PHASE II FIVE-YEAR GOALS:
2018-2023
Throughout its 115-year history, the School of Human Ecology has pioneered work that improves the lives of children, families, consumers, and communities. Today, we consistently achieve top-5 rankings among peer schools for our innovative, human-centered approach to education, research, and public service.

As educators, we train students to solve problems creatively and compassionately, understanding the value and process of cross-discipline collaboration. In preparing them to make a difference in family sciences, design, retailing, personal finance, nonprofit work and community development, we ensure that a human ecology perspective informs a life of professional integrity and civic responsibility.

As scholars, we tackle big challenges and important questions. Our research translates into real-world impact, advancing teaching and parenting, social services, consumer choice and economic development. We shape legislation and public policy, and our outreach, often in partnership with Wisconsin Cooperative Extension, enhances the lives of women and children, families and individuals of all ages, not only across our state’s 72 counties and 12 tribal nations, but all around the world.

CONTACT
School of Human Ecology
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OUR VISION

To rise in local and global prominence, always keeping the Wisconsin Idea front and center as we prepare students for the 21st century and conduct cutting-edge research and outreach that improves lives and drives economic growth in Wisconsin and across the U.S.

ONE SOHE21 VISION PILLARS
THINK CREATIVELY | SOLVE PROFESSIONALLY | ACT COMPASSIONATELY

1. High Impact School for Solving Real Societal Problems
2. Highly Recognized & Respected Brand on Campus, Nationally & Internationally
3. Graduates Imbued with Human Ecology Perspective Prepared to be Ethical Community Professional Leaders
4. Engaged & Committed Alumni, Corporations & Communities
5. Connecting Diverse Stakeholders, SoHE Creates Collaborative Solutions for Family & Community Well-Being
6. Faculty-Generated, Sustainable Funding & Revenue Generations to Grow and Contribute to Cutting-Edge Research Teaching & Outreach
7. Global Experiences Through Global Partnerships to Create Global Citizens
8. Learning by Doing in the Real World Enriching Both the Student and the Community
9. A Lean, Efficient, Responsive Administrative Structure Driven by the Mission
10. Inclusive, Welcoming Environment to all
11. Service-oriented & Committed Employee in a satisfying Workplace

VALUES & OPERATING PRINCIPLES

We diligently pursue our mission by setting goals, creating action plans, and tracking our progress.

We are committed to creating a supportive working and learning environment and value inclusion and co-existence of different groups and worldviews.

We believe that teaching, research, creative innovation, and outreach are enhanced when they are integrated.

We honor our long history and land grant mission as part of University of Wisconsin - Madison.

We act with transparency and do what we say with the highest integrity, follow-through, and follow-up.

We are committed to creating a high-performing organization through excellence, innovation, entrepreneurship, and teamwork.
**Strategic Goal #1**

Increase productivity in research, scholarship, and sponsored programs.

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**GOAL 1: KEY STRATEGIC ACTIONS**

1.1 Create a new associate dean position responsible for providing strategic leadership, direction, and support for all activities related to research and creative scholarship, with a particular focus on extramural, campus-wide grants, sponsored projects, and sponsored programs.

1.2 Expand infrastructure and strategies to support PIs/teams; key systems include pre/post-award support, proposal development, key training and professional development opportunities.

1.3 Develop an active and vibrant research and grant-writing culture among faculty that engages and integrates graduate and undergraduate students.

1.4 Increase compensation and enhance incentives [e.g. course buy-out, student support] for faculty and key staff.

1.5 Recommend and secure awards [internal and external] that recognize faculty excellence.

1.6 Develop system and processes for identifying funding sources, research opportunities; needs include clear pre-award processes, deadlines, templates and similar resources.

1.7 Continue to support PIs, especially junior faculty, with professional development training and workshops, areas of focus include mentorship and strategies “grand challenge” collaborations.

1.8 Focus on top-priority funders for faculty and Centers; develop tracking strategy and collect feedback.

1.9 Survey faculty and Center affiliates for intellectual possibilities, dissemination, and multidisciplinary and community-engaged processes; incorporate feedback into next phases of planning.

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**GOAL 1 LEADERS & COLLABORATORS**

- Associate Dean for Research and Sponsored Projects
- Associate Dean for Administration and Research Staff
- Faculty Researchers and Center Directors
- Graduate Program Staff

**GOAL 1 OBJECTIVE INDICATORS**

- Number and amount of grants administered through SoHE
- Number and amount of proposals submitted
- Research productivity and scholarly output (publications, citations, exhibits, etc.)
- Number of top students recruited
- Number of students [undergrad/grad] involved in research and scholarly activities
- Increased faculty satisfaction with infrastructural support
Strategic Goal #2

Collaborate beyond SoHE to build strategic partnerships to solve real-world problems.

GOAL 2: KEY STRATEGIC ACTIONS

2.1 Enhance Extension’s leadership and coordination within the School [to better align with Extension and further SoHE’s role in outreach and engagement]:

- SoHE Centers, departments, and programs review their operating structure and organizational plans to better involve and collaborate with Cooperative Extension faculty and staff
- Further develop and clarify SoHE Extension faculty coordinator and staff positions and responsibilities.
- Regularly convene planning meetings of SoHE Extension faculty/staff and other interested parties to enhance internal planning and more effective coordination with Cooperative Extension (CE).
- Provide SoHE leadership for identifying and obtaining funding for Extension outreach and engagement projects
- Work with Cooperative Extension to develop a mechanism to mentor and on-board new SoHE integrated faculty and staff regarding CE partnership relationships and opportunities
- Provide more opportunities for undergraduate and graduate student involvement in CE work, including reinstating SoHE-Extension graduate project assistantships.

