[department/university] Action Plan by [name(s)]

- **Context statement**: Brief description of University, Department, student demographics, programs
- **Goals**: What do you want to accomplish?
- **I. Situational Analysis**:
  - From what you have learned, what does your program need to do? What does it do well, what is lacking?
  - Who are the stakeholders? Who needs to get onboard? Faculty, students, administration?
  - What industries/agencies/employers hire your graduate students? How involved are they with your program?
  - Who will be receptive, uninterested, against changes? What information, data or incentives will help?
  - What approach will you take? Faculty meetings? Retreats? Strategic planning? Top down/bottom up?
  - Will changes require a culture change?
II. Define Strategic Choices and Vision

*Synthesize shared values, reinforce faculty identity, identify guiding coalitions, identify choices for change, produce strategic plan*

- **Potential Planning activities:**
  - Articulate skills/competencies identified by employers & Summit academic participants
  - Discuss possible changes & implementation model(s) to faculty and staff
  - Establish ‘team charter’ that guides goals, boundaries and processes of a faculty learning community
  - Synthesize shared values and articulate as mission and vision statements
  - Identify the guiding coalition that will facilitate program reform processes
  - Involve employers in discussions and planning
III. Align Measures and Rewards

Create tactics, inventory and assign human resources, assign and/or obtain budgetary resources, modify Departmental policies, realize and budget time for promoting change

- Potential Alignment Activities:
  - Inventory and optimize faculty workload and teaching assignments, provide release time for developing program changes
  - Allocate faculty meeting time and committee assignments for program reform activities
  - Ensure that tenure and promotion policies and mentoring align with program reform goals and mechanisms
  - Align internal budgets (operational budget, adjunct & lecturer resources, graduate teaching assistantships) to program reform activities
  - Seek external funding (University, State, Federal, industry, philanthropy) for promoting reform
  - Seek external opportunities for graduate students and faculty to hone new skills
IV. Implement and Experiment

*Identify ‘champions’/principals, develop assessment measures, identify and pursue interventions, publicize reformed program*

- **Potential Implementation activities:**
  - Promote incorporation of skill development in courses
  - Identify extracurricular experiences that will help develop skills (e.g. presenting talks, posters to non-technical audiences, Congressional visits, etc.)
  - Enlist help of employers - say how (e.g. Provide opportunities for employers to interact with students- one on one conversations with students? etc.)
  - Provide funding for professional short courses or online courses
  - Continuing education model for faculty – broadening faculty skills?
  - Integrating business education in the curriculum – work with business school?
  - Provide advisors information or training to provide more uniform guidance on nontechnical/professional skills
  - Publicize program reforms to showcase institutional change