of the research and outreach priorities of the institution.

## Colorado Commission on Higher Education

The CCHE is the state policy and coordinating board for Colorado's higher education system. The mission of the Commission is to provide access to high-quality, affordable education for all Colorado residents that is student-centered, quality driven and performance-based. CCHE's primary "customers" are Colorado students and citizens. CCHE is committed to providing the best quality education at the best price with the best possible service for its customers <[www.state.co.us/cche\\_dir/heccche.html](http://www.state.co.us/cche_dir/heccche.html)>.

The CCHE, after consultation with the governing boards of institutions and as a part of the master planning process, has authority (CRS Sect. 23-1-108) to determine the role and mission of each state-supported institution of higher education within statutory guidelines; establish enrollment policies, consistent with roles and missions; and establish state policies that differentiate admission and program standards and that are consistent with institutional roles and missions.

In 2001, CCHE in consultation with the Governor's Blue Ribbon Panel on Higher Education for the 21<sup>st</sup> Century (a select group of citizens and leaders of the state appointed in August 2001 to serve at the pleasure of the Governor) developed recommendations on role and mission statements and policy to differentiate public institutions in ways that ultimately increase the overall efficiency of Colorado higher education. Clarification of role and mission statements is expected to emphasize each institution's unique role in providing undergraduate education. The final role and mission policy differentiation (February 2002) for CSU established selective admission standards (discussed in Chapter 11) for undergraduate students; CSU shall be a comprehensive, land-grant research university; and CSU shall have exclusive authority to offer graduate programs in veterinary medicine, agriculture, natural resources and forestry.

The CCHE charge to CSU to provide "comprehensive" educational opportunities reaffirms the land-grant tradition. The university provides strong programs in agriculture, engineering, physical sciences, life sciences, natural resources, and veterinary medicine. In addition, programs in business, human services, and liberal arts are growing, as at most land-grant universities. Such growth reflects changes in society, including the reality that over 70% of today's jobs are in the service sector.

The CCHE role and mission statement distinguishes CSU from other universities in the state. CSU's charge in research and graduate education is to be comprehensive enough to be helpful to society and selective enough to be among the best. The mandate is to serve as many existing and future needs within the State of Colorado and in the national and global communities as is consistent with high quality.

## **Governing Board**

The BOGCSUS is responsible for interpreting and fulfilling the General Assembly's and CCHE's statements of CSU's role and mission. It frequently asks profound questions about the future of the institution in the context of the transformations taking place in higher education. For example, in 1998 the Board engaged in a series of discussions on seven Strategic Areas of Emphasis for two main purposes: (1) to enable institutions concisely to highlight progress and remaining challenges, and (2) to inform the Board quickly concerning campus activities in key areas. The topics were: improving undergraduate education; increasing institutional diversity; workforce preparation and training; improving accountability, productivity, and efficiency; institutional attention to research and other scholarly activities, consistent with institutional role and mission; improving the integration of technology into the educational process; and enhancing higher education's relationship with the K-12 system.

Through these discussions and the Board's approvals of the USP and *Context for Planning* <[www.research.colostate.edu/usp/](http://www.research.colostate.edu/usp/)>, precision and vision have been added to the institution's understanding of its mission:

- CSU's mission maintains the original values of the Morrill Act;
- All qualified students have equal access;
- Research and scholarship, in concert with educational activities, support economic development and cultural improvements available to all people;
- The campus is the entire state and, increasingly, other parts of the nation and the world; and
- Above all, the university stands for progress in the democratic tradition by adapting the land-grant philosophy to present and future challenges and needs.

## **Shared Understandings**

To enable consistency of purposes with mission, at the heart of CSU's strategic planning and budgeting processes are explicitly stated shared understandings of CSU's heritage, the beliefs, and the values to which it is committed. This awareness of institutional purpose and responsibility permits University-wide decision making to focus on identification, implementation and support of programs of the highest quality and relevance in statements of mission and essential goals. The following values are published in the *Context for Planning*.

### **The Land-Grant Heritage**

The University's present charge is defined in CRS Sect. 23-31-101:

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

That tradition is embodied in the concept of the inseparability of the tripartite activities of teaching and advising, research and scholarship, and service and outreach. Each activity supports and enriches the other and the overall campus environment, and contributes to the integrated learning experience of students and quality services provided to our many constituencies.

## **Vision and Values**

CSU's vision statement strives to preserve its rich past, provide for the present, and prepare for a future of changing social demographics and worldwide needs:

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

Drafted in Spring 2000, this statement serves as the core of the University Compact and articulates the institution's dedication to the enduring values and principles on which CSU was founded, and provides the practical and philosophical framework for campus life, serving as a catalyst for dialogue and action. The Compact is the tangible expression of relationships among and between University citizens and those in the greater communities based on mutual respect, a passion for discovery, and shared dedication to service. The University Compact is being integrated into institutional life in a variety of ways, such as through a letter to the campus community from the President explaining the compact; placed in relevant campus publications, on a campus web page and linked to other relevant web pages; presented and discussed at faculty, staff, and student orientations; and First Year Seminar instructors are encouraged to present and discuss the Compact in their courses.

## **Distinctive Characteristics**

A great University is characterized by distinctive beliefs, values and actions. At CSU, these include institution-wide commitment to the following characteristics (*Context for Planning*).

### *Excellence*

CSU is committed to the pursuit of excellence among our faculty, students, and staff that comes from the fusion of quality students, a faculty of active scholars, and staff dedicated to supporting the vitality of the academy.

### *Academic Freedom and Integrity*

Academic freedom and integrity are the basis for excellence at a university. Academic freedom provides the members of the University community with the right and responsibility to express themselves freely and openly. Intellectual integrity requires the pursuit of truth with full disclosure, the freedom to question established beliefs, the scrupulous examination of societal issues, and the responsibility for intellectual honesty and accuracy.

### *Shared Governance*

The University is committed to shared governance in which all constituencies in the University community can participate in the decision-making process, recognizing their respective roles and responsibilities.

### *Integrated Learning*

An integrated learning environment gives priority not only to what and how faculty members teach, but to what and how students learn. Putting students first requires effective recruitment and retention strategies, responsive advising, a cohesive and integrated curriculum, and opportunities for interaction with faculty and peers through co-curricular activities outside the classroom.

### *Research, Scholarship, Artistry and Graduate Education*

Faculty research, scholarship and artistry serve society, enhance lives, enrich the classroom, and foster a love for learning in all our students. It is through these scholarly pursuits that graduate students are trained and prepared for careers that require advanced education.

### *Outreach*

We are committed to serving the public interest of Colorado, the nation and the world. Our success will rest on our ability to forge partnerships with those whom we serve and who support us. University outreach supports educational opportunity, economic development and other public endeavors, and enhances the quality of life.

### *Community*

The University values human potential and provides opportunities for each member of the University community to reach his or her highest personal and professional capabilities. We strive to respond to the special needs of each constituency group in a safe and respectful environment.

