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

AMP Phase Two Forum | February 11, 2022
Please be seated as we prepare to share the CSU Land Acknowledgment video and message.

Thank you!
As a CSI student, staff, or faculty member, supporter, or visitor, consider your responsibility to education and inclusion, and to ourarchs.
Welcome

Mary Pedersen
Provost & Executive Vice President
Agenda

**Academic Master Plan Overview** | Mary Pedersen, Provost and Executive Vice President; Alan Rudolph, VP for Research; Blake Naughton, VP for Engagement & Extension

**AMP and CST** | Jenelle Beavers, VP for Strategy

**AMP Phase One and Phase Two** | Linda Dalton, Planning Consultant; Linda Nagel, Chair of AMP Advisory Committee

**Panel and Discussion Sessions** | Linda Nagel, Moderator

1. Changing Demographics and Implications for CSU
2. Integrating Research, Engagement, and Education
3. Implementation Strategies for CSU

**Summary and Synthesis (during Lunch)**

**Next Steps** | Linda Nagel & Mary Pedersen
Making a Difference with AMP

- Responding to current and future challenges: CST and AMP
- Strategic enrollment planning, course offerings, and space
- Adapting to demographic shifts, changing economies, and student needs
- Connecting teaching, research, and engagement
- Serving all students and leading higher education
Academic Master Plan Overview

Mary Pedersen | Provost and Executive Vice President
Alan Rudolph | Vice President for Research
Blake Naughton | Vice President for Engagement and Extension
Alan Rudolph
Vice President for Research
Extending the Foundation for The Integrated Land Grant Research Mission

Alan S. Rudolph
Vice President for Research
Future impacts rely on an integrated research mission that enhances learning and practice across a lifetime.
Some Examples of OVPR-Led Integrated Mission Efforts

* Virtual Reality

* VPR Fellowship and 3 Minute Challenge

* Pandemic Resilience

* Veterans and National Security Programs

* Community-engaged Research
Blake Naughton
Vice President for Engagement and Extension
COLORADO COMMUNITY NEEDS ASSESSMENT

Secondary Data Analyses
Uncover broad issues and demographics
111 issues from 450 sources

Interviews & Focus Groups
Gain deeper understanding of select issues, demographics
250 interviews, 7 ESL focus groups

Community Surveys
Assess prevalence of issues for which educational resources might have impact
5,100 responses to 45 surveys
HEALTH & WELLBEING
- Nutrition and healthy food preparation and cooking
- Mental health/stress management/suicide prevention
- Access to healthy, nutritious, fresh foods
- Healthy aging
- Safe home food preservation (canning and storage)

NATURAL RESOURCES & SUSTAINABILITY
- Water supply, conservation, and efficiency
- Healthy ecosystems (including managing invasive species)
- Animal, plant identification
- Water quality, including private wells
- Forest wildfire treatments, mitigation

COMMUNITY & ECONOMIC DEVELOPMENT
- Community emergency management preparedness, response, recovery
- Economic and business development, including tourism-based
- Maintaining a rural community quality
- Creating a welcoming, safe, inclusive community for all
- Community well-being and resilience

YOUTH & FAMILIES
- Developing youth life skills
- Developing youth leadership skills
- Learning activities after school & out-of-school, including STEM
- Mental Health, stress management for youth
- Preparing students for college & career

FOOD & AGRICULTURE
- Drought impact and planning for agriculture
- Supporting local food production, distribution
- Soil health
- Small/hobby farm and ranch management
- Public understanding of the ag/food system (where food comes from)
Connecting Needs to the LGU of the Future

AUDIENCE (AGES AND STAGES)

PRODUCT (NON-CREDIT TO DEGREES)

METHOD (OUTREACH TO ENGAGEMENT)

1. Collaboration
2. Reach
3. Resources
4. Innovation
5. Impact

Serving individuals and communities to thrive from learning.

To LEARN is our what.
- Engaged scholarship.
- Lifelong education.

To SERVE is our how.
- Partnerships.
- Workforce.
- Systems.

To THRIVE is our why.
- Individuals.
- Communities.
- Ecosystems.
COURAGEOUS STRATEGIC TRANSFORMATION

THE COLORADO STATE UNIVERSITY 2022-2026 STRATEGIC PLAN
DRIVING INNOVATION IN LEARNING, DISCOVERY, AND ENGAGEMENT
CSU will be a global leader in cultivating a sustainable social, economic, and environmental future through innovative practices in learning, research, discovery, and knowledge transfer.
Education that Evolves
We will craft and implement a dynamic academic master plan that will establish CSU as a leader in higher education, providing critical knowledge, skills, and competencies, and we will build the infrastructure to rapidly adjust curricular and educational and delivery approaches to allow our learners to thrive in the 21st-century workforce.

