Academic Master Plan | 2021-2022
for Achieving Strategic Academic Innovation

Provost’s Fall Forum | October 1, 2021
Agenda

Welcome | Provost Pedersen

Courageous Strategic Transformation | Jenelle Beavers, VP for Strategy

Academic Master Plan Overview | Linda Nagel, Chair of AMP Advisory Committee, Professor and Department Head, Forest & Rangeland Stewardship


Planning from the Future Backward | Linda Dalton, AMP Planning Consultant

Discussion Sessions and Reports | Linda Nagel & Linda Dalton

Next Steps | Linda Nagel & Mary Pedersen

Lunch & Networking
Why Planning Matters Now
COURAGEOUS STRATEGIC TRANSFORMATION UPDATE

Jenelle Beavers
Areas of targeted impact:

- Environmental health and climate change
- Animal, plant, and human health
- Safe and secure state and global food systems and access to nutrition
- Sustainable ecosystems and water resources
- Clean and sustainable energy
- Lifelong learning for students, CSU community, and greater community
Areas of targeted impact:

- 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
Build on Greatness and Rise to Challenges

CSU is a land-grant, student-centric, research-focused, engaged university committed to providing access and developing diverse leaders for Colorado and the world through excellence in interdisciplinary, experiential, and global learning and research.

The Courageous Strategic Transformation can happen only when we work collaboratively as a family to meet the challenges of our time.
LEADERSHIP DRAFTING GROUPS

Leadership Groups

Key Areas

*Bolded name is the lead for each area

Research
- Melissa Burt
- Chandrasekar
- Gregg Dean
- Matt Hickey

Engagement
- Albert Bimper
- Kathleen Fairfax
- Lisa Hansen
- Blake Naughton

Health
- Keith Belk
- Justin Dove
- Sam Halabi
- Wayne Jensen
**GROUP GOALS TEMPLATE**

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**Drafting Group Goals Template**

<table>
<thead>
<tr>
<th>STRATEGIC PRIORITY / DRAFTING GROUP TITLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESPONSIBLE: (Who’s doing the work?)</td>
</tr>
<tr>
<td>ACCOUNTABLE: Chair (Who deems the work is complete and manages status? Only one person)</td>
</tr>
<tr>
<td>CONSULTED: (Who needs to provide input throughout?)</td>
</tr>
<tr>
<td>INFORMED: (Who needs to be kept in the loop?)</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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</table>

**GOALS:** Identify your group’s top 3-4 key initiatives or priorities here, then provide detail about each goal in the sections that follow.

<table>
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<th>3</th>
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</table>

**GOAL 1:**

**TIMELINE FOR COMPLETION** (e.g. 6 months, 18 months, 3 years):

**DEFINE SUCCESS:** How will we know we’re moving in the right direction? Provide quantitative and qualitative examples. What will people say/do/believe as a result of our work?

How does this tie into our Green (A sustainable thriving planet) and Gold (A flourishing humanity)

| 1 | 2 | 3 |

How will this take into consideration diversity, equity, inclusion and justice?

| 1 | 2 | 3 |

How will this goal have an effect on people, processes, or technology as it looks to transform our institution?
Inspiration Proposals

Colorado State University is working hard to develop a strategic plan that is innovative, ambitious, and inclusive, and that attains our green and gold aims. As we embark on this journey, we want to hear your ideas for CSU’s strategic transformation. Help us chart a path that will serve our land grant mission, inspire our peers in higher education, and expand our local and global impact.

Proposals may include large or small academic initiatives, operational improvements, or anything else you think would advance our mission.

Proposals must meet the following criteria:

- Represent and serve multiple members of the CSU community
- Clearly and succinctly describe the project or initiative
- Include a feasible plan for implementation
- Relate to one or more identified strategic target areas
- Support CSU’s Green (sustainable thriving planet) and/or Gold (flourishing humanity) aims

Proposals will be reviewed by strategic leadership teams facilitated through the Office of the President. Successful proposals will be integrated into campus-wide strategic planning.

Who is eligible? We invite proposals from any formal or informal group of CSU community members, including faculty, staff, administration, alumni, and students.

How to apply? Complete the form below and submit it below.

Deadline: For full consideration, proposals must be received by Friday, October 1st, 2021.