### *Diversity*

Diversity is as essential to the University as books, classrooms and laboratories. Therefore, CSU is committed to enhancing its diversity in all its forms: intellectual, age, ability, race, ethnicity, gender, sexual orientation, religious beliefs, and the socioeconomic and geographic composition of its faculty, staff, and students. Our campus – as a microcosm of society – works toward the ideal of harmony and a welcoming environment. This environment produces a diverse campus where differences are celebrated and respected within a community of shared beliefs and values.

### *Internationalism*

As part of the rapidly changing global environment, CSU emphasizes international education, study abroad, international student programs, and international research and training programs directed toward preparing students to live in a global society.

These distinctive characteristics are intrinsic to the CSU community and context for planning. Together with a land-grant heritage, these characteristics underpin the Goals, Objectives, and Key Strategies of the USP with which CSU seeks to interpret its mission and vision with action.

## **Purposes: Putting Mission into Action**

### **University Aims**

The Board adopted, as guidelines for the institution's overall efforts, the seven aims that emerged from the 1991 *Context for Planning*, and it reaffirmed these aims in the December 2002 edition of its *Policy Manual*. These seven University aims have been published in the *General Catalog* since 1995 and continue to guide the annual updates of the USP. They actively engage all aspects of the University community in regular review of its mission.

Four "program" aims declare the university will seek to provide:

- A high-quality undergraduate experience;
- High-quality graduate education programs;

- An environment conducive to excellent faculty and student research, scholarship and artistry; and
- Outreach programs responsive to the educational and developmental needs of all university constituencies.

Three "process " aims promise to work to assure:

- The growth and development of university students, staff and faculty;
- Full participation of individuals from the pluralistic society in which we live as equal partners in the life of the university; and
- The material and financial resources needed to achieve all of the university's aims.

### **Provide a High-Quality Undergraduate Experience**

“The University will continue to review and enhance the educational opportunities available to undergraduate students. Programs will be designed to meet the contemporary and future needs of students by developing critical thinking, communication skills, problem-solving capabilities, technical expertise, and an awareness and appreciation of varying perspectives. Excellent teaching and advising are necessary to assure a high-quality undergraduate experience.” The major characteristics of undergraduate education are described later in this chapter and evidence of accomplishments in pursuit of excellence is evaluated in Chapter 7.

### **Provide High-Quality Graduate Education Programs**

“The University will continue to review and enhance the educational opportunities available to graduate students. Graduate students will be provided with the necessary means to reach the highest levels of learning in their field, to make scholarly contributions directed toward the well-being of humanity, and to develop their abilities as professional leaders.” The focus of the University's commitment to graduate education is presented later in this chapter and evidence of accomplishments in pursuit of this goal is described in Chapter 8.

### **Provide an Environment Conducive to Excellent Faculty and Student Research, Scholarship, and Artistry**

“The University will provide an atmosphere supportive of scholarly inquiry and accomplishment. Free expression and pursuit of ideas in the search for truth will be assured. CSU will strive to disseminate the results of its research, scholarship, and artistry through its own classrooms and throughout the world for the benefit of all.” The research and scholarly



agenda of the University is described in more detail later in this chapter and accomplishments are presented in Chapter 9.

### **Provide Outreach Programs Responsive to the Educational and Developmental Needs of All University Constituencies**

“The University will provide learning experiences, both on- and off-campus, to meet the evolving needs of the widest range of clientele. CSU accepts its land-grant responsibility to serve the needs of the people of the state, nation, and the world by developing and sharing knowledge within its areas of capability.” Approaches to fulfilling the outreach responsibilities of the University are detailed later in this chapter and evidence of accomplishments are evaluated in Chapter 10.

### **Assure the Growth and Development of University Students, Staff, and Faculty**

“The University will ensure an environment that is supportive of the needs and aspirations of its students, staff, and faculty. This includes providing the necessary support and atmosphere to allow competent individual and collective performance of professional responsibilities and opportunities to pursue professional growth.” The organization of human resources is described and evaluated in Chapter 6 as part of the evidence in support of fulfilling Criterion Two the effectiveness of student support services is described in Chapters 7 and 8, and the capacity of CSU to continue to be effective is discussed in Chapter 11.

### **Assure Full Participation of Individuals from the Pluralistic Society in Which We Live as Equal Partners in the Life of the University**

“The University will recruit, retain, and support staff, students, and faculty from the diverse culture which the University serves with particular emphasis on those which have been historically underrepresented. The University will assure participatory decision making by soliciting and respecting the contributions of the diverse segments of the community.” The University Diversity Plan, accomplishments are described primarily in Chapter 12, with additional evidence in Chapters 6, 7, 8 and 11.

### **Assure the Material and Financial Resources Needed To Achieve All of the University’s Aims**

“The University will develop effective strategies for securing from varied sources the necessary resources to achieve competitive salaries, modern facilities, and other services required to perform its educational, research, and service missions.” The organization and adequacy of the University’s resources are evaluated in Chapter 6 and the capacity to continue to assess the effectiveness of programs and improve the quality of programs is discussed in Chapter 11.

## **Criteria for Decision-Making and Prioritization**

Having established a common frame of reference through shared understandings and statements of the fundamental Aims (Purposes) of CSU, the University community recognizes and uses consistent assessment criteria when developing plans and in making support decisions. Planning and budgeting processes are also open, honest, and allow broad input from internal and external sources.

The following criteria, published in the *Context for Planning*, are used across the institution when evaluating and prioritizing proposed courses of action:

### **Quality**

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

### **Centrality**

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

- Is the activity essential to the University's role and mission?
- Is the activity consistent with or even necessary for future directions of the University?
- Does the activity significantly contribute to other programs that are critical to Colorado State's mission?
- What impact does the activity have on institutional culture and values, institutional distinctiveness, our vision for the future, students, faculty, and staff?

### **Need**

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

## **Cost**

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

## **External Mandates**

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

## **Unanticipated Requirements and Opportunities**

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

Use of the above decision-making criteria is essential for unbiased assessment and identification of priority activities in support of University Aims, Goals, Objectives, and Key Strategies/Implementation Plans. Once identified, further prioritization occurs annually following the Planning and Budget Hearings in recognition of the finite nature of fiscal, human and infrastructure resources.

## **University Strategic Plan**

The USP sought to clarify and focus the Aims by listing specific Goals. Together, Aims and Goals organized the annual planning process, during which time various objectives and strategies developed and reviewed by each college and unit were integrated into the strategic plan. The latter established university priorities and directed annual budget allocations. The USP process is briefly introduced here to demonstrate how CSU has established goals and strategies to accomplish them. The planning process is discussed in more detail in Chapter 11 as evidence of fulfillment of Criterion Four.

The strategic planning process was guided by five major University Goals that are statements of fundamental institutional intention and purpose (*Context for Planning*). Because Goals define essential aspects of CSU, they are not prioritized and remain essentially fixed.

Three programmatic goals highlight the institutional commitment to (1) an integrated learning experience, (2) research, scholarship and artistry, and (3) outreach. The two remaining goals recognize that programmatic excellence can only be fulfilled by a (4) University community of capable, dedicated people whose activities are supported by (5) appropriate physical and financial resources.