2.2 Continue building bridges between SoHE and Extension to advance our complementary and shared missions:

- Explore ways to extend SoHE courses, certificates, and degree programs to Extension educators and staff

GOAL 2 LEADERS & COLLABORATORS

- SoHE Faculty Coordinator and Extension Specialists
- Extension Administrators – Associate Dean, Dean
- Center Directors
- Extension Staff

GOAL 2 OBJECTIVE INDICATORS

- Number of Extension faculty and staff on steering committees and as affiliates of SoHE centers
- Increase in county educator knowledge of and perceived access to faculty expertise throughout SoHE
- Increased number of [project/research/program] collaborations and partnerships between SoHE and CE
- Documented impact of campus research translated /disseminated for use by Extension county educators (e.g. research briefs, webinars, trainings, individual contacts, etc.)
• In conjunction with Extension, develop an ongoing strategy for identifying local and statewide issues that can inform SoHE research and initiatives and Extension programmatic responses

• Play a more proactive role in orienting new CE staff to SoHE faculty, staff, and resources.

2.3 **Expand** SoHE’s role as a campus hub for applied research and outreach/engagement partnering with CE:

• Develop a plan for SoHE to become a hub for applied human science knowledge, expertise, and application

• In conjunction with Cooperative Extension (CE), assess UW-Madison human science initiatives relevant to CE programs and communicate this information to CE faculty and staff

• Include Cooperative Extension in exploring and pursuing new hires in priority areas of mutual interest

• Identify, communicate, extend, and promote successful strategies for engaging in community-based research, programs, and evaluation leveraged through Extension work

• Sponsor Communities of Practice/Interest related to human sciences to facilitate mutual learning and to seed new projects between campus and Extension

• Provide campus leadership and guidance on Extension’s integration into the UW-Madison campus.
Strategic Goal #3

Strengthen and grow graduate programs through enhanced learning experiences, expansive career preparation, and recruitment of diverse, top-talent students and faculty.

GOAL 3: KEY STRATEGIC ACTIONS

3.1 Establish career development programs/strategies for graduate students to succeed in teaching, research, and non-academic professions.

3.2 Complete handbooks and checklists for all departments.

3.3 Develop “benchmarks” to guide student assessments and planning – GPC.

3.4 Strengthen recruitment packages to increase 4-year offers, and highlight other funding up front (e.g., conference travel for first-author presentations).

3.5 Increase the percentage of all assistantships from 33% to 50%.

3.6 Increase and award graduate fellowships, dissertation grant applications, and travel support.

3.7 Develop set of one-credit targeted competency courses (teaching, thesis research and capstone development, writing, grantsmanship, etc.) – GPC.

3.8 Improve and enhance annual graduate student reviews (and possibly student PFAR) linked to Learning Goals.

3.9 Increase grad student professional products (publications, exhibits, outreach, and conference presentations).

3.10 Develop structure for SoHE Graduate Research Scholars (GRS) community and advance plans for mentoring students from under-represented groups.

GOAL 3 LEADERS & COLLABORATORS

- Associate Dean for Graduate Program
- Department Chairs
- Graduate Program Council and Graduate Faculty
- Graduate Program Coordinator

GOAL 3 OBJECTIVE INDICATORS

- Number of top graduate students recruited and funded: total and those from under-represented groups
- Trained and placed grad students with competence within discipline/unit and with cross-disciplinary (SoHE) knowledge and skills
- Amount of funding support
3.11 Utilize data and assessments to evaluate, enhance and grow Applied Masters program.

3.12 Develop and launch a graduate-level professional certificate program (e.g., nonprofits).

3.13 Provide workshops on writing graduate student fellowship or dissertation grants.
Strategic Goal #4

Lead **campus-wide initiatives** that unite SoHE with Extension and other schools and colleges to create positive change, elevate the SoHE brand and advance the UW mission.

**GOAL 4: KEY STRATEGIC ACTIONS**

Support the Prenatal-to-Five Initiative and implement top priorities identified in its five-year strategic plan in conjunction with the Center for Child & Family Well-being and the Child Development Lab; partner with collaborating schools and colleges.

Support the Design Thinking Initiative and its three-year strategic plans [link]; partner with the College of Engineering and the Wisconsin School of Business.

Support the Native American Initiative by hiring more Native scholars and partnering with the American Indian Studies (AIS) program, the Nelson Institute, and other programs.

Support SoHE Centers’ strategic plans.

**GOAL 4 LEADERS & COLLABORATORS**

- Center Directors and Dean
- Key Faculty Members
- Other Schools and Colleges
- Cooperative Extension

**GOAL 4 OBJECTIVE INDICATORS**

- Funds raised and grants received for each initiative
- Number of people affiliated with each initiative
**Strategic Goal #5**

Cultivate and retain highly qualified, top-performing undergraduate cohorts across all programs.

**GOAL 5: KEY STRATEGIC ACTIONS**

5.1 Hire an assistant dean whose expertise includes strategic recruitment.

5.2 Align recruitment and admission processes with enrollment goals; implement a consistent and transparent admission process across all majors; review applicants holistically to ensure fit and motivation to be part of the SoHE learning community.

5.3 Develop new enrollment targets for each major, increasing SoHE capacity to align with overall campus growth (4% minimum).

5.4 Focus recruitment efforts on (1) students newly admitted to UW-Madison, increasing yield in this group, and (2) current UW freshmen and sophomores.

5.5 Balance enrollment across levels: 40% frosh/soph and 60% jr/sr; ensure predictable annual numbers for junior class and graduates.

5.6 Bolster recruitment efforts, especially strategic efforts targeted at frosh/soph, students of color, other underrepresented populations, and Textiles & Fashion Design majors.

5.7 Collaborate with the Arts Institute to strengthen recruitment for students interested in the arts/humanities.

5.8 Continue outreach and education efforts to campus advisors and admission counselors.

5.9 Increase our number of academic and career advisors to meet the needs of the growing student body.

5.10 Build on momentum of newly created courses; have all departments create at least one “Big Draw” course (in addition to the Leadership Symposium Class).