Critical Thinking for Life
We will prepare future generations of leaders, change makers, and global citizens through a rigorous and distinctive program of general education that fosters self-knowledge, and innovation, across all programs of study.

Social and Cultural Insight
CSU will foreground the crucial importance of a rich understanding of the histories, cultures, societies, and languages that inform our complex and diverse world, fostering the arts, humanities, and social sciences, and their interdisciplinary contributions to today’s most pressing problems.

Forefront of Sustainability
We will establish CSU as a leading, preeminent university in impactful sustainability-related research and scholarship.

One Health
We will be globally recognized for a transdisciplinary, integrative approach to environmental, plant, animal, and human health, with an emphasis on disease, agricultural, and water issues.
Academic Master Plan
Phase One and Phase Two

Linda Dalton
Planning Consultant

Linda Nagel
Chair of AMP Advisory Committee
Professor & Department Head, Forest & Rangeland Stewardship
"Planning from the Future Backward"

1. What forces are shaping your field or discipline today?

2. In ten years, how will these or other forces shape in your field or discipline? How will education and professional practice be affected?

3. What are the demographic implications and emerging opportunities for teaching, research &/or engagement in your field?

4. How should the future developments affect the College/University? Our Academic Master Plan? Decisions over the next five years?

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)
AMP – Preliminary Observations

Phase One and *Courageous Strategic Transformation*

- The seven emergent themes are strategic, and consistent with CST areas of targeted impact (Green and Gold).

Phase Two – *Courageous Transformational Opportunities*

- Phase Two is an opportunity to expand the population that CSU serves through innovative programs, approaches, and delivery methods.
- The AMP is an opportunity for CSU (as a land grant and research university) to integrate *research* and *community engagement* more visibly with expanded educational programs.
Ice-Breaker

Share one key challenge and/or opportunity you envision for this strategic process and the future of academics, research, and/or community engagement at CSU.
Academic Master Plan Process

**Fall 2021**
- ✓ Phase One Report on Academic Direction Completed

**Spring 2022**
- Phase Two – Demographics and Implications for Education, Research, and Engagement
- Phase Three – AMP Goals and Strategies

**Summer 2022**
- Phase Four – Enrollment Targets
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

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AVP for International Affairs

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Professor, Computer Sciences

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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
AMP Phase One Themes

Data Analytics
Public Discourse
Sustainability
Inclusive Excellence
Arts & Culture
Technological Innovation
Data Analytics
Public Discourse
One Health
Example Formats

**Education – type of program**

- New academic degrees, majors – including joint programs
- Additional minors, concentrations – sometimes across disciplines
- Curriculum redesign
- Short courses, summer programs
- Professional development, continuing education certification
- Specialized certificates, typically post-baccalaureate
- Specialized training programs
- Online programs to complement programs offered on site
- Pre-college pathways and preparation
- Credit for prior learning
Example Formats

Research and Engagement

- Partnerships
- Engaged scholarship
- High impact scholarship

Research and Engagement – for students

- Research – capstone projects
- Experiential learning – field and lab work
- Service learning – meaningful engagement

Research and Engagement – external

- Knowledge sharing and application beyond traditional extension
- Co-production of knowledge
AMP Phase Two: *Panel 1*

**Demographic Implications**

Elizabeth Garner  |  State Demographer
Kauline Cipriani   |  Vice President for Inclusive Excellence
Shannon Archibeque-Engle | Assoc Vice President for Inclusive Excellence
Brandon Bernier   |  Vice President for Information Technology

Linda Nagel  |  Moderator
College-Going High School Graduates

Figure 5: Projection of College-Going High School Graduates (2018-35) and Illustration of Possible Impact of Ongoing Declines in Birth Rate (2036-43)

## Colorado and CSU Demographics, 2020

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>68.6%</td>
<td>59.2%</td>
<td>70.5%</td>
</tr>
<tr>
<td>Hispanic/Latinx (any race)</td>
<td>22.0%</td>
<td>30.1%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>4.7%</td>
<td>5.7%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>3.9%</td>
<td>4.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.8%</td>
<td>1.0%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Elizabeth Garner, Colorado State Demographer, and CSU IRPE Interactive
CSU Demographics, Fall 2020