### **Short-Term Goals**

The annual updates of the USP formally consisted of planning at the University level to identify and address key strategies essential to University excellence. Given the nature of the planning activity, implementation can require multiple years to complete these strategies. These key strategies and other plans defined the short-term goals of the institution.

**Key Strategies/Implementation Plans** focused human, physical and fiscal resources on steady, broad-based completion of the highest priority goals and challenges facing the University. The USP reported progress to date, resource allocations to these efforts, and future implementation strategies and plans. Eight KS/IPs were identified in the USP for FY02 and most were continued in FY03 and FY04. They addressed the major areas of:

- Undergraduate Experience;
- Information and Instructional Technology (IIT);
- Continuing and Educational Outreach (completed in FY02);
- Diversity;
- Enrollment Management;
- Sustaining Faculty and Administrative Professional Quality;
- Civic Education and Civic Renewal; and
- Research and Graduate Education.

**Ten-Year Physical Development Plan** (PDP) outlines the capital project priorities, resource requirements, and responsible units.

**University and College Development Campaign Priorities** focus development efforts across the University and within the Colleges.

**University Diversity Plan** (*Diversity and the University Community: A Plan for Action, 1998-2003*, June 1998) guided the drafting of KS/IPs committed to enhancing institutional diversity, in all its forms, through different ideas and perspectives, age, ability, race, ethnicity, gender, sexual orientation, religious beliefs, and the socioeconomic and geographic composition of its faculty, staff, and students.

**Consolidated Academic Plan** arising from College and Agency plans, and developed by the P/AVP and COD is the statement of highest priorities from Academic Affairs at the Spring Planning and Budget Hearings.

**Consolidated Academic Support Plans** prepared by the other Vice Presidents and the Office of the President states their respective highest priorities for consideration at the Planning and Budget Hearings.

## The Commitment to Excellence in Undergraduate Education

CSU is a student-oriented institution, with a dedication to teaching, learning, and building people of character and competence. Although CSU is known worldwide for its excellent research programs, the University’s most important mission is to educate students. This commitment to excellence in undergraduate education distinguishes CSU from many major research institutions. The quality of the undergraduate experience at CSU remains among the highest institutional priorities in the *Context for Planning*. The charge to CSU to provide “comprehensive” education establishes the diversity of undergraduate programs, ranging from the liberal and fine arts that prepare students to live full rewarding lives to professional education that prepares students for productive employment.

CSU offers undergraduate programs of study leading to the BS degree in 49 majors, BA degree in 15 majors, one BFA major, and one BM major. The numbers of programs offered by each of the colleges are indicated in Table 5-1. Complete listings of all programs are available in the *General Catalog* and briefly introduced in the descriptions of college purposes later in this chapter.

Beginning with the appointment of the Commission on the Undergraduate Experience in 1991, CSU has re-evaluated the general education design of undergraduate education. A new and exciting mechanism for enhancing undergraduate education emerged. The December 1, 1998 University Academic Core Curriculum Report on Objectives and Criteria, as adopted by Faculty

Council, established the template for review of all programs of study and design of the AUCC. In Fall 2000, the general education curriculum was re-organized into an integrated program of study. The AUCC provides a focus on learner outcomes in addition to course content; emphasizes life-long learning to supplement knowledge in a

**Table 5-1. Undergraduate programs of study offered at CSU.**

College	Number of Departments/ Schools	Majors	Undergraduate Concentrations	Minors
University-Wide Programs	0	0	0	2
Agricultural Sciences	5	10	25	6
Applied Human Sciences	8	11	8	4
Business	5	1	6	0
Engineering	5	8	6	1
Liberal Arts	12	16	47	19
Natural Resources	4	8	14	7
Natural Sciences	8	10	18	8
Vet Med & Biomedical Sci	4	2	0	2
<b>Total</b>	<b>51</b>	<b>66</b>	<b>124</b>	<b>49</b>

Source: *Official List of Colleges, Departments, Majors, Minors, and Degrees, 2003*

discipline; and integrates core themes throughout a student’s entire program of undergraduate study. Therefore, all CSU students share a learning experience in common, and faculty from across the University contribute to that experience. Each baccalaureate program of study must incorporate each of the categories of the AUCC as described in detail in the *General Catalog*. Now, all of CSU’s undergraduate degree programs include a coherent general education requirement that is consistent with CSU’s mission. The requirement for all undergraduate degree programs was targeted at 120 credits (required by CRS) as each program was re-evaluated. Evidence of the accomplishments demonstrating the University’s commitment to excellence in teaching and learning through the undergraduate experience is presented in Chapter 7.

## University-Wide Instructional Programs

Many academic programs at CSU have an all-university focus and are not found in one particular college (*General Catalog*).

### Environmental Studies Programs

A key component of CSU’s 21<sup>st</sup> century, land-grant mission is to provide “liberal and practical” education in the science and technology of environmental management. The broad spectrum of environmental studies at CSU is uniquely dispersed over many majors and concentrations. Campus-wide participation in environmental science and management is a result of the integration of its many programs. Integration results from a long-standing institutional culture and commitment that is supportive of interdisciplinary research, teaching, and service. All programs of study relating to environmental studies at CSU are incorporated in existing majors.

**Table 5-2. Undergraduate Interdisciplinary Studies Programs.**

American Ethnicity
Asian Studies
Biomedical Engineering
Biotechnology
Conservation Biology
Criminal Justice
Diversity in Law
Environmental Affairs
Food Science/Safety
Gerontology
Information Science and Technology
Integrated Resource Management
International Development
Latin American Studies
Molecular Biology
Religious Studies
Russian, Eastern, and Central European Studies
Water Resources
Women’s Studies

### Interdisciplinary Studies Programs

Interdisciplinary studies programs (ISP) consist of a series of courses (minimum of 20 credits) focused upon a particular problem or area of concern providing a variety of disciplinary perspectives (Table 5-2). The ISPs are designed to assist the student in identifying logically related course work in a broad subject-matter area. An ISP includes a core of required courses, with some selectivity, and also a wide choice of supporting courses. Completion of requirements for an ISP is noted on the student’s academic transcript but not on the diploma.

## **University Honors Program**

The University Honors Program, first established in 1957, was reorganized in 1998. It offers superb educational and co-curricular opportunities for academically talented and highly motivated students. Students participate in the program by invitation upon enrolling at CSU. The program is marked by several distinctive features: an integrated program of study characterized by small seminar-style courses, one-on-one interactions with faculty and peers, and individualized instruction; an optional residential opportunity; first priority registration (after the first semester); co-curricular activities; study abroad grants-in-aid; mentoring opportunities including undergraduate research; assistance on applications for prestigious post-graduate awards; and, special recognition for a graduating senior. The Honors Program core curriculum, coordinated with the AUCC, consists of 23 credits of structured small seminars that culminates in a Senior Seminar and Senior Honors Thesis.