**GOAL 5 LEADERS & COLLABORATORS**

- Associate Dean for Undergraduate Education
- Assistant Dean for Academic Affairs and SAA Team
- Undergraduate Program Council (SoHE)

**GOAL 5 OBJECTIVE INDICATORS**

- Number of top-quality high school, transfer, and on-campus students applying to a SoHE Major
- Number of students who successfully complete their programs in a timely manner
**Strategic Goal #6**

Ensure that every undergraduate student has multiple high-impact, real-world experiences that develop leadership skills and better prepare them for their professional careers.

**GOAL 6: KEY STRATEGIC ACTIONS**

6.1 Develop congruent learning outcomes – strongly grounded in career-readiness and a human ecology perspective – for all symposium and internship courses.

6.2 Require that all SoHE students take the three courses in the career development sequence.

6.3 Infuse undergraduate experiences with Design Thinking skills.

6.4 Incentivize faculty to integrate professional skill development, including Design Thinking competencies, into existing courses.

6.5 Increase the number of paid internships for students by building formal relationships with participating organizations (e.g., nonprofits); provide scholarships for students to bridge unpaid internship experiences.

6.6 Develop a comprehensive employer relations plan to increase job, internship, and career development opportunities for our students.

6.7 Build alumni engagement into the career development process across all majors.

6.8 Develop SoHE Career Team knowledge around new recruiting practices to train students for a changing landscape.

6.9 Update alumni survey to supplement First Destination Survey and align with Program Assessment Needs.

6.10 Provide opportunities for international experiences for all majors.

6.11 Offer high-impact learning opportunities – such as field trips, study tours, national competitions, executives-in-residence, etc. – within all majors.

**GOAL 6 LEADERS & COLLABORATORS**

- Career Director and Faculty Associates
- Centers
- Faculty

**GOAL 6 OBJECTIVE INDICATORS**

- Number of students who participate in enhanced experiences
- Percentage of students with at least one professional experiences (e.g., URS, regional conference, exhibition, thesis)
- Number of courses that integrate outside expertise and real-world context
- New alumni survey regarding career preparedness and sufficiency of professional skills
6.12 Incentivize faculty to provide more research experiences for undergraduate students (e.g., summer funds, course credits, etc.).

6.13 Pilot annual town hall meetings for students in each major (similar to Interior Architecture’s model) to better understand and improve the student experience across the curriculum and co-curriculum.

6.14 Leverage our resources (e.g. Preschool Lab, Textile Collection) for richer student learning experiences and more teaching opportunities.
Strategic Goal #7

Evolve education delivery to better serve today’s learners, and generate new revenue.

GOAL 7: KEY STRATEGIC ACTIONS

7.1 Leverage success with Summer Term to attract new audiences and grow enrollments; utilize summer offerings to maximize course access.

• Offer special summer certificate programs – e.g., a professional master’s certificate program for nonprofits, a design thinking certificate, certificate in financial planning – hiring faculty associates with 12-month contracts for summer courses and programs

• Distribute some enrollment growth into summer courses enrollment plans (using summer semesters for students to stay on track for timely or early graduation).

• Apply for campus innovation grants to support new online courses for summer course offerings.

7.2 Package existing course materials into professional workshops for non-degree seeking students.

7.3 Develop 4-year enrollment plans and degree roadmaps for each undergraduate program.

• Ensure courses are sequenced so that SoHE undergraduates can take at least one SoHE course every semester.

• Ensure appropriate courses each semester with sufficient access for timely degree progress.

7.4 Leverage our resources (e.g. Preschool Lab, Textile Collection) for richer student learning experiences and more teaching opportunities.

GOAL 7 LEADERS & COLLABORATORS

• Associate Dean for Undergraduate Education
• Department Chairs
• Faculty

GOAL 7 OBJECTIVE INDICATORS

• Number of credit hours generated during fall, spring, and summer semesters
• Student learning outcomes (e.g., grades) and their assessments of courses
• Number of faculty who have adapted new instructional methodologies
• Number of new students attracted to our majors
• Net revenue increase
• Number of students recruited to and completing new certificates
7.5 Incentivize and support faculty in developing new instructional models and/or courses by leveraging campus resources related to teaching excellence, offering course releases for course development, and devoting time to this initiative within our existing meeting structures.

7.6 Develop and implement formative teaching evaluation strategies to complement the summative course evaluations.

7.7 Review 2017 program assessment reports and identify themes for enhancing learning outcomes, continuous quality improvement.

7.8 Pilot Town Halls with current students for feedback on their experiences and learning impact.
**Strategic Goal #8**

Foster inclusive and equitable learning and working practices throughout SoHE, ensuring that SoHE is accessible, welcoming and effective for all.

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**GOAL 8: KEY STRATEGIC ACTIONS**

8.1 Re-establish the SoHE Equity & Diversity Committee to lead and guide efforts across the school.

8.2 Build a partnership with the University’s Diversity & Equity Office for student internships and graduate students project assistantships.

8.3 Secure additional resources from campus to better serve targeted minority students.

8.4 Critically examine our processes and programs to ensure we are supporting student growth and development in an inclusive way.

8.5 Review our recruitment and admission processes/practices to ensure that they are inclusive and foster increased diversity in our student body.

8.6 Review and enhance faculty/staff recruitment and hiring practices to create a more diverse faculty (e.g., Strategic Targeted Hires).

8.7 Incorporate professional development related to equity and inclusion in each all-school retreat in January and in at least two all-school meetings throughout the year.

8.8 Create a community of practice within SoHE – especially among educators who work directly with students (faculty, lecturers, Teaching Assistants, advisors) – for ongoing dialogue and professional growth regarding social justice, anti-oppression, and intergroup education.

8.9 Develop a freshman/sophomore Ethnic Studies course that examines diversity in a human ecology context.

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**GOAL 8 LEADERS & COLLABORATORS**

- Dean, Associate Deans, SoHE Administrative Leadership Team
- Department Chairs, faculty and staff

**GOAL 8 OBJECTIVE INDICATORS**

- Number of targeted minority students – undergraduate and graduate
- Number of targeted faculty and staff employed
- Number of academic advisors
- Establishment and activities of the SoHE Diversity and Equity committee
- Positive review from a comprehensive assessment of faculty, staff, and student climate
8.10 Audit syllabi for all SoHE courses to ensure that course content, readings, and theories across our curriculum represent diverse experiences, guided by the social justice questions endorsed by UPC in November 2016.