Submit an Inspiration Proposal

Project Title (Required)

Contact / Lead Group Member (Required)

Include your name and CSU title or role.
THANK YOU!

CST VIRTUAL OPEN FORA

Academic Master Plan

October 14: 11:00am – 12:00pm

October 26: 12:00 – 1:00pm
Academic Master Plan Overview

Linda M. Nagel
Chair of AMP Advisory Committee
Professor & Department Head, Forest & Rangeland Stewardship
Academic Master Plan Overview

- Building Block of Courageous Strategic Transformation
  - AMP Goal – AY21-22

- Comprehensive Scope
  - Academic Programs
  - Research Initiatives
  - Engagement Activities
  - Face-to-Face, Hybrid, and Online Formats
  - All Venues – Fort Collins and Beyond
AMP Advisory Committee

Jennifer Aberle
Associate Dean, CHHS

Brandon Bernier
VP for Information Technology

Amy Charkowski
Professor & Department Head, Bioagricultural Sciences & Pest Management

Kauline Cipriani
VP for Inclusive Excellence

Dierdre Cook
Alum & Community Member, Retired PSD Principal

David Dandy
Professor, Chemical & Biological Engineering

Nancy Deller
Interim AVP, University MarComm

Catherine DiCesare
Associate Professor, Art & Art History

Sue Doe
Professor, English, and Faculty Council Chair

Jody Donovan
Dean of Students

Andrea Duffy
Special Assistant Professor, CLA, and CST Fellow

Sam Halabi
Senior AVP for Health Policy & Ethics, OVPR

Roze Hentschell
Associate Dean, CLA

Chad Hoseth
AVP for International Affairs

Meggan Houlihan
Assistant Professor, Libraries

Brandon Lowry
Student, Biomedical Sciences and ASCSU Director of Academics

Shrideep Pallickara
Professor, Computer Sciences

Sandra Quackenbush
Associate Dean, CVMBS

Monique Rocca
Associate Dean, WCNR

Lindsey Shirley
AVP, CSU Extension

Beth Walker
Dean, CoB

Lindsay Winkenbach
Ph.D. Candidate, Biochemistry & Molecular Biology

AMP Planning Team
Academic Master Plan Structure
Academic Master Plan Process

- Courageous Strategic Transformation
- Academic Direction
  - Fall 2021
- Demographics & Pedagogy
  - Early 2022
- Draft AMP with Goals & Strategies
  - Spring 2022
- Draft Enrollment Targets
  - Summer 2022
- Future Resources & Investment

Primary Input from College Units
Ice-Breaker

- Identify a topic in your field, discipline, or program that has changed significantly during your career.
- Why/how has it changed?
- Select one example from your table to share with the larger group.
Growing Forward – Population & Economic Trends in CO

Elizabeth Garner, CO State Demographer
Trends

• Population growing at a slowing rate
• Slowing births
• Aging – impacts everything... including the economy, housing, and public finance.
• Migration slowing
  o Harder to attract and retaining the best and brightest.
  • Labor tight, Colorado not as competitive.
• Increase racial and ethnic diversity.
2020 Census Count

US - 331.5 million, + 22.7 million or 7.4% since 2010
   - second slowest growth rate on record

CO - 5,774,000, + 744,500 or 14.8% since 2010
   • 6th ranked percent change, 9th in numeric change
   • Colorado gained an 8th seat
Peak Births - 2007. Currently 12-13 years old
Peak Millennial Born in 1991 and is 28-29 years old
180,000 more women 15-45 in 2020 than in 2007
525,000 fewer births in 2020 than 2007 for the US, 8,000 fewer in Colorado
Map 2: Growth and decline in under age 18 populations, US States, 2010-2019

Colorado

Net Migration by Age, 2000 to 2010

![Net Migration by Age, 2000 to 2010 graph](image)
Colorado New Jobs and Net Migration

Jobs Are People

COLORADO
Department of Local Affairs
Jobs by Sector: Colorado, 2020

- Health Services: 336,310
- Prof., Sol. and Tech. Services: 311,713
- Retail Trade: 265,283
- Local Government: 265,283
- Construction: 265,283
- Accommodation and Food Services: 265,283
- Admin., Support and Waste Mgmt.: 189,295
- Other Services: 189,295
- Manufacturing: 154,273
- Financial Activities: 135,768
- Transportation and Warehousing: 133,126
- State Government: 128,946
- Real Estate: 121,400
- Wholesale Trade: 114,723
- Information: 83,149
- Arts, Entertainment and Recreation: 75,991
- Education: 68,690
- Federal Government: 54,806
- Agriculture: 48,131
- Mgmt. of Companies: 42,094
- Mining: 25,242
- Utilities: 8,569

Job sector data is suppressed according to Bureau of Labor Statistics standards.