## **Life Sciences**

With more than 350 life science faculty members in 7 colleges and 25 departments, CSU is committed to undergraduate academic programs and research in the basic and applied life sciences. The Life Sciences faculty recently revised the “Bio-Core” (a set of core curriculum biology courses which had been in place since 1966) which is administered by the Office of P/AVP. In addition, the Center for Advising and Student Achievement (CASA) has as one of its functions that of serving as a resource for prospective and current students with interests in the life sciences and contributes to the success of these students by providing quality academic advising, pre-professional advising, and promotion and support of undergraduate research.

## **Reserve Officers’ Training Program**

The University has maintained its commitment to the nation to develop leadership qualities in military officers since its establishment. The program currently consists of training for both officers of the US Army and the US Air Force. Both two- and four-year programs are available, with scholarships provided by both programs. In 2001, a minor in Aerospace Studies was established for the US Air Force ROTC component and a companion minor in Military Science was established for the US Army ROTC component. Both minors require completion of 22 credits.

## **The Commitment to Excellence in Graduate Education**

Graduate education is an essential component of the institutional mission of CSU as a comprehensive graduate research university. The advanced study necessary for graduate degrees requires the discovery of new knowledge, the original application or adaptation of

existing knowledge, or esthetic contribution to the culture. Accordingly, graduate students perform research or do artistic work. Similarly, the faculty who are responsible for graduate education are themselves researchers or artists whose responsibilities include the transmission of their own creative skills and abilities to their students. Therefore, the graduate education mission and the research mission are inextricably integrated and synergistic. Overall, the University seeks to equip graduate students with the skills and training necessary to be successful in a complex and rapidly changing society. Graduate students are also provided opportunities for individual gratification and fulfillment through freedom of inquiry and creativity. Excellent faculty, highly qualified and motivated graduate students, state-of-the-art facilities, and the collaborative partnerships that support graduate students in making their own scholarly and artistic contributions distinguish CSU's graduate programs. Each department is unique in its emphasis and all offer graduate experiences congruent with the general purposes of the institution and the strengths of the faculty. Consistent with the nature of graduate education, academic standards for student performance are set by individual academic departments with the Graduate School providing oversight for compliance with institutional requirements and policies.

CSU offers a wide range of graduate and professional programs through the eight academic colleges, interdisciplinary graduate degrees, specializations, and ISPs. The numbers and types of graduate and professional degrees offered at CSU are provided in Table 5-3. These degrees represent a wide range of programs as described in the *Graduate and Professional Bulletin*. Nearly all academic departments participate in a master's-level graduate program, either through an MA or MS degree or through a professional master's program. Doctoral programs are offered in all departments in five colleges (Agricultural Sciences, Engineering, Natural Resources, Natural Sciences, and Veterinary Medicine and Biomedical Sciences), which is consistent with the CCHE designated mission granting CSU "exclusive statewide authority for programs in agriculture, forestry, natural resources and veterinary medicine." The three remaining colleges offer a few doctoral programs.

**Table 5-3. Graduate and professional degrees conferred by CSU.**

Graduate Degrees		Professional Degrees	
Doctor of Philosophy (PhD)	39	Doctor of Veterinary Medicine (DVM)	1
Master of Arts (MA)	9	Master of Agriculture (MAgr)	1
Master of Arts for Teachers (MAT)	1	Master of Business Administration (MBA)	1
Master of Science (MS)	43	Master of Computer Science (MCS)	1
		Master of Education (MEd)	1
		Master of Engineering (ME)	1
		Master of Fine Arts (MFA)	2
		Master of Forestry (MF)	1
		Master of Music (MM)	1
		Master of Social Work (MSW)	1
<b>Total:</b>	<b>92</b>	<b>Total:</b>	<b>11</b>

Source: *Official List of Colleges, Departments, Majors, Minors, and Degrees, 2003*

The University awards both the MS and PhD degrees in two interdisciplinary graduate degree programs: Cell and Molecular Biology, and Ecology. Seven ISPs, consisting of a series of courses focused upon a particular problem or area



of concern providing a variety of disciplinary perspectives, are also offered at the graduate level.

Evidence of the accomplishments demonstrating the University's commitment to excellence in graduate education is presented in Chapter 8.

## **The Commitment to Research, Scholarship, and Artistry**

The discovery of new knowledge, the original application or adaptation of existing knowledge, and aesthetic contributions to the culture are essential features of a major research university. Designated a Carnegie Doctoral/Research Universities-Extensive, CSU ranks among the nation's top research universities, and as such, research activities are intertwined with teaching. Quality and the pursuit of excellence guide the direction of research and scholarly activity. While faculty across all academic units are actively engaged in scholarship, at the institutional level, efforts have been focused in areas with the greatest potential for external funding that will enable national and international distinction.

CSU has recently identified research areas for focused investment that have potential for providing significant advancement of multiple programs. The five selected areas of strategic research investment are: integration of genomics and proteomics; environmental research; sciences related to information technology; food, health and human nutrition; and policy analysis and economic impact. This approach is expected to promote key areas of graduate education and foster research collaboration across disciplines through the strategic allocation of resources.

## **Enhancing Research Efforts to Address Emerging Challenges**

Land-grant universities, such as CSU, are charged by their very mission to extend and apply on-going research. CSU recognizes that many of the most pressing issues facing society are complex and require a coordinated interdisciplinary approach to address critical research questions. The institution nurtures an environment in which work across disciplines is facilitated, and traditional disciplinary barriers do not serve as impediments to innovative research opportunities. Partnerships between CSU researchers and industry, governmental agencies, and colleagues at other educational institutions have fostered many collaborative efforts to address state, national and international issues of common concern.

Two important state agencies contribute to CSU's land-grant tradition and enhance its research agenda. The Federal and State mission of the CAES is to focus and support research leading to an agricultural sector that is economically viable, environmentally sustainable and socially acceptable. Colorado agriculture is as varied as the state's climate and responsive to the different environments throughout the state. The irrigated and dryland farms, orchards, ranches, and feedlots of Colorado produce a diverse array of crops and

livestock. These enterprises require expertise in many scientific areas to enhance profitability, protect the environment, sustain our natural resources, and improve the well being of rural Colorado and all consumers. The mission of the CWWRI includes the duty to facilitate and stimulate research that deals with policy issues; supports state water agencies' missions with research on problems encountered and expected; and provides water planning and management organizations with tools to increase efficiency and effectiveness of water planning and management.

CSU's commitment to excellence in fulfillment of the research mission and evidence of accomplishments are further evaluated in Chapter 9.

## **The Commitment to Service and Outreach**

With its land-grant mission, CSU has a unique responsibility in the areas of service and outreach. Service to the citizens of Colorado is fundamental in the land-grant mission because land-grant universities by their very nature reach beyond the boundaries of the campus. The university's eight colleges, the Graduate School, the Libraries, many research centers, CE, CSFS, CWRRI, and DCE all engage in outreach activities. The land-grant way has always been to ask "How can we get high quality education to the people where they are?" and "What can we do to help solve this problem for the state's citizens?" Education at CSU now flows over satellites and the Internet. Regardless of medium or audience, service remains central. CSU's commitment to excellence in fulfillment of the outreach and service mission and evidence of accomplishments are further evaluated in Chapter 10. Four important outreach units formally serve as highly visible outreach programs.

