OneSoHE21
Vision, Mission and Strategic Plans
2013–2017 & Beyond

School of Human Ecology
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Identity & brand: What is SoHE?

SoHE is about people, community and the marketplace; it’s about enhancing the quality of life and economic well-being. It’s a hub science from design to consumers (D2C) and families to communities (F2C).

Mission: What do we do?

It is a SoHE IDEA – Integrate, Discover, Educate, and Apply.

We discover, integrate and apply new knowledge in solving real societal problems.

We educate students for careers in design, retailing, personal finance, human development and family studies, non-profits and community development.

Economic Impact of Design to Consumers (D2C) and Families to Communities (F2C)

SoHE fields in design to consumers (D2C) and families to communities (F2C) play a fundamental role in the growth and competitiveness of Wisconsin’s ($65 billion) and the nation’s ($3.4 trillion) economies. Not only are our graduates significantly impacting the local and national economies in consumers, communities, and health/education fields, but they are propelling innovation and driving research, thereby contributing to fiscal trends that are shaping tomorrow’s communities.

OneSoHE21 Vision

To be globally prominent and locally relevant in preparing students for the 21st Century and conducting cutting-edge research and outreach that drives the Wisconsin and U.S. economies. Our specific vision pillars are:

SoHE Position Statement (as developed by Hiebing Group)

School of Human Ecology Revised Recommended Positioning (7.19.13) Target:

- Aspiring change seekers who feel compelled to understand the intricacies of human interconnectedness

Soul Purpose:

- SoHE channels the combined power of hearts and minds to make a relevant impact on people’s lives in the real world
- Hearts = Compassion and people orientation
- Minds = Curiosity and intellectual capacity
- How We Do It Best:
  - Interdisciplinary ethic instills in students the ability to understand the context driving relationships between people, communities and the marketplace
  - Reciprocal engagement across our broad network ensures a research agenda focused on solving real-world issues
  - Fosters interaction and hands-on learning opportunities that give graduates the confidence to apply what they learn
  - Provides a personalized experience and a supportive, passionate community within a huge campus;

Brand Nature: Engaged, Proactive, Open minded and Creative
Departments, Centers, and Degrees Offered
SoHE is a home to four academic departments, offering both undergraduate and graduate degrees, and five centers for research, and works closely with Wisconsin’s Cooperative Extension.

Four Academic Departments offering six undergraduate majors:
• Department of Consumer Science – Major in Retailing; Major in Personal Finance
• Design Studies – Major in Interior Design; Major in Textile and Apparel Design
• Human Development and Family Studies – Major in Human Development and Family Studies
• Interdisciplinary – Major in Nonprofits and Community Development

Graduate Degrees in:
• MS and PhD Human Ecology (with the following options)
  • Family Economics and Consumer Behavior
  • Human Development and Family Studies
  • Civil Society and Community Research
  • Design Studies
• MFA Design Studies

Centers
• Center for Financial Security
• Center for Nonprofits
• Kohl’s Department Stores Center for Retailing Excellence
• Center for Child and Family Well-being

Cooperative Extension and Outreach
• Family Living
• 4H Youth Development
• Community Development

Summary of SoHE School-wide Strategic Goals

Strategic Goal #1. Increase research and creative scholarly productivity by significantly expanding faculty research funding and involvement of graduate and undergraduate students in research and creative scholarship.

Strategic Goal #2. Infuse the synthesis of research, outreach and engagement throughout all units and functions of SoHE in ways that lead to significant public value and build on our strategic partnership with Cooperative Extension.

Strategic Goal #3. Recruit and retain an optimal number of highly qualified students for all majors in SoHE.

Strategic Goal #4. Ensure that every student has multiple, high-impact, real-world experiences that provide leadership and professional/career development training opportunities (e.g., internships, service learning, study abroad).

Strategic Goal #5. Strengthen our graduate programs by expanding depth and breadth of graduate course work and recruiting and retaining top students and faculty with special attention to increasing diversity in backgrounds and perspectives.

Strategic Goal #6. Increase capacity with new instructional models that enhance learning to teach more traditional (campus) students better and to reach new audiences (non-traditional/professional students) that ultimately enhance our teaching mission and generate new revenues.

Strategic Goal #7. Form strong relationships with all students in SoHE and maintain mutually beneficial relationships with all career alumni.

Strategic Goal #8. Develop strategies for communicating the unique identity and value proposition that clearly and succinctly communicates SoHE’s development capacity internally and externally to garner financial and other support from alumni, industry, communities and organizations.

