

[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