8.11 Create and deliver a set of expectations and tools for faculty, course instructors, TAs, and staff regarding how to respond when incidents of hate/bias occur in our community.

8.12 Update course evaluations to ensure students have ample opportunity to reflect on their experiences regarding the classroom climate and that instructors have adequate feedback and time to make course corrections if needed.

8.13 Continue supporting faculty and student efforts (e.g., P.O.W.E.R. Collective) in their work to produce, support, and disseminate scholarship led by students and faculty of color.

8.14 Support SAA request to hire a 50% PA position to coordinate diversity, equity, and inclusion (and other unit goals related to diversity/inclusion).
Strategic Goal #9

Enrich the lives of SoHE alumni through meaningful engagement, memorable and value-added experiences.

GOAL 9: KEY STRATEGIC ACTIONS

9.1 Develop and implement an onboarding program for new undergrad and graduate students as future alumni; include student/program milestones that mark their progression.

9.2 Provide excellent student experiences that conclude in successful career placement.

9.3 Use social media to cultivate relationships with recent alumni focusing on career development.

9.4 Develop programming for alumni that meets targeted professional development and personal well-being goals; continuously evaluate and adjust to remain fresh and relevant.

9.5 Support and enhance programming for strategic alumni events; find ways to build our alumni audience and deepen their affinity with SoHE.

9.6 Work closely with Center for Design and Material Culture and sister Centers to engage alumni audiences; create and support tools and processes to track and develop alumni contacts/attendees.

9.7 Seek strategic opportunities to invite/engage alums into classrooms, studios, and other settings; eliminate our “one size fits all” approach and build more tailored experiences.

9.8 Leverage and expand the “executive in residence” model and other high-impact programs that multiply alumni-student connections and increase/improve their time together.

9.9 Expand student and alumni communications strategies; deliver content at the “level of the market” in which they exist.

GOAL 9 LEADERS & COLLABORATORS

- Career Team
- Advancement and Communications Team members (as identified)
- Faculty Associates and Career Leadership Team
- Graduate Program Team

GOAL 9 OBJECTIVE INDICATORS

- 100% tracking of student life experiences and satisfaction
- 100% student career placement
- Growing participation and sustaining participants at key events
- ROI from signature events (e.g. Golf Scramble, public-facing lectures)
- Alumni giving increase to 20% by 2023
- Measureable conversions (e.g. make a gift, register for an event, share a story, etc.)
- A robust pool of high-quality, engaged, enthusiastic alumni for all programs/majors
9.10 Develop new, fresh, and thoughtful stewardship experiences that include students and alumni/donors.

9.11 Ensure key student life activity (clubs, services, etc.) is recorded and tracked in ways that allow SoHE to customize alumni engagement opportunities and experiences.
**Strategic Goal #10**

To inspire people and organizations to invest financially in the future of SoHE.

### GOAL 10: KEY STRATEGIC ACTIONS

10.1 Secure major investments through naming opportunities (deanship, school, Child Development Lab) and continued investments for faculty graduate students, and strategic initiatives.

10.2 Provide meaningful stewardship for donors at all levels, engaging faculty and staff as essential partners.

10.3 Develop and implement advancement workshops and professional development experiences for SoHE faculty and staff; integrate into onboarding for key positions, including new department chairs, faculty, and directors.

10.4 Clearly and distinctly communicate SoHE’s development priorities, gift opportunities, and the impact of gifts to faculty, staff, alumni, industry partners, and community organizations.

10.5 Implement a robust annual giving program to achieve increased giving, a 20% alumni participation rate, and a 75% donor retention rate by 2023.

10.6 Continue to involve BoV members and other volunteer leaders in strategies to advance understanding and awareness of development priorities and efforts to identify prospective donors and better engage current donors.

10.7 Continue to effectively partner with the Wisconsin Foundation & Alumni Association (WFAA) to fully utilize their expertise and resources.

10.8 Develop and implement new “donor recognition” in Nancy Nicholas Hall; prepare for next generation; thoughtfully integrate students into the rituals associated with the program.

### GOAL 10 LEADERS & COLLABORATORS

- Advancement Team, Dean, WFAA
- Strategic External Consultants
- Center Directors and Faculty

### GOAL 10 OBJECTIVE INDICATORS

- Reaching campaign goal of $50M by 2020
- Book value of SoHE endowments and total amount of funds raised
- Number of donors
Strategic Goal #11
Share our vision and work to an ever-growing audience.

Goal 11: Key Strategic Actions

11.1 Define, analyze, and prioritize existing and potential new audiences in regards to enrollment, advancement, promotional, and internal communications needs.

11.2 Implement a communications audit, update, and rollout plan based on existing and potential audience definitions; consider external consultants to address gaps or opportunities as a result of the audit.

11.3 Leverage existing database capabilities to build improved audiences profiles that will inform future communications; identify and train database users within the school; conduct biannual reviews of database information in relation to communications efforts.

11.4 Define and support through tools and trainings a clear and consistent SoHE identity and voice, core messaging, etc.

11.5 Expand storytelling/purpose-driven communications and public relations efforts with “diamond sharp” messaging and well prepared experts.

11.6 Create and deliver professional development experiences/trainings for internal stakeholders; build a cadre of well trained and effective communications specialists.

11.7 Leverage resources within University Relations to help our faculty become the best, most comfortable media relations experts on campus.

11.8 Continuously explore new avenues and innovative practices to engage audiences (e.g., video, paid promotions, additional social media channels, etc.)

11.9 Continue increasing the quality and excellence of alumni communications, striving for innovative, fresh, and high-impact storytelling (pilot piece in 2017 was extremely effective).