## **Division of Continuing Education**

The DCE, a self-supporting (cash-funded) unit, develops and delivers quality programs and educational opportunities in support of the University's land-grant mission to make education and training accessible to all. It offers complete distance degree programs, credit and non-credit courses, certificate programs, and custom training for businesses. Educational programs are offered in Northern Colorado, in Denver, at business sites, and via distance education using online, television broadcast, videotape and correspondence media. The assessment of academic courses and degree programs is integrated into the evidence for accomplishments in undergraduate (Chapter 7) and graduate (Chapter 8) education. DCE seeks to expand its menu of courses and degree programs offered online as described in Chapter 13.

## **Cooperative Extension**

CE is a major off-campus non-credit educational arm and an integral part of CSU. It

functions through a partnership of CSU, Colorado counties, and the USDA. CE's mission, linked directly with the mission statement of CSU, is:

The objectives of the service's programs shall continue to be the dissemination of information to the people of this state in order to assist them in applying the results of scientific research and technological developments, as well as lessons from practical experience, to the solution of individual, family, and community problems, drawing on relevant knowledge from various fields, including but not limited to agriculture, natural resources, home economics, nutrition, health, citizenship, and community and economic development.

## **Colorado State Forest Service**

The mission of the CSFS, which fits within the overall mission of CSU, is to promote stewardship of Colorado's environment through forestry outreach and service; provide for natural resource protection, restoration and rehabilitation in mountains, plains, and urban settings from damaging effects of fire, insects, disease, wind, water and people; achieve improvement of Colorado's renewable natural resource base for values the public regards as important, while being sensitive to future needs; and achieve public understanding of forestry's role and value in a healthy environment.

## **Colorado Water Resources Research Institute**

The CWRI exists for the primary purpose of focusing the water expertise of higher education on the evolving water concerns and problems being faced by Colorado citizens. The duties of CWRI include consulting with state and local government agencies, water user associations, the general assembly, and other potential users of research in identifying and prioritizing water problems for research; and disseminating new information and facilitate transfer and application of new technologies as they are developed.

## **College Purposes**

CSU offers academic programs through eight Colleges: Agricultural Sciences; Applied Human Sciences; Business; Engineering; Liberal Arts; Natural Resources; Natural Sciences; and Veterinary Medicine and Biomedical Sciences. Each College has a specific mission that contributes to the fulfillment of the University's mission and accomplishment of its purposes.

## **College of Agricultural Sciences**

The College of Agricultural Sciences (CAS) is committed to the land-grant mission of serving the needs of the people of Colorado through undergraduate and graduate education, research, and outreach in addition to helping meet the educational needs of the region, and the international agricultural community. Sustaining Colorado agriculture, while at the same time

conserving the state's natural resource base and preserving a high quality environment, is fundamental to this land-grant mission. While the primary leadership role for enhancement and preservation of Colorado's agriculture rests with the CAS, overall University leadership is provided by the Vice Provost for Agriculture and Outreach. The College is committed to appropriate collaboration with other colleges within the University, CE, CAES, and with outside agencies to address issues of importance to Colorado agriculture and the citizens of the State, as described in the *Plan for Agriculture at Colorado State University 2002-2007* <[www.agsci.colostate.edu/pdf/PlanforAgriculture2002-2007.pdf](http://www.agsci.colostate.edu/pdf/PlanforAgriculture2002-2007.pdf)>. The purposes of the CAS are to provide high quality undergraduate and graduate education for students in the disciplines in the College; contribute to intellectual advancements in agricultural industry, including preservation, protection, and improvement of a natural environment, through basic and applied research programs; and deliver information and educational programs to a broad-based clientele outside the University through extension programs. The College embraces the University ideal of expressing diversity through the racial, ethnic, gender, cultural, and socioeconomic composition of its faculty, staff, and students.

The CAS includes five departments: Agricultural and Resource Economics, Animal Sciences, Bioagricultural Sciences and Pest Management, Horticulture and Landscape Architecture, and Soil and Crop Sciences. These departments offer eight undergraduate majors and two undergraduate interdepartmental majors, six graduate programs leading to the MS degree, one interdepartmental program leading to the MAgr degree and six programs leading to the PhD. The departments and majors integrate biological, physical, and social sciences with agricultural sciences, and reinforce technical material with courses from the arts and humanities, computer applications, communications, and the School of Education (SOE) to provide a broad, future-oriented educational environment for students which prepares them for a wide variety of careers in industry, governmental agencies, universities and colleges, foreign service agencies, and institutions and governments outside the United States.

## **College of Applied Human Sciences**

The College of Applied Human Sciences (CAHS) promotes the well-being of people and the environment in which they live through education, research, and community service in the areas of individual and family development, education, human services, nutrition, wellness, design, and the application of technology. CAHS is human-centered with a focus on educating students for people-oriented professions. The goal of CAHS is to help students learn to apply creative, interdisciplinary research to solving social problems. CAHS is comprised of eight academic units offering 11 undergraduate majors: Departments of Design and Merchandising; Health and Exercise Science; Food Science and Human Nutrition; Human Development and Family Studies; Manufacturing Technology and Construction

Management; Occupational Therapy; the School of Education; and the School of Social Work. It is the second largest college in total number of majors (4,123 in Fall 2003) and third largest in teaching load (14% of total SCHs in AY03) and number of undergraduate majors. The Interior Design Program is the only Foundation for Interior Design Education Research (FIDER) accredited program in the state and region located in a public institution. The Human Development and Family Studies baccalaureate and master's degree programs are the only such offerings in Colorado institutions of higher education.

CAHS offers one graduate education program leading to the MEd degree, seven programs leading to the MS degree, one program leading to the MSW degree, and two programs leading to the PhD. Graduate programs in CAHS are designed to meet the needs of the individual student with emphasis on quality, teaching, outreach, and research opportunities. Classroom instruction is enhanced by research projects, internships, field studies, and interactions with professional organizations, peers, and faculty. This college emphasizes collaborative relationships with business; community agencies; education, health, and human service programs; industry; and other programs on campus to enhance the graduate experience. The Education and Human Resource Studies graduate program in SOE has the largest enrollment of any graduate program in the University (251 graduate majors, Fall 2003).

