



## Academic Master Plan for Achieving Strategic Academic Innovation

### APPENDIX | Phase One | Academic Direction EXAMPLE

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#### 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:

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## Template for Academic Fields, Disciplines & Programs

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**Date:** September 24, 2021

**Department, School, Center, or Institute:** City and Regional Planning

**College:** none

**Person/People Complete the Template:** Linda Dalton, professor emerita

### Summary

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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)

NOTE: This example focuses on an academic program based on my knowledge of the field and recent literature. However, as an example it lacks the benefit of a dynamic discussion with colleagues in the program or college.

Some hints: Use the tables to stimulate discussion, then write the Explanatory Comments section for question as a selective summary. In a few cases I used ALL CAPS for emphasis. Think about how the analysis builds from the Trends to Projection of Knowledge and Skills. Then take a long pause and think about your analysis and projections before moving ahead to Aspirations. Make sure the latter draw from the analysis; then feel free to do some dreaming.

One more suggestion - if your field, discipline, or program has more than one track or perspective, please try to represent the range or differences in the table entries and comments.

When finished use this 300 summary to capture the highlights.

Please provide link or append any relevant documentation.

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*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.)*

**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?

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

**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.

<b>Trend</b> (Max 5 words)	<b>Past/Current Significance</b>	<b>Future Importance</b>	<b>Impact of Uncertainty</b>
<b>Economic</b> Cost of housing	Housing inequity is long-standing, but has become worse in recent years in the US	Expected to continue if not worsen without some kind of intervention	Cost increases are relatively certain; even a major public program unlikely to dramatically change the overall market
<b>Environmental</b> Climate change	CONCERN WITH ENVIRONMENTAL DEGRADATION HAS BECOME FOCUSED ON CLIMATE CHANGE	Increasingly important	UNCERTAINTY IN ABILITY AND WILLINGNESS OF GOVERNMENTS AND PUBLIC TO RESPOND
<b>Political</b> Federal policy shift	Federal programs had a larger impact on cities and planning during the 20 <sup>th</sup> century	New federal initiatives could provide funding for local programs	Highly uncertain, but funding could be very beneficial

<b>Social</b> Expansion of DEI	SOCIAL EQUITY IS A LONG-STANDING VALUE THAT HAS BEEN HARD FOR PLANNERS TO ACHIEVE	Finding ways to incorporate and respond to DEI in the built environment	Broad definition expected to continue to expand despite some political backlash
<b>Technological</b> More sophisticated apps	PLANNING PROFESSION HAS EAGERLY ADOPTED COMPUTER APPLICATIONS, RADICALLY CHANGING PLANNING PRACTICE	Privacy concerns increasingly important	MORE ADVANCES HIGHLY LIKELY
<b>Other</b> Commuting patterns	Auto dependence is a major driver of land use, congestion and air quality	"Modal shift" from cars to transit continues to be a challenge; electric vehicles address air quality but not congestion	Remote work is expected to have a long-term impact - but how much commuting will change is unclear
<b>Other</b> Analytical processes	Planning tries to balance subject matter expertise and political savvy	Planning has become caught up in public challenges to data and science	UNCERTAINTY ABOUT HOW EXPERTISE CAN REGAIN RESPECT IN A NEW WAY

**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.

**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):

<b>Trend</b> (Max 8 words)	<b>Waning Topics or Skills</b>	<b>Continuing Topics or Skills</b>	<b>Emerging Topics, Skills and Opportunities</b>
<b>Economic</b> Cost of housing		Affordable Housing	
<b>Environmental</b> Climate change		Climate Action Plan	
<b>Political</b> Federal policy shift	Urban Renewal		
<b>Social</b> Expansion of DEI		Diversity, Equity, and Inclusion	Healthy Communities
<b>Technological</b> More sophisticated apps	Hand-colored maps	Geographic Information Systems	Decision Support Systems; Data Analytics
<b>Other</b> Commuting patterns		Congestion Management	Impact of changing nature of work
<b>Other</b> Analytical processes		Systems Thinking	Scenario Planning

**Please add your explanatory comments for Question C and the table on Knowledge and Skills:**

Explanatory comments on **Academic Program** (Max 100 words): I think the table captures the important ideas.