Goal 11 Leaders & Collaborators

- SoHE Communications Team
- University Relations Enterprise (Partner)
- Centers, SAA&CD, Departments, Extension – Professionals Within SoHE

Goal 11 Objective Indicators

- Audience growth across all media
- Number of SoHE faculty as high-performing, comfortable media experts
- Measureable conversions (e.g., make a gift, register for an event, share a story, etc.)
- Growth in alumni database (ABE) and its use by SoHE stakeholders
- Number of stories/impressions in key outlets; number of referrals
**Strategic Goal #12**

Ensure SoHE remains a high-performing organization and satisfying place to work by giving all employees what they need to elevate SoHE and pursue their professional goals.

**GOAL 12: KEY STRATEGIC ACTIONS**

12.1 Help supervisors and employees better understand how annual performance reviews impact career advancement and compensation.

12.2 Ensure supervisors understand, communicate with employees and use Career Development Guidelines.

12.3 Support employees by creating roadmaps for career development and success; consider career progression for all staff members when expanding the school's administrative team.

12.4 Develop meaningful ways to recognize strong employee performance.

12.5 Provide time and financial support for professional growth for all staff members; establish a transparent process for staff to request professional development resources.

12.6 Provide an opportunity for all employees to have one-on-one conversations with the dean focused on ways to support their professional growth.

12.7 Create a high-performing administrative team empowered to provide strong infrastructure and service for departments and centers.

**GOAL 12 LEADERS & COLLABORATORS**

- Dean’s Office
- SALT and Academic Leadership Team
- Supervisors
- Employees
- Office of Human Resources Development

**GOAL 12 OBJECTIVE INDICATORS**

- Number of employees with updated and current position descriptions
- Number of employees who make career progression
- Employee satisfaction surveys
- Employee retention rate
- Percent of employees participating in professional develop opportunities
MISSION
To develop and disseminate high quality research for use in policy and practice.

VISION
CFS is a globally recognized hub that leads the field in applied research on household finance.

THEMATIC AREAS
1. Financial Coaching
2. Emergency Savings
3. Health and Finance
4. Financial Access
5. Financial Education

MEASURABLE OUTCOMES
• CFS has sustainable and compelling applied research projects conducted by a wide pool of multi-disciplinary researchers.
• CFS regularly supports academic researchers in the area of household finance (graduate student on market, post-doc, junior faculty or an emerging scholar from another discipline).
• CFS research findings are directly and indirectly shared with at least 10,000 people annually.
• Research from the CFS is used by practitioners the development of local, state and national policies and programs.

STRATEGIC GOALS
1. Enhance the center’s research capacity and status as a leader in household finance by developing and maintaining data tools and metrics as well as focusing on fundraising, donor support, and grant writing.
2. Enhance the benefits of CFS research affiliation through integration of UW Cooperative Extension, state of the art outreach, education, translation and dissemination activities aimed at practitioners and policymakers.
3. Support the integration of research into graduate and undergraduate learning through applied research and training.
4. Broaden the impact with a larger network of applied researchers through a regular “Household Finance Seminars”, online media and other events.
5. Expand partnerships and act as incubator for research in emerging areas such as health and wellness, families and international contexts, as well as thematic area related to financial coaching, emergency savings, financial access, financial education, and wellbeing.
Center for Community and Nonprofit Studies

Strategic Plan: 2018 to 2023

MISSION
The Center for Community and Nonprofit Studies, or the “CommNS”, is a hub for faculty, students, and community partners to collaborate on research, practice, and evaluation that examines and advances the well-being of communities, as well as the civic and nonprofit sectors.

VISION
We aim to be a globally recognized leader making significant contributions, in the spirit of the Wisconsin Idea, to “inquiry and action for social change.”

KEY VALUES
1. Shifting power and elevating historically underrepresented voices, leadership, and approaches; “liberating” research to prioritize community wisdom and optimize for community use
2. Mutually beneficial and impactful community-campus relationships
3. Multidisciplinary and multi-sector engagement and perspective
4. Critical consideration of local, global, and historical contexts and power dynamics in community and voluntary- or third-sector efforts
5. Alignment and synergy with CSCS, SoHE, UW-Extension, and UW-Madison

KEY AREAS OF ACTIVITY
1. “Inquiry and action” – multidisciplinary engaged research, dissemination, and translation with focus on community engagement, wisdom, and use, and supported by innovative, efficient support of sponsored programs.
2. Capacity-building for current and future nonprofit and community organizations and their leaders, influencers, and scholars, to be critical and effective through teaching and the exchange of ideas.
3. Technical support to independent sector partners, and bi-directional learning from such collaborations, with involvement from students, faculty, staff, and community partners.
4. Support of collaborations with CSCS, SoHE, UW-Extension, and UW-Madison related to community and voluntary- or third-sector endeavors.
STRATEGIC GOALS

1. Optimize Steering Committee Composition and Role.

2. Improve Engagement for Focus Areas and Affiliates.

3. Establish a Board of Visitors or External Group that will contribute to sustainability of the Center and connect Center efforts to national and international partners and counterparts.

4. Fulfill key role of the UW-Madison Civic Action Plan and within the network of Wisconsin organizations serving community and nonprofit organizations.

5. Establish and implement consistent and effective communications and messaging to build awareness and increase meaningful engagement with the Center by a variety of constituents.

6. Launch and implement the Co-Create platform and infrastructure to efficiently meet technical support needs of a variety of organizations and efforts that align with our mission.

7. Increase and support CommNS-hosted research and sponsored programs – “From Wisconsin to the World.”

8. Provide students and continuing education learners meaningful opportunities to advance perspectives and skills for their current and future work related to our mission.

9. Ensure UW-Extension is connected to and engaged with the CommNS in a strategic and mutually beneficial way.
MISSION
Promote learning, exploration, outreach, and community engagement related to design and material culture through interdisciplinary and human-centered scholarship and through stewardship and administration of the Helen Louise Allen Textile Collection and Ruth Davis Design Gallery along with the Center’s other educational assets.

VISION
Convene and serve diverse communities of scholars who study, practice, and experience material culture and design as complex relationships between humans and the material world, today and in the past.