- Traditional Age Undergrads (26,169)
- All Other Students (13,621)
- All Other Employees (5,800)
- Faculty (1,896)
<table>
<thead>
<tr>
<th>Who?</th>
<th>Wayfinding Intellectuals (7%)</th>
<th>Campus Enthusiasts (16%)</th>
<th>Junior Specialists (31%)</th>
<th>Evolving Professionals (23%)</th>
<th>Mid-Career Climbers (14%)</th>
<th>Trajectory Transformers (9%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>Younger, little work experience</td>
<td>Working part and full time</td>
<td>Older, more work experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who?</td>
<td>Working part-time or not at all</td>
<td>Working part and full time</td>
<td>Currently working, mostly full time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First degree</td>
<td>Hold BA/BS and/or Masters</td>
<td>Higher incomes and self-financed</td>
<td>Employer-funded or self-financed</td>
<td></td>
<td>Some college, first generation</td>
<td></td>
</tr>
<tr>
<td>Parent funded</td>
<td>Financial aid supported</td>
<td>Higher incomes and self-financed</td>
<td>Employer-funded or self-financed</td>
<td></td>
<td>Self-funded and employer-influenced</td>
<td></td>
</tr>
<tr>
<td>Which programs?</td>
<td>Public and private universities</td>
<td>Universities and community colleges</td>
<td>Reputable public and private universities</td>
<td>Universities, private education providers and their employers</td>
<td>Universities, community colleges, private education providers and their employers</td>
<td></td>
</tr>
<tr>
<td>Mostly degrees</td>
<td>Mix of certificates and degree programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More on-site/in-person</td>
<td>More onsite/in-person, with options for online</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>More online options</td>
</tr>
</tbody>
</table>

Academic Technology | Ecosystem

Image source: The Evolution of the Academic Technology Stack Infographic, published 12/18/2020
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AMP Phase Two: Discussion 1
Demographic Implications

Consider the demographic differences between current and potential future audiences for your theme. What additional or different demographic groups should CSU try to reach, including non-traditional populations? What kinds of technology might be helpful in reaching out to different demographic groups?

- **Education** – what kinds of programs or formats should be offered to attract and retain a broader student population, including non-traditional students and using innovative formats?
- **Research** – how can CSU involve a wider range of researchers, subjects, and/or consumers of research findings?
- **Engagement** – how can CSU expand the communities it reaches?
AMP Phase Two: Panel 2
Research, Engagement, & Education

Jan Leach | Research Associate Dean, College of Agricultural Sciences
Kristy Pabilonia | Director of Clinical Diagnostics for Veterinary Health System
Lindsey Shirley | Assistant Vice President for Engagement and Extension

Linda Nagel | Moderator
AMP Phase Two: *Discussion 2*
Research, Engagement, & Education

Discuss how to strengthen the *connection* between education, research, and engagement for your theme.

- How might current connections be strengthened?
- What opportunities do you see for establishing new relationships?
- What formats can CSU adopt to strengthen the connection between research, engagement, and education in the future?
- How might collaboration across disciplines contribute to strengthening the connections between education, research, and engagement for this topic?
AMP Phase Two: Panel 3
Strategies for Implementation

Beth Walker | Dean, College of Business
Jenelle Beavers | Vice President for Strategy
Linda Nagel | Moderator
“The question is not whether higher education will endure with fewer students, but rather how it will adapt. … When circumstances change there are always winners and losers. … Most winners … will have to earn their way through highly effective planning …”

Bryan C. Harvey, (2021), Teetering on the Demographic Cliff, Part 1 (SCUP, Planning for Higher Education)
AMP Phase Two: *Discussion 3*

Strategies for Implementation

Continuing your earlier discussions:

- What strategies does the University need to take to fulfill these aspirations? How can CSU overcome any existing barriers?
- What would it take for a more dramatic or *courageous* shift in audience or approach?
- What *modest* change could be implemented relatively easily?
AMP Phase Two Forum

Synthesis

Panelists and Facilitators

Linda Nagel | Moderator
1. From discussion 1 (demographics), what were the most innovative ideas you heard
   • To reach more diverse or non-traditional students?
   • To involve more people in research, and to share findings more broadly?
   • To expand the clientele for community engagement?

2. From discussion 2 (research & engagement), what were the most exciting ideas you heard
to facilitate the connections between research and engagement and education?

3. From either discussion 1 or 2, how did interdisciplinarity contribute to the innovative or
   exciting ideas?

4. From discussion 3 (strategies), what were some of the most dramatic or courageous
   strategies or changes that arose?
Academic Master Plan: *Still to Come*

**Phase Two – February 11 Forum**
- Synthesis of Forum contributions
- Opportunity for further comment through March 11 – through the AMP website:
  - [https://courageous.colostate.edu/academic-master-plan/](https://courageous.colostate.edu/academic-master-plan/)

**Phase Three – The Plan! Goals and Strategies**
- Articulation of how CSU wants to lead – to innovate and distinguish itself for the future
- Implications for CSU procedures and budgeting

**Phase Four – Enrollment Implications**
Thank You!