OneSoHE21 Visioning & Strategic Planning
12-Month Process

Abstract
Concrete
Devised & Implemented By All Members

I. Vision & Mission
II. Gap Analysis Strategic Thinking & Goals
III. Strategic & Resource allocation
IV. Action
V. Metrics

Consistency
Step It Up

OneSoHE21 Working Committee
SoHE Executive Committee Academic Planning Council
Dean’s Admin Team
SoHE Future Working Committee
SoHE Investment Plan & Resources
Unit-level Action Planning Mid-Year All Faculty/Staff Retreat
Toward OneSoHE21 New People New Knowledge New Economy

Facilitated Visioning Sessions Faculty & Professional Staff
SoHE Objective Data
UW-Madison Strategic Priorities
Faculty Staff
Student Leaders Board of Visitors Campus Partners External Partners
Stakeholder Input Online Tool Faculty/Staff Participation
Faculty/Staff Input
Faculty/Staff Unit & School Plans

Strategic Goal #9. Develop a state-of-art SoHE website that communicates and advances the SoHE mission and brand effectively to internal and external constituencies.

Strategic Goal #10. Empower every SoHE member to develop a clear sense of his or her career objectives and responsibilities, and instill in all a commitment to creating a satisfying workplace and high-performing organization.

Strategic Goal #11. Develop the Dean's Team into a High Performing Organization providing all our SoHE partners with excellent operational services to facilitate the accomplishment of SoHE's strategic goals.

SoHE Values & Operating Principles (2012)
• Commitment to students
  - We are deeply committed to enhancing the development of students and preparing graduates to assume leadership positions in their personal, civic and professional lives.
• Commitment to our mission
  - We believe that teaching, research, creative innovation and outreach are enhanced when they are integrated, and value our long history as part of the land grant mission of this university.
• Commitment to one another and diversity
  - We are committed to creating a supportive working and learning environment and value inclusion and co-existence of different groups and worldviews.
• Commitment to integrity, accountability and transparency
  - We do what we say with the highest integrity, follow-through and follow-up, and are committed to transparency.
• Commitment to excellence and high-performing organization
  - We are committed to excellence, collective success, innovation and entrepreneurship.

STRATEGIC GOAL #1. Increase research and creative scholarly productivity by significantly expanding faculty research funding and involvement of graduate and undergraduate students in research and creative scholarship.

STRATEGIES
1. Develop a dedicated, qualified and focused body that drives and is accountable for coordinated scholarly effort in SoHE units (e.g., centers, departments).
2. Invest in center efforts to achieve synergy and integration of scholarship across SoHE units.
3. Provide incentives for faculty research and graduate/undergraduate research and scholarly opportunities:
   - Flexible funds/travel
   - Course releases for proposal development and for receiving funding
   - TA/PA and tuition remission
   - Seed funds, research space
   - Maximize building access for research
   - Recognition and credit for faculty for involving graduate and undergraduate students in research and scholarly activities
4. Develop an efficient grant management and research support unit in the business administration office.
5. Recognize highly productive faculty members via multiple venues (e.g., nomination for awards, named or endowed professorship, timely promotion and/or compensation, etc.).

COLLABORATIVE OPPORTUNITIES
All SoHE units, particularly centers

RESPONSIBLE TO IMPLEMENT
• Faculty directors of centers
• Faculty
• Associate Dean for Research (or coordinated administrative roles)
• UW Foundation
• SoHE Grants Administration

OBJECTIVE INDICATORS
• The number and amount of grants administered through SoHE
• The number of collaborative projects
• Research productivity and scholarly output (the number of publications, citations, exhibits, etc.)
• The number of top students recruited and involved with research/scholarly activities
• Increased stakeholder (organizations, industry, foundations) involvement
• Increased faculty satisfaction with infrastructural support (measurable-survey)

STRATEGIC GOAL #2. Infuse the synthesis of research, outreach and engagement throughout all units and functions of SoHE in ways that lead to significant public value and build on our strategic partnership with Cooperative Extension.

STRATEGIES
1. Continue to invest in integrated specialist positions and work in tandem with Cooperative Extension in developing hiring strategies for future vacant positions by 2014.
2. Integrate graduate education to extension and engagement/extension programming through training opportunities and joint funding mechanisms.
3. Develop new and flexible funding, creative financing, and staffing strategies to align emerging priorities with SoHE faculty expertise that can be mutually beneficial (e.g., gift funding opportunities, extramural grants, floating FTEs for non-Extension faculty members) to maximize existing resources and faculty talents.
4. Develop a cohesive and unified plan to showcase SoHE’s outreach and engagement activities among Outreach Planning Council, departments, and centers in SoHE, and Cooperative Extension (regular meetings, annual reviews, website, coordinated efforts across the board, physical presence/space).

COLLABORATIVE OPPORTUNITIES
All SoHE units, Outreach Planning Council, centers, Cooperative Extension programs (Family Living, 4H Youth Development, Community Development), project directors and staff (e.g., Family Impact Seminars, Covering Kids and Families)

RESPONSIBLE TO IMPLEMENT
Dean, Associate Dean for Outreach, and Extension administrators
Outreach Planning Council; outreach specialists and administrators
Center directors, faculty, project directors and staff

OBJECTIVE INDICATORS
• Policies and procedures for overseeing and documenting the strategic hiring of integrated specialists are developed by 2014 (strategy #1).
• Written policies and procedures were developed jointly by key representatives of Extension and SoHE (strategy #1). These policies and procedures would include a) a means of flexible funding, b) staffing strategies, and c) creative financing models that will align SoHE expertise with Extension needs and which are mutually beneficial (strategy #3).
• By 2020, 60% of SoHE graduate students complete their degrees with paid or unpaid Extension experiences (e.g., project work and training (strategy #2).
• Coordinated work activities among OPC, departments, centers and Cooperative Extension are aligned with public need and produce evidence of public impacts (strategy #4).
• Established channels of informal and formal communication among the SoHE centers, departments, and OPC and Cooperative Extension.

