

Perimeter College

<i>Action Item</i>	Implementation Plan	Timeline	Measurable Outcomes	University Plan Alignment
<p><b>Goal 1: Communication</b> This goal addresses information dissemination throughout the college including the structures and methods used and establishing standards that create consistency across units.</p>	<p>Create communication channels to internal and external audiences, including reporting faculty governance information (e.g., senate, committees), as well as dissemination across academic units and campuses.</p>	<p>6 mos. – 1 yr.</p>	<p>Create strategic communication plan within the college; create multi-contact approach to communication about P&amp;T; create dedicated sites for faculty governance documents.</p>	<p>Faculty Recruitment, Retention and Belongingness</p>
<p><b>Goal 2: Mentoring</b> This goal creates a structure to achieve helpful and successful outcomes within mentoring relationships.</p>	<p>Constructs mentoring plan that promotes and supports mentoring relations at different career points and addresses unique mentoring issues for faculty by race/ethnicity, gender, and faculty type (e.g., NTT, TT)</p>	<p>6 – 9 mos.</p>	<p>Institute a formalized mentoring program for all new faculty; recognize effective mentors; develop assessment process that guides mentoring matches.</p>	<p>Mentoring; Appreciation and Recognition</p>
<p><b>Goal 3: Facilities &amp; Resources</b> This goal establishes processes for resource prioritization, maintenance and infrastructure, and HR issues.</p>	<p>In a decentralized college, infrastructure disparities exist across different locations. This plan will create a process to handle resource and infrastructure issues as well as information linkage about benefits and eligibility</p>	<p>9 mos.</p>	<p>Create viable schedule for major technology refreshes across campuses; increase transparency in decisions around instructional and academic needs by establishing input process for faculty, staff, and students.</p>	<p>Facilities and Work Resources (Faculty Retention)</p>

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<p><b>Goal 4: Leadership Initiatives</b> This goal identifies methods to transition college leaders into their new responsibilities and provides a structure for supporting academic unit administrators within their roles.</p>	<p>Create structures to support academic administrators within their current roles and provide leadership development opportunities for those interested in leadership roles.</p>	<p>9 mos. – 1 yr.</p>	<p>Create onboarding structure for administrative roles; implement transition process in leadership changes; implement structure for advances in administrative skill development.</p>	<p>Faculty Recruitment, Retention and Belongingness</p>
<p><b>Goal 5: Instruction &amp; Scholarly Activities</b> This goal creates strategies to promote and recognize innovation and excellence in instruction and scholarly activities and creates processes to enhance efficiencies.</p>	<p>Create opportunities for faculty to enhance creativity and innovation within pedagogy and promote activities that advance the scholarship of teaching and learning.</p>	<p>6 – 9 mos.</p>	<p>Enlarge and refine summer development opportunities for faculty; promote integration of cultural competencies that focus on diversity, equity and inclusion within curricula; create more advanced enrollment management processes; articulate pathways for faculty to leverage college recognitions; increase interdisciplinary teaching and learning opportunities within the college.</p>	<p>Lack of support for research and creative work; Appreciation and Recognition.</p>

## Perimeter College: COACHE Survey

### Steps to Develop an Action Plan

- After the summer Town Hall about the COACHE survey, the college associate deans reviewed the data and collectively determined what areas required additional information. In five areas, we determined that the overall response was our college could improve:
  - Resources and facilities
  - P & T and mentoring
  - Research
  - Governance and leadership
  - Service initiatives
- There also were reports from some subpopulations of faculty that we wanted to explore:
  - Faculty of color/underrepresented faculty groups
  - NTT faculty
  - Pre-tenure faculty
  - Full professors
- The college held Listening and Dialogue sessions in each of these areas, with each session headed by an associate or assistant dean. All faculty were invited to the sessions on the five topical areas, but only those faculty who were members of the subpopulations were invited to the faculty groups. To foster honest dialogue, no identifying information was recorded. Attendance ranged from 16 – 30 participants in each session.
- The survey data, qualitative data, and listening & dialogue session transcripts were reviewed by the Perimeter Cabinet and Executive Council (all associate deans and directors of the college). Collectively, these data sets were used to construct a draft Action Plan document.
- This draft was the sole item on the Executive Committee agenda for our spring meeting (the Executive Committee is an elected group of faculty and academic chairs who are charged with advising the Dean on college-wide policies and procedures).
- After vetting by the Executive Committee, the draft Action Plan was sent out via a College Broadcast to all faculty at Perimeter. Faculty were given 10 days to provide feedback about the plan. While there were some suggestions, the overall feedback was positive.
- This feedback was reviewed by the Executive Council at the April meeting, with suggested modifications for the plan.
- Lastly, I will host a Perimeter College Town Hall meeting on April 20 (3 – 4 pm). The purpose is to go through the final draft which is being submitted to the Provost's office and discuss the Workflow Process document that articulates an implementation plan.