**For Research:**

<b>Trend</b> (Max 5 words)	<b>Waning Topics or Skills</b>	<b>Continuing Topics or Skills</b>	<b>Emerging Topics, Skills and Opportunities</b>
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): Not applicable to this example

**For Engagement:**

<b>Trend</b> (Max 8 words)	<b>Waning Topics or Skills</b>	<b>Continuing Topics or Skills</b>	<b>Emerging Topics, Skills and Opportunities</b>
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): Not applicable to this example

**D. 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
Apply planning programs and techniques to increase housing supply and affordability (Economic: cost of housing)	Basic understanding of housing market and how planning can affect the availability and cost of housing	Ability to select planning programs techniques that are most appropriate to the local situation	Research about program effectiveness and development of innovative planning programs and techniques to make more affordable housing available	Learn about when and how to use emerging housing programs

Develop effective Climate Action Plans with communities (Environmental: climate change)	Basic understanding of ecosystems and how planning can reduce human impacts to the environment while considering social and economic dynamics as well	Ability to work with communities to create plans that both reduce impacts and green house gases and increase resilience	Research about existing plan effectiveness and development of inclusive Climate Action Plan techniques	Learn about effectiveness of existing and new techniques to include in plans
Working with an increasingly diverse public (Social: expansion of DEI)	Understanding of social impacts of planning tools; People skills with diverse groups	Understanding of social impacts of planning tools; People skills with diverse groups	Research on social impacts of planning tools and on effective public engagement in diverse communities	Hone and refine people skills that inclusive of different communities
Technical applications (Technology: more sophisticated apps)	Confident user	Sophisticated user able to interpret findings	Developer of planning applications	Learn about new planning applications as they emerge
Scenario Planning (Analytical processes)	Understand and support the process	Ability to design and guide the process	Research about process impact and develop improvements	

**Please add your explanatory comments for Question D and the table on Future Job Activities:**

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.

**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.

Academic Programs (Max 8 words)	Aspirations
Continuing strengths All trends	Professional masters degree program stressing planning processes and subject matter knowledge
New or expanded programs All trends	Professional development to keep practitioners current - with latest research, technology, and to hone people-oriented skills and communications
Programs to redesign or sunset	
Interdisciplinary opportunities Analytical Processes	CREATE A GRADUATE PROGRAM OR AREA OF SPECIALIZATION ON SCENARIO PLANNING AND UNCERTAINTY WITH OTHER LIKE-MINDED DISCIPLINES
Curricular innovations Social - DEI	DESIGN AND OFFER A WORKSHOP COURSE THAT SIMULATES PLANNING CASES COVERING DEI & PEOPLE SKILLS IN A SAFE SETTING FOR LEARNING
Implications for the next academic positions you would recruit	Expertise in scenario planning and other future-oriented techniques to deal with uncertainty; Ability to effectively teach people skills for planners
Other	
Other	

**Please add your explanatory comments for Question E and the table on Aspirations:**

Explanatory comments on **Academic Programs** (Max 100 words): Biggest aspirations in bold - planners and other professionals need better tools for addressing uncertain futures; and planning educators in university and professional settings need to rethink how they attempt to teach ethics, DEI, and people skills.

2. 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): Not applicable to this example

Explanatory comments on **Engagement** (Max 100 words):

**F. 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):**

<b>Green – A Sustainable Thriving Plant <i>Areas of Targeted Impact</i></b>	<b>Contributions</b>
Environmental health and climate change	Through environmental planning - Climate Action Plans including resilience

Animal, plant, and human health	Through healthy communities planning - an emerging holistic approach
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	
<b>Gold – A Flourishing Humanity</b>	<b>Contributions</b>
Equity and social justice	Through more responsive planning of the built environment, including transportation systems
Individual and community strength and prosperity	
Civic engagement	Planning is a public profession that inherently engages the public, but could be more inclusive
Dialogue that ethically engages difference	The proposed workshop under Curricular Innovations (section E. Aspirations above) would contribute to more meaningful dialogue in a safe setting
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): Comments reflect contributions from emerging aspects of City and Regional Planning practice

**G. 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? on campus
2. Where else does your unit offer programs?
3. What primary instructional delivery mode are you thinking about for your program in the future? Hybrid - a mix of courses with some primarily face-to-face due to the content such as studios and others with an online component or fully online

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):** Not applicable to this example