Data Source: Bureau of Labor Statistics
Source Date: November, 2020.
Programming by the State Demography Office, Print Date: 08/16/2021

3.3 Million Total Estimated Jobs
$66,662 Average Annual Wage

2020 Employment Share by Wage
- ($25,552 - $48,494) 32.6%
- ($54,374 - $77,203) 43.3%
- ($87,291 - $152,283) 24.1%
Job Loss and Recovery by Low, Medium, and High Wage Industries (Colorado & U.S.)

CO - 78% recovered
US - 74% recovered

Source: Colorado Department of Labor and Employment; Bureau of Labor Statistics
Data seasonally adjusted. Note: low, medium, and high wage industries are determined by the 2019 state-level average weekly wage estimates from the Quarterly Census of Employment and Wages. **Low wage industries include**: retail trade; admin support/waste mgmt; private education services; arts, entertainment, and recreation; accommodation and food services; and other services. **Medium wage industries include**: construction; manufacturing; transportation, warehousing, and utilities; real estate, rental, and leasing; private health care and social assistance; state government; and local government. **High wage industries include**: mining and logging; wholesale trade; finance and insurance; professional and technical services; management of companies; and federal government.
Colorado Job Loss & Recovery by Medium Wage Industries

Source: Colorado Department of Labor and Employment; Bureau of Labor Statistics
Data seasonally adjusted. Note: medium wage industries are determined by the 2019 state-level average weekly wage estimates from the Quarterly Census of Employment and Wages.
Colorado Job Loss & Recovery by High Wage Industries

Source: Colorado Department of Labor and Employment; Bureau of Labor Statistics
Data seasonally adjusted. Note: high wage industries are determined by the 2019 state-level average weekly wage estimates from the Quarterly Census of Employment and Wages.
Top Growing Occupations

- Business and Financial Operations
- Transportation and Material Moving
- Computer and Mathematical
- Healthcare Practitioners and Technical
- Management
- Healthcare Support
- Community and Social Service
- Construction and Extraction
- Educational Instruction and Library
- Architecture and Engineering
- Installation, Maintenance, and Repair
- Legal
- Life, Physical, and Social Science
- Farming, Fishing, and Forestry
- Arts, Design, Entertainment, Sports, and Media
- Military-only

Job Growth:

- Business and Financial Operations: 40,000
- Transportation and Material Moving: 30,000
- Computer and Mathematical: 25,000
- Healthcare Practitioners and Technical: 20,000
- Management: 15,000
- Healthcare Support: 10,000
- Community and Social Service: 7,000
- Construction and Extraction: 6,000
- Educational Instruction and Library: 5,000
- Architecture and Engineering: 4,000
- Installation, Maintenance, and Repair: 3,000
- Legal: 2,000
- Life, Physical, and Social Science: 1,000
- Farming, Fishing, and Forestry: 1,000
- Arts, Design, Entertainment, Sports, and Media: 1,000
- Military-only: 1,000

Source: EMSI Q3 2021, Economic Overview
## Top Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Postings with Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree In Nursing</td>
<td>7,186</td>
</tr>
<tr>
<td>Bachelor Of Science in Business</td>
<td>7,591</td>
</tr>
<tr>
<td>Bachelor Of Science in Nursing (BSN)</td>
<td>11,372</td>
</tr>
<tr>
<td>Certified Nursing Assistant</td>
<td>13,715</td>
</tr>
<tr>
<td>Commercial Driver's License (CDL)</td>
<td>77,239</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>10,546</td>
</tr>
<tr>
<td>Master Of Business Administration (MBA)</td>
<td>10,969</td>
</tr>
<tr>
<td>Secret Clearance</td>
<td>7,976</td>
</tr>
<tr>
<td>Security Clearance</td>
<td>14,915</td>
</tr>
<tr>
<td>Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)</td>
<td>11,350</td>
</tr>
</tbody>
</table>
Skills not easily automated - complex communication and complex decision making
Age Matters