## **College of Business**

The mission of the College of Business (COB) is to develop and disseminate educational and research programs of excellence demanded by a rapidly changing, information-driven, global community. In the context of that mission, COB is committed to understanding societal expectations for principled leadership of today's organizations and translating those expectations into a coherent and responsive set of College purposes. The Departments comprising COB are: Accounting; Computer Information Systems; Finance and Real Estate; Management; and Marketing. One undergraduate major in business administration with six concentrations is offered. COB graduate programs provide students with the educational framework to meet the challenges and opportunities in today's rapidly changing global business environment. The MBA is a professional degree program that focuses on preparation of a broadly based, general management career. COB is well known for its distance MBA program. The longevity of the program and the faculty/adjunct teams that teach in the program makes its pedagogical strategy unique in the country. Through facilitation of significant student interaction among on-campus and distance students, the program maintains the high quality dialogue that is essential for effective graduate education, and sets it apart from more traditional Internet-based educational experiences. The MS degree program in business administration provides an opportunity for in-depth study in the

specialized fields of accounting, management, and computer information systems. It is designed to prepare graduate students for positions of leadership in these specialized business areas.

In addition, COB has established six topic-specific centers with outreach as a significant component of their mission. The six centers are: E-Center for Business Ethics, Center for E-Business Strategy, Center for Entrepreneurship, Center for Investment and Real Estate Finance, Institute for Transportation Management, and the Center for Quality Financial Reporting.

## **College of Engineering**

The mission of the College of Engineering (COE) is to provide high-quality teaching, advising, research, outreach, and service as well as to serve the people and industries of the state, nation, and the world. A major purpose of COE is to provide excellent undergraduate education. COE consists of five departments (Atmospheric Science; Chemical Engineering; Civil Engineering; Electrical and Computer Engineering; and Mechanical Engineering) and more than 50 specialty laboratories, centers and institutes dedicated to everything from digital signal processing to Soft X-Ray Laser Technology, from computer modeling to irrigation management, from engine design to groundwater analysis, and more. Eight undergraduate majors leading to the BS degree are offered. COE provides both MS and PhD degrees in all of the departments. Multidisciplinary emphases are offered at the master's level in engineering management, industrial engineering, environmental engineering, and systems engineering and optimization. The ME program provides a professional degree for students and practicing engineers who need updated skills but lack the time or need for a traditional research-based graduate degree. Specializations within the ME degree program include Chemical Engineering, Civil Engineering, Mechanical Engineering, and Electrical and Computer Engineering. Graduate education is a major strength of the college, comprising approximately 29% of the student population. COE provides one of the few degrees in Atmospheric Science available in the nation. This results in many interdisciplinary approaches to water resources and hydrology – some of the most critical problems faced by the State of Colorado.

## **College of Liberal Arts**

The mission of the College of Liberal Arts (CLA) is to provide education for life by means of instruction, scholarship, artistry, and service to the liberal arts. CLA develops and maintains instructional programs in the liberal arts that provide an understanding of people, their cultures, histories, literatures, philosophies, media, and arts; knowledge of their social, political, economic, and environmental systems; skills of critical thinking and

communication; and attitudes appropriate to its academic disciplines. To reach this objective, CLA's purposes are to: (1) strengthen undergraduate and graduate teaching, coordinate curricula and interdisciplinary programs, and enhance student recruitment, retention, and learning; (2) foster and encourage significant research, scholarship, and creativity among the faculty and students in the liberal arts; (3) support and promote efforts by faculty and students to serve the University, the academic disciplines in the liberal arts, and the community; and (4) foster curricular and extra-curricular efforts that contribute to cultural and intellectual life, stimulate interdepartmental activities, share faculty expertise with the community, and strengthen faculty self-governance.

CLA includes those disciplines historically at the core of a liberal arts education; arts programs, including the visual arts and the performing arts (music, theatre, and dance) as well as creative writing; humanities programs in English, other languages (Spanish, French, and German with minors in Japanese and Russian), philosophy, and speech communication; and social science programs in anthropology, economics, history, political science, sociology and journalism and technical communication. It is organized in 12 departments and offers 16 undergraduate majors. CLA has the largest number of undergraduate majors (4,467 in Fall 2003) of any college and produces the most SCHs of instruction (32% of the university total in AY03).

CLA provides graduate programs as an integral part of its mission to the University and wider community. The graduate programs in CLA's departments are designed to provide an informed and critical understanding of the history, literatures, and artistic expressions of the peoples of the world; their social, economic, and political systems; and their relationships to the social and physical environments. Every CLA department offers at least one master's degree. In addition to nine MA and one MS degrees, students are able to pursue graduate education in two terminal MFA degrees in Art and Creative Writing, and a Master of Music degree. The three PhD programs in CLA are in Economics, Political Science, and Sociology.

## **College of Natural Resources**

The mission of the College of Natural Resources (CNR) is to provide excellence in teaching, research, and service that leads to conservation, management protection, and enhancement of natural resources within a context of economic and social well-being. The College vision is to continue as a center of excellence for natural resource management and conservation. The philosophy of resource use is based on integrated approaches that promote sustainability of natural resources within a context of economic sustainability and social well-being. The undergraduate and graduate programs are the foundation of the College's land-grant mission. These programs are taught by a faculty dedicated to resource conservation and sustainable use of resources. Educational programs are frequently updated to be responsive to

the needs of students, employees and other constituents. High quality training and teaching characterize on-campus and off-campus programs for professionals and non-traditional students. The programs reflect internationalism and multiculturalism to the extent possible in student composition, research and outreach.

Students in CNR can choose from eight undergraduate majors, nine minors, and 14 concentrations offered by the Departments of Fishery and Wildlife Biology; Forest, Rangeland, and Watershed Stewardship; Geosciences; and Natural Resource Recreation and Tourism. CNR is one of the few colleges in the country that has a full range of natural resource disciplines that are integrated to produce well-rounded students. CNR is recognized nationally as a historic leader in interdisciplinary natural resources education and research programs and continues to infuse academic programs with state-of-the-art knowledge and technology. The Pingree Park Summer Field Program is one of the few remaining, comprehensive summer programs in the United States.

CNR provides broad graduate student opportunities, offering six MS programs and five PhD degrees through its four academic departments. The MF professional degree is also offered. To meet student interest and career opportunities, a minor was established in geospatial information systems. Students with graduate degrees from CNR are competitive for positions in forestry, geology, wildlife and fisheries, park management and administration, tourism, human dimensions of natural resources, rangeland ecosystem sciences, ecology and watershed sciences. Special emphasis in high-demand, interdisciplinary areas can be developed in individual student programs, particularly for those students interested in careers in ecology, geographic information systems, remote systems, administration, planning, policy, ecological risk assessment and management.

## **College of Natural Sciences**

The mission of the College of Natural Sciences (CNS) is to develop and disseminate knowledge of the sciences represented in its eight departments: Biochemistry and Molecular Biology, Biology, Chemistry, Computer Science, Mathematics, Physics, Psychology, and Statistics. CNS is committed to the multifaceted land-grant mission of CSU of research, undergraduate and graduate education, and service and outreach to the community, state, nation, and world. The mission of every department in CNS includes the goal of achieving and maintaining a prestigious doctoral program. Purposes of CNS include generating original knowledge through research; providing doctoral and post-doctoral training to educate future scientists; providing majors in related fields to prepare graduates for work in organizations or for further education; teaching basic science to students in other majors throughout the University; and serving the public through outreach programs in science.



