**[Text

Description automatically generated](https://courageous.colostate.edu/academic-master-plan/)Academic Master Plan for Achieving Strategic Academic Innovation**

Phase One | Academic Direction

**Template for Academic Fields, Disciplines & Programs**

**Introduction**

Colorado State University is involved in completing a new strategic plan, *Courageous Strategic Transformation*. One of the next steps is to translate the broad purpose and values into more specific guidance regarding academic direction and enrollment. The process is being conducted in four phases during the 2021-22 Academic Year.

* **Phase One** (Fall 2021):*What are the trends in our areas of research and engagement; what are the implications for our academic programs?*
* **Phase Two** (Spring 2022, before Spring Break): *Who are our future students and colleagues; how will they learn; how should we engage them?*
* **Phase Three** (Spring 2022, after Spring Break): *What are our goals and strategies; how do we monitor progress toward them?*
* **Phase Four** (Summer 2022): *How do we convert academic direction and goals into enrollment targets?*

The Academic Master Plan process is comprehensive. It includes academic programs at all student levels and in any format – face-to-face, hybrid, or online. It also includes all Colorado State University activities with an academic base – whether an educational program, research project or community engagement activity.

Phase One focuses on trends in academic disciplines so the department chairs and heads, and school, center and institute directors are tasked with working with their faculty, mining existing documents, summarizing the material for their fields, disciplines, or programs and submitting their summaries through their colleges. This template is designed to make the process straightforward and collect data in a consistent format across the university.

**Key Dates**

* **October 1, Provost’s Forum** – Academic Master Plan Workshop
* **November 5, 2021** – Department/School/Institute/Center templates due to Deans’ offices
* **November 19, 2021** – College submittals due to Provost’s Office

**Contacts**Please direct any questions and template submissions to:  
Linda Dalton ([lindadalton138@yahoo.com](mailto:lindadalton138@yahoo.com)); Linda Nagel ([Linda.Nagel@colostate.edu](mailto:Linda.Nagel@colostate.edu)); Emily Allen ([Emily.Allen@colostate.edu](mailto:Emily.Allen@colostate.edu))

**Template for Academic Fields, Disciplines & Programs**

**Date:**       **Department, School, Center, or Institute:**       **College:**       **Person/People Complete the Template:**

**Summary**

Use this space to write a short summary or abstract highlighting what you feel is most important about the future of your field, discipline, or program at Colorado State University. While located on the cover page, we recommend writing this summary after completing the template.   
(Max 300 words)

Please provide link or append any relevant documentation.

*The Provost’s Forum on October 1 focuses on the portions of the template highlighted in green.*

This template has three sections: Trend Analysis, Projections, and Aspirations that build from one to the next. **Please use the template *selectively, only commenting on the parts that are most relevant and significant* to your field, discipline, or program**. We are not expecting that every section is relevant or that every cell in a table should have content!

**TREND ANALYSIS: What are the primary forces shaping your field, discipline, or program today?***(NOTE:**Use the table below to address both questions A and B. Max 25 words.)*

1. **Consider recent regional, national, or global trends:**
2. What aspects of each applicable trend have influenced your discipline during the past decade or so? For example, what forces or trends have changed the subjects or skills in your curriculum or research? Provide an example or brief explanation for each that applies: Feel free to comment on differences in the rate of change (lag) between research and academic curricula.
3. Which one or two of these forces has been most influential or significant? Why?

**TREND ANALYSIS: How will these forces shape your field or discipline and professional practice in the future?**

1. **Consider future regional, national, and/or global trends –** 
   1. What aspects of each applicable trend do you expect to influence your field, discipline, or program during the next ten years? Provide an example or brief explanation for each that applies, particularly if you see a change in importance compared with the past:
   2. Which trends, if any, would have a significantly different impact on your field, discipline, or program if they didn’t occur, or occurred in a different way than forecast? Please explain.

|  |  |  |  |
| --- | --- | --- | --- |
| **Trend** (Max 5 words) | **Past/Current Significance** | **Future Importance** | **Impact of Uncertainty** |
| Economic |  |  |  |
| Environmental |  |  |  |
| Political |  |  |  |
| Social |  |  |  |
| Technological |  |  |  |
| Other |  |  |  |
| Other |  |  |  |

**Please add your explanatory comments for Questions A and B, and the table on Trend Analysis:**

Explanatory comments on **recent trends** (Max 100 words):        
Explanatory comments on **future importance and uncertainty** (Max 100 words):

**PROJECTIONS: How will these forces shape the knowledge and skills needed in your field or discipline and professional practice in the future?**

1. **Thinking about your answers to B –** 
   1. What current topics or sub-fields and/or skills will continue to be most robust over the next ten years?
   2. What new topics or sub-fields and/or skills do you expect to become more important over the next ten years?
   3. What topics or sub-fields and/or skills may become less relevant unless redefined?