• Preferences - where people shop and what they buy.
• Housing - type, size, mobility
• Labor Force - tightening due to aging
• Income
• Service Demand
• Fastest Growth in 65+
Colorado

Generation Z
(1997 - 2014)

Millennials
(1981 - 1996)

Generation X
(1965 - 1980)

Baby Boomers
(1946 - 1964)

Silent Generation
(1928 - 1945)

Greatest Generation
(- 1927)

Future Generations
(2030 -)

Next Generation
(2015 - 2029)
## Population Forecast By Age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2020</th>
<th>2030</th>
<th>Change</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 17</td>
<td>23,538</td>
<td>38,701</td>
<td>23,538</td>
<td>1.9%</td>
</tr>
<tr>
<td>18 to 24</td>
<td>38,701</td>
<td>45,974</td>
<td>7,273</td>
<td>6.8%</td>
</tr>
<tr>
<td>25 to 44</td>
<td>248,842</td>
<td>311,626</td>
<td>62,784</td>
<td>14.7%</td>
</tr>
<tr>
<td>45 to 64</td>
<td>99,474</td>
<td>138,352</td>
<td>38,878</td>
<td>6.9%</td>
</tr>
<tr>
<td>65 to 100</td>
<td>332,431</td>
<td>546,509</td>
<td>214,078</td>
<td>39.1%</td>
</tr>
<tr>
<td>Total</td>
<td>742,986</td>
<td>1,166,130</td>
<td>423,144</td>
<td>12.8%</td>
</tr>
</tbody>
</table>
Race and Ethnicity
we are becoming more diverse
Diversity Index measures the probability that two people chosen at random will be from different race and ethnicity groups.

Diversity Index by County: 2010

**Colorado:** 46.5%

Diversity Index by County: 2020

**Colorado:** 52.3%

## Population Change by Race and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Colorado 2020</th>
<th>Share of Pop. 2020</th>
<th>Total Ch 2010-20</th>
<th>Pct Ch</th>
<th>Share of Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>5,773,714</td>
<td></td>
<td>744,518</td>
<td>14.8%</td>
<td></td>
</tr>
<tr>
<td>White Alone not Hispanic</td>
<td>3,760,663</td>
<td>65.1%</td>
<td>239,870</td>
<td>6.8%</td>
<td>32.2%</td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>221,310</td>
<td>3.8%</td>
<td>32,532</td>
<td>17.2%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Alaska Native Alone</td>
<td>33,768</td>
<td>0.6%</td>
<td>2,524</td>
<td>8.1%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>204,225</td>
<td>3.5%</td>
<td>63,000</td>
<td>44.6%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Some Other Race</td>
<td>29,560</td>
<td>0.5%</td>
<td>21,938</td>
<td>287.8%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>260,798</td>
<td>4.5%</td>
<td>159,951</td>
<td>158.6%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Hispanic/Latino Origin</td>
<td>1,263,390</td>
<td>21.9%</td>
<td>224,703</td>
<td>21.6%</td>
<td>30.2%</td>
</tr>
</tbody>
</table>

- Total Growth of the decade was very similar between the Hispanic and white - Non Hispanic population.
- There was also significant growth in the Two or more races -Non Hispanic
Diversity by Age

2019 People of Color Share of Population by Age

- Hispanic Origin
- American Indian
- Asian/Pacific Islander
- Black

0-17
18-24
25-44
45-64
65+

Department of Local Affairs
Total 25+, Bachelor’s+ increased from 36.6 in 2010 to 42.8 in 2019
Population Age 25+ with Bachelor’s Degree or Higher by Race and Ethnicity 2010 and 2019

- **White, NH**
  - 2010: 1,070,692
  - 2019: 1,417,229

- **Hispanic**
  - 2010: 66,840
  - 2019: 131,272

- **Other People of Color**
  - 2010: 80,884
  - 2019: 154,625

U.S. Census Bureau, American Community Survey 1-Year PUMS data
Percentage Change, Population Age 25+ with Bachelor's Degree or Higher, by Race and Ethnicity 2010 to 2019