THEMATIC AREAS
1. Convening hub that provides access to collections, exhibitions, and research related to textiles, material culture, and design
2. Student-centered, object-centric pedagogical approaches that promote transferrable professional skills and a greater appreciation for human intelligence and problem-solving, both past and present
3. Preservation and dissemination of design heritage and traditions within a global context
4. Stewardship of public trust resources for the benefit of diverse audiences and in keeping with the Wisconsin Idea

MEASURABLE OUTCOMES
• CDMC resources are marketed broadly to campus classes as sites for interdisciplinary research and cross-campus collaboration
• CDMC revenues and staffing have stabilized due to a sustainable business model, increased investment on the part of the University administration, and steady increases in annual giving and new endowments for staff positions
• CDMC portfolio of academic programs and public service offerings has expanded commensurate with new staff positions and revenue models

STRATEGIC GOALS
1. Diversify Center’s portfolio of high impact and transformative learning opportunities in alignment with the educational and outreach mission of the UW-Madison
2. Develop and enhance connections with the UW-Madison community and general public to position the Center as a vital campus resource
3. Develop and maintain a sustainable funding model commensurate with high quality impact and service characteristic of the best academic museums and galleries
Kohl’s Center for Retailing

Strategic Plan: 2018 to 2023

MISSION
To nurture a synergistic relationship between the retail industry, their partners, and the world class faculty, staff and students of the University of Wisconsin-Madison

VISION
To Create the Kohl’s Center for Retailing 2.0
Positioning the Center as a recognized national leader among top academic institutions.

THEMATIC AREAS
1. Brand recognition
2. Alumni Engagement
3. Campus outreach
4. Sustainable funding model
5. Co-curricular experiences

MEASURABLE OUTCOMES
• Graduate placement rates in choice careers
• Continued annual support from Kohl’s
• Continued evolution of partners giving
• Increased participation in all levels of co-curricular activities

STRATEGIC GOALS
1. Continue strong partnership with Kohl’s
   Pillars 2, 4, 6, 8
   The next 5-year commitment to fund a major portion of the Executive and Assistant Director compensation. The current 5-year commitment is finished with the payment made in July of 2019

2. Solidify a Strong, Consistent, Multi-faceted Engagement strategy (with students, faculty and staff) and Funding Stream.
   Pillars 2, 4, 5, 6

3. Serve as a resource and advocate for Retailing and Consumer Behavior students by coordinating with the Consumer Science Department, SoHE Career Services and the Student Retail Association
   Pillars 1, 4, 5, 6, 8, 9

4. Serve as a resource and advocate for Retailing and Consumer Behavior faculty and students by coordinating with the campus at large, industry, alumni and thought leaders
   Pillars 1, 2, 4, 5, 8, 10
Department of Human Development and Family Studies

Strategic Plan: 2018 to 2023

VISION
To become globally prominent and locally relevant in the conduct and application of high-quality research on development, relationships, and families, program evaluation, and policy studies to solve societal problems and to strengthen the well-being of children, adults, and families.

OBJECTIVE INDICATORS
- # of students and faculty from targeted/underrepresented groups
- Highly competitive, multi-year funding offers to all incoming PhD students
- # of grants and $ amount for research, # of multi-site/multi-PI
- # of publications in high impact journals (also with graduate students)
- 1-3 multidisciplinary training grants
- # of students enrolled in summer online courses, high impact courses, internships
- # of media mention for faculty activities

STRATEGIC GOALS
1. Invest in intentional and authentic diversity at all levels of HDFS including student population, faculty composition, research/outreach focus and partnerships, and curriculum (e.g., revamp faculty recruitment and grad admission criteria to improve and encourage inclusion)

2. Become a hub for collaborative, multi-disciplinary research and outreach leveraging strengths and expertise of different institutions and disciplines (e.g., invest current resources to improve utility of CORE services, create incentives for generating funding, and diversity our partnerships).

3. Become a globally prominent, successful, sought after HDFS Ph.D. training program that attracts a diverse array of excellent students and prepares them to conduct high quality research and application for real world (e.g., better website, acceptance criteria, funding packages, capacity for NIH training grants).

4. Expand groups of students, professionals and learners that are served by creating new and innovative instructional modalities (e.g., online courses, certificates).

5. Finance the synthesis, translation and dissemination of rigorous research, outreach, and engagement to promote human thriving (e.g., an incentive infrastructure/reward system for excellence and effort in dissemination).

6. Produce accomplished graduates who become leaders in our field (e.g., high impact courses, active learning opportunities in CDL, summer interns, etc).
Department of Civil Society and Community Studies

Strategic Plan: 2018 to 2023

VISION
To be a leader in cutting-edge research and community collaborations that generate scholarship on civil society and translate its implications for practice to Wisconsin and beyond with a mission of promoting social justice and equity

STRATEGIC GOALS

1. Create more robust, diverse and competitive undergraduate and certificate programs
   - Improve the undergraduate program’s competitive edge, the number of research opportunities, paid internship, and awards or undergraduate students, and coordination of equity-focused and culturally-responsive content across curriculum.
   - Expand faculty diversity and expertise and capacity to instruct and advise up to 40 graduate students.
   - Expand and lengthen funding opportunities for graduate students.
   - Expand curriculum to include systems, quantitative methods, and international/global expertise.

2. Expand our number of faculty and staff who conduct groundbreaking research that aligns with our vision and meet the department’s growing needs.
   - Increase faculty FTE from 7.5 to 15 by 2022 and meet the curriculum needs above.
   - Prioritize the identification/targeting of diverse faculty candidates with input from graduate students.