Departments in CNS offer 10 undergraduate majors (Statistics is the only department not offering an undergraduate major), eight minors, and 18 concentrations. All programs offer diverse learning opportunities including typical didactic classroom lectures, seminars, laboratory experiences, independent study, and field explorations. Undergraduate majors participate in a variety of research activities. All programs require students to enroll in courses that involve laboratory training. The CNS has the second highest number (3,321 in Fall 2003) of undergraduate majors of the eight colleges and produces 24% of the total SCHs (AY03).

CNS provides comprehensive graduate education and training in the general areas of the biological, mathematical, physical, and behavioral sciences. Nine MS and nine PhD degrees are offered with at least one degree at each level from each of the eight departments. The Master of Arts for Teachers professional degree is also offered. CNS also contributes to the interdisciplinary graduate degree programs offered in Ecology and Cell and Molecular Biology. The fundamental basis of graduate education in the college is reflected in the strong research programs of each department. Quality instruction and a wide variety of research opportunities within each department typify the commitment of the college to excellence in graduate education.

## **College of Veterinary Medicine and Biomedical Sciences**

The College of Veterinary Medicine and Biomedical Sciences (CVMBBS) integrates education of professional veterinary medical students with its biomedical science mission that is focused on undergraduate and graduate education, research, service and outreach. The mission of the PVM program is to discover, apply, and disseminate knowledge in veterinary medicine within the University, State of Colorado, nine regional Western Interstate Commission for Higher Education (WICHE) states (AK, AZ, HI, MT, ND, NM, NV, UT and WY) and the world. Recognizing the synergistic relationship between research and teaching, faculty members teach undergraduate and graduate courses that parallel areas of emphasis in research and scholarly activities. In addition, the college has a strong commitment to service courses, clinical service, continuing education and other outreach programs. The PVM program is committed to promote animal productivity and reduce suffering from disease by ensuring the health and welfare of animal and human populations. Long-term objectives include providing an excellent education in biomedical sciences and clinical sciences; maintaining veterinary education equal to the needs in Colorado, WICHE partner states and society in general; promoting diversity in students, faculty and staff; and containing tuition costs to provide program access to students of all socioeconomic levels.

The College is comprised of four departments: Biomedical Sciences; Clinical Sciences; Environmental and Radiological Health Sciences; and Microbiology, Immunology, and Pathology. Strong graduate programs exist in each department, and two departments offer

undergraduate majors (Environmental Health and Microbiology) which are the only offerings of these majors in Colorado. In Fall 2003, CVMBS student enrollment included 565 undergraduates, 317 graduate students, and 527 PVM students.

### **Professional Veterinary Medical Program**

The PVM curriculum is a full-time 4-year program leading to the DVM degree. The four years of integrated coursework and clinical experience prepare graduates to enter any of a wide array of professional careers. The prescribed curriculum assures that graduates will be well educated in comparative biomedical sciences, introduced to diverse career opportunities in veterinary medicine, and prepared to begin practice upon graduation. A combined DVM/PhD is available to highly qualified students who are enrolled in the PVM program, interested in veterinary research, and want to work on both degrees concurrently. The CVMBS and the COB have recently created a combined 5-year program of study that can result in earning both the MBA and the DVM degrees. This program was implemented to improve the training of students in both veterinary practice management and business skills.

### **Biomedical Sciences**

A concern for human and animal health and disease characterizes the undergraduate and graduate programs in the four departments of CVMBS. Unique research projects and courses are offered in basic biomedical disciplines such as anatomy and neurobiology, microbiology, pathology, physiology, and radiological health sciences, and in applied areas such as clinical veterinary medicine and surgery, clinical laboratory sciences, animal reproduction and biotechnology, infectious diseases, radiology, oncology, epidemiology, industrial hygiene, environmental toxicology, and environmental health sciences. In addition, interdisciplinary programs exist through the University-wide programs in Cell and Molecular Biology, and Molecular, Cellular, and Integrative Neurosciences. Programs leading to five MS and six PhD degrees are offered in the college, with each department responsible for at least one MS and one PhD degree. Two graduate programs, the MS and PhD degrees in Radiological Health Sciences, and the MS and PhD degrees in Environmental Health, are the only such programs in Colorado and the Rocky Mountain region.

## **Evidence of Long- and Short-Range Institutional Goals**

This chapter has provided evidence of the University's clear and publicly stated purposes, which are consistent with its mission and appropriate to an institution of higher education. Throughout the decade of the 1990s, the University has been well-served by a focus on the areas of emphasis (also described as aims, purposes or goals). These areas continue to be of the highest importance to the institution. Within each of these areas, the

University's strategies, initiatives and priorities will continue to change from year to year in keeping with the needs of different constituencies and the opportunities available. Still, these are, and will continue to be, the guiding emphases of the University well into this new century.

## **Evaluating the University's Purposes**

CSU uses many processes that involve its constituencies and result in continuous institutional evaluation of purposes. As already described, the CCHE and the Board are charged by the State of Colorado to oversee continued evaluation of the role and mission of CSU. Strategic planning has become a central process for setting goals, priorities, strategies, and implementation plans followed by evaluation and annual reporting of progress.

The University obtains comments on its stated purposes in numerous other ways. The Faculty Council, which plays a central role in shared governance, considers the purposes, values, and expected outcomes of the institution. Other on-campus constituencies include the Administrative Professional Council (APC), Classified Personnel Council (CPC), and Associated Students of CSU (ASCSU). Comments are solicited from external advisory groups to colleges and other special units (e.g., the alumni board, the foundation, college advisory committees, agencies, community liaisons, state-wide polling). In addition, various assessment and program review activities keep the decision-making processes focused on CSU's unique mission.

## **Decision-Making Processes**

The University's decision-making processes reflect its mission and purposes. The criteria for decision-making and prioritization (previously described in this chapter) are declared in the *Context for Planning*. Most decision-making processes are defined by policies and procedures that establish the organizational structure of the University as described in Chapter 6. A number of committees and administrative officers at a variety of levels throughout the University share the responsibility for institutional governance and decision-making. The administrative structure includes the President, President's Cabinet, Vice Presidents, Executive Budget Committee (EBC), Deans, Agency Directors, COD, Council of Associate and Assistant Deans (CAAD), and academic departments. Some of the committees function as University-wide entities with members elected or appointed from a variety of sources. Other committees are organized and empowered in a variety of ways to perform important decision-making functions at departmental and college levels. As a result, the University operates with a unique blend of centralized goals and priorities that are achieved through decentralized, unit-level implementation decisions. Curriculum decisions are primarily the responsibility of designated faculty committees and the Faculty Council.

## **Communication of Institutional and Educational Goals**

The public and the University's constituencies are kept informed of its educational and institutional goals in a variety of ways – through news and feature stories, announcements, brochures, newsletters, catalogs, and other documents prepared for the University's many constituencies. CSU communicates its purposes most significantly through its actions. The faculty and staff of the university accept the land-grant challenge of bettering the condition of the greatest number of people possible in the state, region, nation, and world. The University provides vital research findings and services to the public and private sector. CSU is also appropriately engaged in distance learning, social services, teacher training and re-training, advice to governmental agencies, community development, and many other forms of outreach.