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, NH</td>
<td>32.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>96.4%</td>
</tr>
<tr>
<td>Other People of Color</td>
<td>91.2%</td>
</tr>
</tbody>
</table>

U.S. Census Bureau, American Community Survey 1-Year PUMS data
Diversity Summary

• Fastest growth in 2+, Asian and Hispanic
• Educational attainment
• Supply of qualified workers
• Income - correlation to education
• Economy - 70% driven by consumer expenditures
• Homeownership - wealth
Driven by retirements
Summary: Higher Education

• Population slowing due to fewer births and slower international migration. Client base slowing.

• States competing for students
  o Higher education = important component for economic development.

• Young population more racially and ethnically diverse

• Labor force
  o Fastest growth are People Of Color
  o Total growth slowing - Human capital more scarce
  o Aging driving sectors of economy and retirements
  o People centered vs. firm centered

• Employment Growth - slower
  o Service sector

• Older Adults - fastest population growth
Risks to the Forecast +/-

• Pandemic uncertainty
• Intl’ immigration
• Housing - supply, price, type, location - 5th highest MHV
• Water
• Aging - labor force, prepared labor force
• Infrastructure/Transportation
• Natural disasters - nationally
• State Budget
• Industry changes - boom/bust, competitiveness
Thank you
State Demography Office
Department of Local Affairs
Elizabeth Garner
Elizabeth.garner@state.co.us
303-864-7750
Demography.dola.colorado.gov
https://cwdc.colorado.gov/resources/colorado-talent-pipeline-report

Larimer County Economic and Workforce Development  https://www.larimer.org/ewd
Jacob Castillo

EMSI - https://www.economicmodeling.com/
Total gain of 13.7 million – Approx. 8.7 “recovery” and 5 million new jobs. 4 million Leisure & Hospitality, 2 million Health
Total gain of 3.6 million – 1 million Admin & Waste and 850,000 Leisure & Hospitality, State & Local Gov. 620,000, Finance & Insurance 480,000. Only 250,000 Professional,
Planning from the Future Backward

Linda C. Dalton, Ph.D., FAICP, Planning Consultant
If you don't know where you are going, you might wind up someplace else.

– Yogi Berra
CO State Demography – Presentation Highlights

- **Phase Two Major Component:** Long-term trends in the traditional student market for higher education

- **Today – Phase One focuses on what the demographic and economic trends mean for the content of CSU’s academic programs, research, and engagement – what you study and teach? E.g.**:
  - Since “aging impacts everything” – how might your program address the needs of an aging population?
  - How does a service-oriented economy affect what your students should know or be able to do? Essential knowledge and skills.
  - How does a more diverse population affect civic life and culture?
  - How does the changing nature of work affect (or is affected by) educational attainment levels, labor force composition, and working conditions? (What lingers or changes after the pandemic?)
Academic Master Plan
Phase One – Academic Direction

Phase One Purpose Building on CST

Articulate the Body of Knowledge and Skills that the University wants to “Own”

- What should draw new faculty or research colleagues to CSU?
- What kinds of programs should attract future students to CSU?
- Why should donors invest in CSU?
- Areas of targeted impact
- Research & scholarly excellence programs

THE SPECIAL PROVINCE OF THE UNIVERSITY

KNOWLEDGE (& skills)

CREATE
EXPAND
CURATE
ARCHIVE
SHARE
DISSEMINATE
"Planning from the Future Backward"

Norris, Donald et al. (2013), Transforming in an Age of Disruptive Change: Part 2: Getting Started, Getting It Done, Planning in Higher Education, 41:2, Figure 7 (redrawn)
Discussion One: Recent and Future Trends at the College Level

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.)

A. Consider recent regional, national, or global trends:
   1. 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.
   2. Which one or two of these forces has been most influential or significant? Why?