3. Build, strengthen and expand the infrastructure of the Center for Community and Nonprofit Studies (CommNS) to be more inclusive of campus and community partners.
   - For more info, see CommNS strategic priorities

OBJECTIVE INDICATORS

- # of students enrolled in undergraduate, graduate, and certificate programs
- Scholarships & fellowship for undergraduate and graduate students
- # of the total faculty and staff members
- # of cross-campus partnerships
- # of grants – research, training, outreach
Department of Consumer Science

Strategic Plan: 2018 to 2023

VISION
To become a premier department that attracts the best undergraduate and graduate students and places them in prominent and rewarding careers, by nurturing faculty achievement and sustaining a rigorous curriculum. We and our graduates help to create a marketplace where consumers prevail.

OBJECTIVE INDICATORS
- CS Impact Factor
- The number of media mentions
- The increase in the number of graduate applicants and graduate student yield
- # of faculty members

STRATEGIC GOALS
1. Meet the growing teaching needs for the two majors; offer more sections of the required courses earlier (training and internship opportunities) and more electives (to improve time to degree).
   - Hire two additional faculty associates (one in retailing and one in personal finance) to offer more sections and summer courses.
   - Initiate a retailing certificate
2. To be known for its high quality and high impact research
   - Reach a critical mass of graduate students and faculty strengths to maintain a vibrant research community.
   - Hire a tenure-track faculty member with behavioral research skills working in the areas of consumer wellbeing (personal finance, health, sustainability).
   - Hire a faculty in consumer finance, personal finance, consumer economics or related fields with expertise in an area related to family economic wellbeing, consumer issues/policy, consumer finance, or resource management.
3. Develop a brand strategy that would distinguish us from our competitors to recruit top quality students and faculty as well as funders.
   - Develop a common understanding of our department as a unique and highly valued member of the Consumer Science field.
   - Design an outward representation of that understanding that allows us to express our unique version of consumer science and to build a reputation for the department that transcends the work of actions of any individual member.
   - Hire a brand strategy consultant (or work with experts in SoHE or on campus).
Department of Design Studies
Strategic Plan: 2018 to 2023

VISION
To be a leader across multiple disciplines of emerging design theory, practice, and technology.

OBJECTIVE INDICATORS
- #, mix and diversity of faculty and staff attained
- # of students enrolled in both undergraduate and graduate programs, study abroad
- % of students proficient in "making" and other visual communication modes
- # of student placement, awards
- Increased research initiatives and funding

STRATEGIC GOALS
1. Recruit and retain top students, faculty and staff who are poised to contribute to the field, the University community and the state
   - List and fill Vice-Penick (Interior Architecture historian and material culture) position.
   - Compensate for faculty being diverted toward Design Thinking Initiative (e.g., faculty associate
   - Meet the enrollment targets with excellent students.
   - Be both cooperative and strategic about how to partner with initiatives of interest such as the Arts Institute, Design Thinking and the Center for Design and Material Culture.

2. Produce competent makers/designers who follow a rigorous design process and are highly skilled in the use of the technology/equipment required in their field.
   - Develop a top-notch curriculum that builds on student technology fluency each year
   - Invest in improvement of faculty's ability to teach effectively hand skills, equipment competence, and technology skills and knowledge.
   - Explore entrepreneurial ventures with other units with similar equipment needs across campus.

3. Continue to provide high impact global and local community learning, research and service.
   - Continue as leaders in international design education experience through high impact international study abroad and internships.
   - Explore/establish formal relationships with strategic programs abroad.

4. Provide real world interdisciplinary learning experiences.
   - Formalize and stabilize interdisciplinary connections across campus through projects.
   - Offer students entrepreneurial experiences, e.g., cases, markets.
   - Nurture existing and develop new industry and professional partnerships and sponsorships related to the goal.
   - Explore developing a design certificate and that combines these interests.
Department of Design Studies
Strategic Plan: 2018 to 2023

STRATEGIC GOALS CONTINUED

5: Perform cutting edge scholarly work and outreach efforts that contribute to the field of design and material culture.

A. Current situation and gap analysis

1. The field of design inherently lends itself to many kinds of research including interdisciplinary collaboration, studio based investigations, practice-based scholarship, and traditional scholarship.
2. There continues to be interest and eagerness to develop local, national and international community connections.
3. Almost half of our DS faculty are already engaged in individual research that specifically address social issues (locally, nationally and internationally) in the spirit of the Wisconsin Idea.
4. Project Assistants receive the most direct hands-on interaction with faculty research but only a few graduate students per year are hired as PAs.
5. Many outreach activities are viewed as service and not given their proper merit. Discussion with faculty focused on what constitutes “socially engaged research” and what constitutes “service”, and how this continuum is understood and valued within SoHE is needed.
6. The department is poised to become a leader in the area of Material Culture.
7. The department has been a leader in the area of Environment-Behavior Studies. Because EB studies inherently concern environments for various stage of life (children, adults, older adults) and across different settings (commercial, educational, community, housing), it offers a fertile ground for interdisciplinary collaboration across departments in SoHE.
8. Faculty have a large number of non-specialized activities (such as studio equipment, repair, maintenance and clean up) pulling focus away from scholarly work.

B. Strategies to achieve goal

1. Continue to nurture and reward high level scholarly activity from faculty.
2. Promote and value diverse kinds of scholarly work including studio investigations, socially engaged research, practice-based scholarship, traditional scholarship and hybrid multi-faceted research practices.
3. Continue to encourage scholarly inquiry in the classroom where appropriate.
4. Develop effective communication channels to increase awareness of all types of DS faculty research within the UW and Madison community.
5. Continue to nurture and develop a breadth of graduate student scholarship in Design, Art and Material Culture.
6. Recruit personnel with experience in the arts and humanities to assist faculty in identifying opportunities, e.g. grants, residencies, exhibitions.

C. Actions

1. Encourage faculty to explicitly share their goals for scholarly activity AY19
2. Increase arts and humanities focused funding expertise to assist faculty in seeking and securing external funding AY19
3. Work with SoHE communications with the goal of reaching a point where we become effective at disseminating awareness of DS scholarly activities AY19
4. Provide incentives for graduate students to present papers and/or exhibit work AY19
5. Increase international visibility by financially supporting the presentation creative scholarship in international venues.
6. Value and support research by tenured faculty that responds to and impacts local and regional situations (not only international activity).