The *General Catalog* informs prospective and current students of the University's mission and aims. Educational goals (as related to relevant characteristics and skills of students and potential occupations) are included in the section describing each academic major. To date, COE is the only college that has included outcomes objectives for various majors. The template for the next catalog edition will include a section on student learning outcomes for all academic majors. A committee is already meeting to discuss organization of topics, as well as how to assure more focus on learning outcomes as the University moves to a 2-year catalog cycle for 2004-06. Strategies are being developed to enhance existing websites and other electronic tools to facilitate the availability of information found in the *General Catalog*.

Program assessments and improvements are communicated through annual program-level assessment plans, 6-year academic program reviews, administrative and academic support program reviews, specialized accreditation self-studies, CCHE academic program review and approvals, and other institutional reviews. The PRISM website <[kiowa.colostate.edu/assessment/](http://kiowa.colostate.edu/assessment/)> is designed to collect and coordinate the availability of most of this information.

The University Communications and Marketing Department also seizes every opportunity to reiterate the institution's goals in publications, news reports, and official documents. The University website has become a major source of public access to information about CSU, including mission, vision, and strategic planning documents. The University has adopted the tag line, "*Knowledge to Go Places,*" to consistently emphasize the pre-eminence of its educational goals.

## **Freedom of Inquiry for Faculty and Students**

Academic freedom and integrity have been identified as distinctive characteristics of the University. State statutes also have a bearing on academic freedom. For example, CRS

Sect. 18-9-109 assures the protection of faculty, staff and students in carrying out the purposes of the university.

Each faculty member is entitled to learn and to teach in the classroom what scholarship suggests is the truth in his/her particular field of expertise. This freedom extends to research and publication of results. To carry out these responsibilities, a faculty member is free to seek external support for his/her research and creative activities so long as the search for external support for these activities is balanced with other duties and responsibilities and is compatible with the budgetary and legal procedures and policies of the University. The major purpose of the University administration is to provide an atmosphere that promotes excellence in teaching, research, outreach and service – as such, administrators must protect, defend and promote academic freedom and integrity as a necessary prelude to free speech for and exposition of truth and understanding.

CSU considers freedom of inquiry and discussion essential to a student's educational development. The University recognizes the right of all students to engage in discussion, to exchange thought and opinion, and to speak, write, or print freely on any subject in accordance with the guarantees of Federal or State constitutions. For example, CSU and the University of Denver recently partnered in *Bridges to the Future: American History and Values in Light of Sept. 11th*, a yearlong, statewide effort to encourage exploration and greater understanding of American history and values. This innovative collaboration was designed to create an opportunity to unite the people of Colorado in exploring American history and values. Speakers invited to the CSU campus to provide many different perspectives included General H. Norman Schwarzkopf, Nobel Laureate Desmond Tutu, and the politically diverse couple, Mary Matalin and James Carville. Similar activities will continue during AY04.

Students have the right to exercise freedom of inquiry as citizens. Consequently, it is policy that University-registered student organizations may invite guest lecturers, exhibitors, performers, and works of art to be performed or exhibited with no restrictions of form or content other than those imposed by law. It is understood that inviting a speaker, performer, or exhibit does not imply concurrence of opinions, beliefs, or values expressed. It is expected that in exercising their rights, individuals and groups will be cognizant of their obligations to other individuals and groups, to the academic community, and to the larger community of the city, the state, and the nation.

The Event Planning Office of Lory Student Center manages the East Plaza Space and Free Speech Zone to enable peaceful freedom of assembly and speech on campus <[www.sc.colostate.edu/mapshours.asp#east](http://www.sc.colostate.edu/mapshours.asp#east)>.

As a public land-grant institution of higher education, CSU's mission is to forge links with people worldwide – through teaching, research and outreach. In turn, these vital connections help stimulate growth, economic development and intellectual achievements for generations to come. Therefore, CSU is committed to provide educational, social and cultural

experiences – such as concerts and large special events that enhance the lives of students and the community at large. Accordingly, the University has established a Special Events policy that identifies the criteria for evaluating requests from people and organizations not associated with the University to use facilities.

## **Colorado State’s Commitment to Excellence**

CSU has established a long tradition of excellence. The pursuit of excellence is one of the institution’s distinctive characteristics. Quality is one of the criteria for decision-making that enables continuous improvement toward excellence. The commitment to excellence is demonstrated in many ways, such as the following examples:

- Individual salary increases for academic faculty and administrative professional personnel require an annual performance review and are based on merit.
- Support services and professional development opportunities are provided to enhance the quality of teaching (described in Chapters 6, 7 and 8).
- The University created its highest recognition of excellence in teaching – the University Distinguished Teaching Scholar (UDTS); and it recognizes excellence in scholarship through the designation of University Distinguished Professors (UDP).
- Several awards for outstanding teaching and advising are presented annually by the Board, the University, Colleges, Departments, and other units.
- Each spring, “Celebrate Colorado State!” is an annual month-long series of events honoring excellence in scholarship and service by faculty, staff, post-doctoral researchers and students.
- Outstanding learning achievements by students are recognized through awards, distinction designations at graduation, and other public recognitions. Examples of these successes are described as accomplishments of academic purposes in Chapters 7 and 8.
- Continuous program improvement processes, outcomes assessments, program reviews, specialized accreditation, and other planning processes continue to move the institution toward excellence.

## **Key Strengths**

- **Colorado State University has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.**

The University has made considerable progress toward focusing and implementing its mission and purposes. CSU takes great pride in its land-grant

tradition and the concept of a balanced set of activities in teaching, research, and outreach/public service and is well situated to continue building an excellent institution. The self-study concludes that CSU fulfills the requirements of Criterion One.

## Challenges and Opportunities

- **The University should examine the language of the official mission statement and consider drafting a more concise, functional mission statement.**

The official mission is defined by statute with modifications by the CCHE and the Board. This statement is referenced in various publications with modifications. In 1995, the Strategic Planning Committee suggested that the mission statement lacked clarity and recommended that a revised mission be drafted and submitted to the appropriate review bodies. Subsequently, several modified mission statements have been circulated and published in limited documents. The emergence of modified statements further suggests some dissatisfaction with the wording of the official mission statement. Therefore, a functional mission statement should be drafted with input and review by all appropriate constituencies.

- **The official statement of University aims should be consistent with the goals and areas of emphasis articulated in the strategic planning process.**

There has been a proliferation of overlapping, but not identical, terms and topics designated in lists of aims, goals, priorities, and areas of emphasis. The official list of aims approved by the Board and published in the *General Catalog* includes seven priorities. The USP identifies five goals and five to eight KS/IPs. The former President frequently spoke of six areas of emphasis, while the Board discussed seven Strategic Areas of Emphasis. There is need for increased consistency in defining purposes and priorities for effective communication with all constituencies and to engage their support of the University's strategic directions.