J. Mack Robinson School of Business

Action Item	Implementation Plan	Timeline	Measurable Outcomes	University Plan Alignment
The four action items below include possible future directions to explore. There are several planning efforts currently underway in the college that represent involvement across the breadth of RCB faculty, including the next college-wide strategic plan, Accelerate 2025, the Inclusion and Equity Task Force, and the Graduate Portfolio Task Force. The recommended action items are relevant for each of these efforts and will become part of the broader and deeper planning and implementation efforts across the college over the next year. As such, the action items are part of an evolving process.				
Promotion, tenure, reappointment, and retention. Pursue further understanding of the possible need for and means of achieving greater clarity about expectations and process relating to promotion, tenure, reappointment, and retention. This includes overall clarity in the areas of research, teaching, and service, but also addressing uncertainties about the role of interdisciplinary work. We note that "clarity" might refer to the standards themselves, which are necessarily somewhat general and flexibly stated, and also to the manner in which the standards are communicated.	For all implementation plan items below, each are illustrative issues to be further understood and possibly pursued for action include, but are not limited to: - Improve the **consistency of communication** to faculty about promotion, tenure, reappointment, and retention to ensure that all messaging conforms with RCB's established standards and processes, including additional clarity about the role and evaluation of interdisciplinary work; - Increase the **frequency of communication** via new faculty orientation, Faculty Development Committee meetings, P&T Committee presentations, department-level communications, mentorship and other developmental relationships;	12-18 months	In addition to the outcomes and measures specified in our implementation plan, we will rely on the next COACHE survey results as evidence of outcomes.	Mentoring Faculty Recruitment, Retention, and Belongingness Support for research/creative work

	- Improve and formalize **access to resources** for all faculty, with particular attention to women and URM faculty, such as checklists, advice about external letter strategy, converting tacit knowledge to institutional practice, encouraging faculty to willingly share successful or model dossiers; - Create and disseminate **resources** (e.g. checklists, criteria, exemplars) for department heads and faculty that clearly describe the deadlines, timelines, and requirements for each step of the process; - Solicit more specific **feedback** from faculty to better identify gaps in understanding, support, and resources.			
Teaching. Pursue further understanding of the need for and means of continuing, accelerating, and improving RCB's ongoing efforts to support, manage, and reward faculty in teaching. The involved challenges include a significant shift to online and hybrid learning accompanied by tightening resources and increasing workload demands.	- Provide greater support for **developing and delivering remote instruction**, including not only first-time course prep but also support through later iterations and improvements of the same course. Such support might include offering more RCB-specific instructional design resources and support for assessment of student learning;	12-18 months	In addition to the outcomes and measures specified in our implementation plan, we will rely on the next COACHE survey results as evidence of outcomes.	Appreciation & Recognition

	- Improve development of policy and practices around assigning, crediting, and tracking of **teaching workload** within RCB, including number of new preps, number of online preps and revisions, and number of students taught rather than just number of courses. Develop better college-wide clarity around these issues; - **Incentivize, track, and reward** effective online teaching to recognize the substantial required investment of faculty time and resources.			
Communication. Pursue further understanding of the need for and means of achieving clarity and openness in ongoing college efforts toward meaningful communication, shared governance and decisions, and in creating and enacting priorities.	- Continue to increase **transparency** and opportunities for **shared faculty governance and participation** in college-level decision making through structures like the new DEI task force, Strategic Planning Committee, and Graduate Program Review committee; - Investigate **alternative communication mechanisms** to and from faculty (e.g., RCB intranet; newsletter; blog; suggestion box); - Communicate academic processes to **ensure faculty understand decisions and authority** that resides within and outside of RCB.	12-18 months	In addition to the outcomes and measures specified in our implementation plan, we will rely on the next COACHE survey results as evidence of outcomes.	Faculty Recruitment, Retention, and Belongingness

Mentoring and developmental relationships. Pursue further understanding of the need for and means of achieving an enhanced culture of development, including the formation of many types of developmental relationships such as formal mentor-mentee structures and faculty development activities.	- Work to create a **College-wide developmental culture**, in which senior faculty view themselves as invested in the success of junior faculty, and junior faculty to each other, with particular attention to women and URM faculty; - Work with the university Provost and Faculty Affairs Office, which is launching a university-wide mentoring program, to formalize **mentor-mentee relationships or other forms of developmental functions** for faculty who especially want or can benefit (e.g. pre-tenure and NTT faculty); - **Incentivize, track, and reward effective mentorship and other developmental work** to recognize the substantial required investment of senior faculty time and resources (e.g. include in Annual Faculty Activity Reports as part of service reporting); - Consider **targeted developmental relationships and functions** focused on particular areas, such as teaching or research that supplement or, where appropriate, substitute for formal mentoring relationships.	12-18 months	In addition to the outcomes and measures specified in our implementation plan, we will rely on the next COACHE survey results as evidence of outcomes.	Nature of Work: Service Mentoring Faculty Recruitment, Retention, and Belongingness