B. 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.

<table>
<thead>
<tr>
<th>Trend</th>
<th>Past/Current Significance</th>
<th>Future Importance</th>
<th>Impact of Uncertainty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic</td>
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<tr>
<td>Environmental</td>
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<tr>
<td>Political</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
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</tbody>
</table>
**Discussion Two: Knowledge & Skills**

**Academic, Research, Engagement**

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

C. 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):**

<table>
<thead>
<tr>
<th>Trend (Max 8 words)</th>
<th>Waning Topics or Skills</th>
<th>Continuing Topics or Skills</th>
<th>Emerging Topics, Skills and Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic</td>
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<tr>
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</table>

**For Research:**

<table>
<thead>
<tr>
<th>Trend (Max 5 words)</th>
<th>Waning Topics or Skills</th>
<th>Continuing Topics or Skills</th>
<th>Emerging Topics, Skills and Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic</td>
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<td></td>
</tr>
<tr>
<td>Environmental</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For Engagement:**

<table>
<thead>
<tr>
<th>Trend</th>
<th>Waning Topics or Skills</th>
<th>Continuing Topics or Skills</th>
<th>Emerging Topics, Skills and Opportunities</th>
</tr>
</thead>
</table>
Example: Resources for Trend Analysis & Projections in City & Regional Planning

Planning Trends


Planning Graduates

- Dalton (Winter 2007) “Preparing Planners for the Breadth of Practice: What We Need to Know Depends on Whom We Ask,” Journal of the American Planning Association 73, 1.
**Example: Recent and Future Trends in City & Regional Planning**

<table>
<thead>
<tr>
<th>Trend (Max 5 words)</th>
<th>Past/Current Significance</th>
<th>Future Importance</th>
<th>Impact of Uncertainty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Cost of housing</td>
<td>Housing inequity is long-standing, but has become worse in recent years in the US</td>
<td>Expected to continue if not worsen without some kind of intervention</td>
<td>Cost increases are relatively certain; even a major public program unlikely to dramatically change the overall market</td>
</tr>
<tr>
<td>Environmental Climate change</td>
<td>CONCERN WITH ENVIRONMENTAL DEGRADATION HAS BECOME FOCUSED ON CLIMATE CHANGE</td>
<td>Increasingly important</td>
<td>UNCERTAINTY IN ABILITY AND WILLINGNESS OF GOVERNMENTS AND PUBLIC TO RESPOND</td>
</tr>
<tr>
<td>Political Federal policy shift</td>
<td>Federal programs had a larger impact on cities and planning during the 20th century</td>
<td>New federal initiatives could provide funding for local programs.</td>
<td>Highly uncertain, but funding could be very beneficial</td>
</tr>
<tr>
<td>Social Expansion of DEI</td>
<td>SOCIAL EQUITY IS A LONG-STANDING VALUE THAT HAS BEEN HARD FOR PLANNERS TO ACHIEVE</td>
<td>Finding ways to incorporate and respond to DEI in the built environment</td>
<td>Broad definition expected to continue to expand despite some political backlash</td>
</tr>
<tr>
<td>Technological More sophisticated apps</td>
<td>PLANNING PROFESSION HAS EAGERLY ADOPTED COMPUTER APPLICATIONS, RADICALLY CHANGING PLANNING PRACTICE</td>
<td>Privacy concerns increasingly important</td>
<td>MORE ADVANCES HIGHLY LIKELY</td>
</tr>
<tr>
<td>Other Commuting patterns</td>
<td>Auto dependence is a major driver of land use, congestion and air quality</td>
<td>&quot;Modal shift&quot; from cars to transit continues to be a challenge; electric vehicles address air quality but not congestion</td>
<td>Remote work is expected to have a long-term impact - but how much commuting will change is unclear</td>
</tr>
<tr>
<td>Other Analytical processes</td>
<td>Planning tries to balance subject matter expertise and political savvy</td>
<td>Planning has become caught up in public challenges to data and science</td>
<td>UNCERTAINTY ABOUT HOW EXPERTISE CAN REGAIN RESPECT IN A NEW WAY</td>
</tr>
</tbody>
</table>
Please add your explanatory comments for Questions A and B, and the table on Trend Analysis:

Explanatory comments on recent trends (Max 100 words): Every type of trend affects city planning, but the two that have had the most significant recent impact are Environment and Technology. The expanding Social concepts of Diversity, Equity, and Inclusion are also a persistent force affecting city planning.

Explanatory comments on future importance and uncertainty (Max 100 words): Technology advancements are becoming more predictable, while Social, Economic and Environmental issues seem more intractable. Respect for expertise is important. Changes in federal policy, which is highly uncertain, could have a big effect on funding.