**For Academic Programs** (Max 25 words)**:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trend** (Max 8 words) | **Waning Topics or Skills** | **Continuing Topics or Skills** | **Emerging Topics, Skills and Opportunities** |
| Economic |  |  |  |
| Environmental |  |  |  |
| Political |  |  |  |
| Social |  |  |  |
| Technological |  |  |  |
| Other |  |  |  |
| Other |  |  |  |

**Please add your explanatory comments for Question C and the table on Knowledge and Skills:**Explanatory comments on **Academic Program** (Max 100 words):       **For Research:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trend** (Max 5 words) | **Waning Topics or Skills** | **Continuing Topics or Skills** | **Emerging Topics, Skills and Opportunities** |
| Economic |  |  |  |
| Environmental |  |  |  |
| Political |  |  |  |
| Social |  |  |  |
| Technological |  |  |  |
| Other |  |  |  |
| Other |  |  |  |

**Please add your explanatory comments for Question C and the table on Knowledge and Skills:**Explanatory comments on **Research** (Max 100 words):

**For Engagement:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trend** (Max 8 words) | **Waning Topics or Skills** | **Continuing Topics or Skills** | **Emerging Topics, Skills and Opportunities** |
| Economic |  |  |  |
| Environmental |  |  |  |
| Political |  |  |  |
| Social |  |  |  |
| Technological |  |  |  |
| Other |  |  |  |
| Other |  |  |  |

**Please add your explanatory comments for Question C and the table on Knowledge and Skills:**Explanatory comments on **Engagement** (Max 100 words):

1. **Considering what your graduates and colleagues do today, how might the trends you have identified change what they do in the future? What does that mean for the knowledge and skills they will need most (by degree level as applicable)?** (Max 25 words)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Future Job or  Career Activity (and related trend)** | **Emerging Knowledge or Competency Needed** | | | |
| **Baccalaureate** | **Masters** | **Doctorate** | **Other Certificate or Credential** |
|  |  |  |  |  |
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**Please add your explanatory comments for Question D and the table on Future Job Activities:**Explanatory comments (Max 100 words):

**ASPIRATIONS: What does this mean for the content of your academic program, curriculum, research, and/or areas of engagement, including interdisciplinary initiatives?**

1. **Drawing from this analysis, how would you most like to see your discipline, field, or program develop over the next ten years?**   
   *REMINDER: This section should focus primarily on content, including societal demand (knowledge and skills). The Academic Master Plan process will consider demographics, student markets, and pedagogy in Phase Two during early 2022.* (Max 50 words)
   1. **Academic programs and curriculum opportunities. Distinguish by degree or other certificate or credential as appropriate.**

|  |  |
| --- | --- |
| **Academic Programs** (Max 8 words) | **Aspirations** |
| Continuing strengths |  |
| New or expanded programs |  |
| Programs to redesign or sunset |  |
| Interdisciplinary opportunities |  |
| Curricular innovations |  |
| Implications for the next academic positions you would recruit |  |
| Other |  |
| Other |  |

**Please add your explanatory comments for Question E and the table on Aspirations:**Explanatory comments on **Academic Programs** (Max 100 words):

* 1. **Research and Engagement**

|  |  |  |
| --- | --- | --- |
| **Research and Engagement** (Max 8 words) | **Research Aspirations** | **Engagement Aspirations** |
| Leadership, innovation, excellence |  |  |
| Integration of research and engagement in the curriculum |  |  |
| Implications for the next research or engagement professional you would hire |  |  |
| Implications for the next grant you would seek |  |  |
| Other |  |  |
| Other |  |  |

**Please add your explanatory comments for Question E and the table on Aspirations:**Explanatory comments on **Research** (Max 100 words):        
Explanatory comments on **Engagement** (Max 100 words):      

1. **Comment briefly on how your field, discipline or program can contribute most in the future to any of the “Areas of Targeted Impact” identified in *Courageous Strategic Transformation*** (Max 100 words):

|  |  |
| --- | --- |
| **Green – A Sustainable Thriving Plant *Areas of Targeted Impact*** | **Contributions** |
| Environmental health and climate change |  |
| Animal, plant, and human health |  |
| Safe and secure state and global food systems and access to nutrition |  |
| Clean and sustainable energy |  |
| Lifelong learning for students, CSU community, and great community |  |
| **Gold – A Flourishing Humanity** | **Contributions** |
| Equity and social justice |  |
| Individual and community strength and prosperity |  |
| Civic engagement |  |
| Dialogue that ethically engages difference |  |
| Scholarly and artistic creation |  |
| Lifelong learning for students, CSU community, and greater community |  |

**Please add your explanatory comments for Question F and the table on Areas of Targeted Impact:**Explanatory comments (Max 100 words):

1. **Finally, recognizing that CSU offers programs across the state, in several locations around Fort Collins, and online, please comment on the following** (Max 100 words):
   1. What is the primary location (including CSU Online) for your program?
   2. Where else does your unit offer programs?
   3. What primary instructional delivery mode are you thinking about for your program in the future?
   4. What opportunities do you see for your program to interact with the SPUR campus?
   5. How does location, or multiple locations or venues, affect your aspirations for the future?

**Please add your explanatory comments for all Questions in section G** (Max 100 words):