D. Inputs

1. Increased funding to help faculty increase participation in conferences and exhibitions
2. Develop network with corporations, alumni, and foundations to develop outreach projects
3. School assistance disseminating scholarly work
4. Infrastructure support for facilities, equipment, and supplies.

E. Expected outcomes — Pillars 1 (Impact), 2 (Brand), 3 (HE Perspective), 4 (Engaged), 5 (Collaborative) and 8 (Real World) targeted.

1. High scholarly productivity among faculty and graduate student body
2. Improved awareness of scholarly work performed by faculty and students in Design Studies
3. Greater number of alumni, corporations and foundations interested in design and who can fund special projects

F. Objective metrics

1. Increase current level of participation in prominent national/international exhibitions by 10% in the next three years.
2. Seek to maintain or even improve the 50% level of participation of DS faculty in scholarly activity and teaching that have a Wisconsin Idea component
3. Continue or increase current level of funding for advanced-standing graduate students to enable them to present their work in conferences, symposia or exhibitions
VISION
To become the local, national, and international leader in early childhood development and the ecology of well-being by integrating the highest quality early childhood learning experience with excellence in college teaching, research and outreach.

OBJECTIVE INDICATORS
- # of SoHE interns and students who use the CDL
- # of researchers who use the CDL
- # of families who participate in research
- # of CDL teachers who participate in college teaching, mentoring, and research
- # of low-income families enrolled in CDL

STRATEGIC GOALS
1. Integrate the CDL more closely with SoHE’s missions, goals, and initiatives to encourage state-of-the-art research reflecting the diverse communities, cultures, and environments of early childhood development.

2. Become a model laboratory that integrates the best early childhood development experience with a prolific scholarship, teaching, and outreach agenda with local, national and international impact.

3. Support an innovative research community with dynamic campus and community partnerships and transform early childhood development research on campus, locally, nationally, and internationally with an emphasis on representing children and families in diverse context.

4. Engage UW-Madison undergraduates and graduate students in high-impact practices with the CDL through research, teaching, and outreach becoming the leaders who will share the discourse in early childhood development in the 21st Century.

5. Create a sustainable financial model that reflects the value of the CDL brings to the SoHE, the UW-Madison and the local, national, and international communities as well as provides the ability to plan and predict in order to meet research and teaching missions.

6. Diversity the CDL population to reflect the ethnic, cultural, disability, socioeconomic and family composition diversity represented in the community at large in order to more effectively prepare our students for future settings, to meet the needs of researchers, and to meet the needs of the community for high quality care.
VISION
To be the model for student academic and career development success in Human Ecology, at the University of Wisconsin–Madison, and at peer institutions in the United States and globally.

OBJECTIVE INDICATORS
- % of freshmen/sophomore increase
- SoHE climate data (from Campus Climate Survey)
- % of students of color enrolled and % decrease on probation
- # of student utilization of career advising

STRATEGIC GOALS
1. Foster inclusive and equitable learning spaces within SAA and SoHE.
   - Develop an intentional plan for working with underrepresented students.
   - Increase advising staff, including a diversity affairs position in SAA
   - Create specialized academic and career advising tools for international students.

2. Optimize undergraduate enrollment management; strategically recruit and retain an optimal number of highly motivated undergraduate students balanced across major and level.
   - Bolster recruitment efforts, especially strategic efforts targeted at frosh/soph, students of color, other
   - Support departments in developing new enrollment targets and balancing enrollment across levels and creating a predictable junior class.
   - Partner with the Career Exploration Center to offer workshops on SoHE majors.

3. Ensure the career readiness of all SoHE undergraduates.
   - Require that all SoHE students take the three-course career development sequence across all of our majors.
   - Develop a comprehensive employer relations plan for the School to increase, job, internship and career development opportunities for our students.
   - Devise a strategy to build alumni engagement into the career development across all of our majors.

4. Ensure all SoHE undergraduate students experience high-impact academic advising.
   - Assess student learning outcomes and student satisfaction as they relate to academic advising interactions and programming.
   - Establish a paid undergraduate internship opportunity with SAA.
   - Work with departments (providing data and knowledge of the student experience) to develop 4-year enrollment plans and degree roadmaps.
VISION
Engage campus as both educators and learners by enhancing student outcomes and promoting SoHE through meaningful partnerships. We strive to be active stewards of the Wisconsin Idea.

OBJECTIVE INDICATORS
Consumer feedback and satisfaction
- Improved clarity of administrative roles among team members
- Reduced duplication of effort
- Quicker operational turn-around
- Fewer errors and revisions

STRATEGIC GOALS
1. Improve the integration and inter-unit communication of the SoHE administrative team (i.e., Business Office, BITs, CAPS, research administration)
   - Identify operational areas and processes requiring shared problem-solving (e.g., onboarding, school-wide events, purchasing, etc.)
   - Establish reliable communication pathways to ensure timely and efficient information sharing among the administrative teams (e.g., shared drive, email cc’s, etc.)
   - Schedule regular opportunities for the administrative team to share information and engage in continuous improvement efforts.

2. Cultivate community and relationships between consumers and the administrative units to improve knowledge of each other’s roles and needs.
   - Develop materials that clearly define the SoHE organizational framework
   - Identify opportunities to engage interpersonally to reach shared operational goals

3. Enhance communication of administrative processes/resources and provide continuing education to the SoHE community.
   - Utilize multiple methods of communication on administrative processes.
   - Ensure easy access to administrative resources.
   - Identify opportunities for communication and education (e.g., dept meetings, etc.)
   - Solicit feedback immediately at the conclusion of some administrative processes.

4. Educate administrative consumers on the benefits of complying with operational policies and procedures.
   - Identify opportunities for interactive education such as workshops.
   - Ensure communication is timely, clear, and possibly pre-emptive.
   - Develop an Administrative Calendar(s) with relevant deadline and timelines.
   - Utilize targeted outreach to individuals or groups when appropriate or relevant.