Example Template
Explanatory Comments
A&B
### Example: Projected Changes in Knowledge & Skills Needed by Planners in the Future

<table>
<thead>
<tr>
<th>Trend</th>
<th>Waning Topics or Skills</th>
<th>Continuing Topics or Skills</th>
<th>Emerging Topics, Skills and Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economic</strong></td>
<td></td>
<td>Affordable Housing</td>
<td></td>
</tr>
<tr>
<td>Cost of housing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Environmental</strong></td>
<td></td>
<td>Climate Action Plan</td>
<td></td>
</tr>
<tr>
<td>Climate change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Political</strong></td>
<td>Urban Renewal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal policy shift</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td></td>
<td>Diversity, Equity, and Inclusion</td>
<td>Healthy Communities</td>
</tr>
<tr>
<td>Expansion of DEI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technological</strong></td>
<td>Hand-colored maps</td>
<td>Geographic Information Systems</td>
<td>Decision Support Systems; Data Analytics</td>
</tr>
<tr>
<td>More sophisticated apps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td>Congestion Management</td>
<td>Impact of changing nature of work</td>
</tr>
<tr>
<td>Commuting patterns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td>Systems Thinking</td>
<td>Scenario Planning</td>
</tr>
<tr>
<td>Analytical processes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Example: Projected Changes in What Planners Do and the Education they Need

<table>
<thead>
<tr>
<th>Future Job or Career Activity (and related trend)</th>
<th>Emerging Knowledge or Competency Needed</th>
<th>Baccalaureate</th>
<th>Masters</th>
<th>Doctorate</th>
<th>Other Certificate or Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply planning programs and techniques to increase housing supply and affordability (Economic: cost of housing)</td>
<td></td>
<td>Basic understanding of housing market and how planning can affect the availability and cost of housing</td>
<td>Ability to select planning programs that are most appropriate to the local situation</td>
<td>Research about program effectiveness and development of innovative planning programs and techniques to make more affordable housing available</td>
<td>Learn about when and how to use emerging housing programs</td>
</tr>
<tr>
<td>Develop effective Climate Action Plans with communities (Environmental: climate change)</td>
<td></td>
<td>Basic understanding of ecosystems and how planning can reduce human impacts to the environment while considering social and economic dynamics as well</td>
<td>Ability to work with communities to create plans that both reduce impacts and green house gases and increase resilience</td>
<td>Research about existing plan effectiveness and development of inclusive Climate Action Plan techniques</td>
<td>Learn about effectiveness of existing and new techniques to include in plans</td>
</tr>
<tr>
<td>Working with an increasingly diverse public (Social: expansion of DEI)</td>
<td></td>
<td>Understanding of social impacts of planning tools; People skills with diverse groups</td>
<td>Understanding of social impacts of planning tools; People skills with diverse groups</td>
<td>Research on social impacts of planning tools and on effective public engagement in diverse communities</td>
<td>Hone and refine people skills that inclusive of different communities</td>
</tr>
<tr>
<td>Technical applications (Technology: more sophisticated apps)</td>
<td></td>
<td>Confident user</td>
<td>Sophisticated user able to interpret findings</td>
<td>Developer of planning applications</td>
<td>Learn about new planning applications as they emerge</td>
</tr>
<tr>
<td>Scenario Planning (Analytical processes)</td>
<td></td>
<td>Understand and support the process</td>
<td>Ability to design and guide the process</td>
<td>Research about process impact and develop improvements</td>
<td></td>
</tr>
</tbody>
</table>
**Example: Projected Changes in What Planners Do and the Education they Need**

<table>
<thead>
<tr>
<th>Please add your explanatory comments for Question D and the table on Future Job Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanatory comments (Max 100 words): Successful planners need strong communication and people skills along with state-of-the-art technology and subject matter knowledge. THEY NEED TO APPLY RESEARCH ON HOW PLANNING TECHNIQUES WORK. Bachelor’s to master’s competencies also reflect development from entry to senior level practice.</td>
</tr>
</tbody>
</table>
Combined report on discussions one and two:

Select one or two important trends affecting the fields, disciplines, and programs in your college from discussion one (20 minutes).

Explain how they affect a topic, area of knowledge, or skill that is important to your students/colleagues from discussion two (20 minutes).

Notetaker: Please record college-level discussion using a blank copy of the template and send notes to Emily.Allen@colostate.edu
Trends, Projections, & Aspirations

Plans can...

- **Accommodate, support, or address trends and likely projections**
  - E.g., demographic changes; social trends; technological advances; digital divide

- **Prepare for uncertainty or contingencies**
  - E.g., natural disasters; the next pandemic; economic downturns
  - E.g., windfalls

- **Create the conditions for grounded aspirations to become realities**
  - E.g., a new interdisciplinary degree program; a leading-edge research initiative; an innovative community engagement program
### Discussion Three: Aspirations (initial ideas)

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

**E.** 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.

<table>
<thead>
<tr>
<th>Academic Programs (Max 8 words)</th>
<th>Aspirations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing strengths</td>
<td></td>
</tr>
<tr>
<td>New or expanded programs</td>
<td></td>
</tr>
<tr>
<td>Programs to redesign or sunset</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary opportunities</td>
<td></td>
</tr>
<tr>
<td>Curricular innovation</td>
<td></td>
</tr>
<tr>
<td>Implications for the next academic positions you would recruit</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

2. **Research and Engagement**

<table>
<thead>
<tr>
<th>Research and Engagement (Max 8 words)</th>
<th>Research Aspirations</th>
<th>Engagement Aspirations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership, innovation, excellence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration of research and engagement in the curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implications for the next research or engagement professional you would hire</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example: Hypothetical Aspirations for City & Regional Planning (initial ideas)

<table>
<thead>
<tr>
<th>Academic Programs (Max 8 words)</th>
<th>Aspirations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing strengths All trends</td>
<td>Professional masters degree program stressing planning processes and subject matter knowledge</td>
</tr>
<tr>
<td>New or expanded programs All trends</td>
<td>Professional development to keep practitioners current - with latest research, technology, and to hone people-oriented skills and communications</td>
</tr>
<tr>
<td>Programs to redesign or sunset</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary opportunities Analytical Processes</td>
<td>CREATE A GRADUATE PROGRAM OR AREA OF SPECIALIZATION ON SCENARIO PLANNING AND UNCERTAINTY WITH OTHER LIKE-MINDED DISCIPLINES</td>
</tr>
<tr>
<td>Curricular innovations Social - DEI</td>
<td>DESIGN AND OFFER A WORKSHOP COURSE THAT SIMULATES PLANNING CASES COVERING DEI &amp; PEOPLE SKILLS IN A SAFE SETTING FOR LEARNING</td>
</tr>
<tr>
<td>Implications for the next academic positions you would recruit Other</td>
<td>Expertise in scenario planning and other future-oriented techniques to deal with uncertainty; Ability to effectively teach people skills for planners</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Select one or two innovative ideas from your college discussion and comment on how they draw (or depart) from the earlier analysis (30 minutes):

Cover the following as appropriate:

- Academic programs
- Research initiatives
- Engagement activities

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Summary Comments
Linda Dalton and Linda Nagel
Next Steps
Linda Nagel and Mary Pedersen
Fall Report on Academic Direction – Timeline

- November 5: Due to Dean’s Office
- November 19: Due to Provost’s Office
- Synthesis by Academic Master Plan Team and Advisory Committee
  First Meeting in 2022
Fall Report on Academic Direction – Suggestons for Chairs/Heads and Directors

- Academic Master Plan [webpage](#)
- General societal trends
- Mine institutional data about your programs
- Disciplinary/programmatic trends and possible futures (see examples)
- Engage your faculty and staff
- Focus on what’s important to you and your programs
Academic Master Plan Next Steps

- **Fall 2021**
  - Phase One – Academic Direction
    - CST Fora
    - Templates on Academic Direction

- **Spring 2022**
  - Phase Two – Demographics and Pedagogy
  - Phase Three – AMP Goals and Strategies

- **Summer 2022**
  - Phase Four – Enrollment Targets
Networking Prompt:

Select any one of the initial aspirations from discussion three.

- How does it fit with the CST “areas of targeted impact” and/or
- What would it take to make it become a reality at CSU?

OR

- How do you think the trends you identified might change what your graduates/colleagues do in the future?