• Number of faculty and students engaged in outreach doubles by 2020 (strategy #2).

• Number of (non-integrated) faculty and students engaged in Cooperative Extension (all strategies) increases 30% by 2020.

• Financial and human resources for outreach and engagement are adaptable to public need (strategy #3).

• Numbers of (particularly funded) projects at state, national, international levels that involve graduate students and/or incorporate community outreach and engagement components (strategy #2 and #4) doubles by 2020.

**STRATEGIC GOAL #3. Recruit and retain an optimal number of highly qualified students for all majors in SoHE.**

**STRATEGIES**

1. Establish clear roles for the provision of student academic and career services among Student Academic Affairs (SAA), departments, and other SoHE and campus units and identify a point person (existing or new) to lead and coordinate these activities.

2. Develop a comprehensive recruitment plan (web & promotion material, partnership with admissions office) and enrollment plan (enrollment target, common application deadline).

3. Develop a comprehensive plan for pathways to career success for all SoHE students with a school-wide “student development” committee to coordinate career, professional development, and experiential learning opportunities across the school and in collaboration with other campus career units.

4. Expand enrollments in core SoHE breadth courses in each department.

5. Expand and strengthen the SoHE Faculty Mentor Program in all majors, and provide faculty with recognition and incentive for engaging in student mentoring program (e.g., research or creative scholarly activities).

**COLLABORATIVE OPPORTUNITIES**

- SAA and Business Career Center
- Career Services and Support
- Centers, departments, and SAA
- Careers and Experiential Learning Opportunities
- SAA, Departments, CCAS, and Office of Admissions and Recruitment

**RESPONSIBLE TO IMPLEMENT**

- SAA, Associate Dean for Academic Affairs and Graduate Studies, Undergraduate & Graduate Academic Programs, Assistant Dean for Student Academic Affairs, External Relations, and point person (strategy #1)
- School-wide “Student Development” committee
- Departments

**OBJECTIVE INDICATORS**

- Number of top quality high school, transfer, and on-campus students who apply to a SoHE Major
- Number of students who successfully complete their programs in a timely manner
- Number of students who are successfully placed in relevant jobs and/or post-graduate endeavors

**STRATEGIC GOAL #4. Ensure that every student has multiple, high-impact, real-world experiences that provide leadership and professional/career development training opportunities (e.g. internships, service learning, study abroad).**

**STRATEGIES**

1. Develop school-wide learning outcomes and core courses (e.g., leadership, problem-solving, communication, sustainability).

2. Redesign undergraduate curriculum to clarify expectations (e.g., cohort learning) and provide flexibility (e.g. credit for high-impact experience, Educational Innovation web courses, fewer requirements, SoHE courses as UW Gen-Ed courses).

3. Recognize and incentivize faculty to teach these (teaching credit for supervising research interns, course release/TA for developing/teaching service-learning courses).

4. Develop and implement a comprehensive plan for pathways for career success for all students.

5. Collaborate with centers, alumni, and Board of Visitors (BOV) for internships and outside expertise.

6. Hire permanent faculty and associates in each department to ensure that required courses are covered and allow for high-impact courses.

7. Designate or hire SAA person to manage internship program (and study abroad) and ensure quality of experience.

**COLLABORATIVE OPPORTUNITIES**

- Academic departments (to develop SoHE outcomes/courses)
- Individual departments for shared courses (e.g., DC+CS=fashion industry, built environment)
- Centers, preschool, alumni, BOV (for internships, expertise)
- SAA
- Student organizations

**RESPONSIBLE TO IMPLEMENT**

- Curriculum Committee, Undergraduate Program Committees (UPGs)
- SAA members
- Student representatives
- Deans and academic chairs
- Center executive directors
- Faculty and faculty associates

**OBJECTIVE INDICATORS**

- Number of students with each of these experiences
- Number of experiences per student
- Percentage of students with one (or more) professional experiences (e.g., URS, regional conferences, exhibitions, theses)
- Number of courses that integrate outside expertise and real-world context
- Alumni survey regarding preparedness for career, professional skills

**STRATEGIC GOAL #5. Strengthen our graduate programs by expanding depth and breadth of graduate course work and recruiting and retaining top students and faculty with special attention to increasing diversity in backgrounds and perspectives.**

**STRATEGIES**

1. Coordinate graduate training across units and linking research with practice and policy, and strengthen cross-department graduate programming through common skills-based courses.

2. Over the course of next 5 years, each SoHE unit or center takes responsibility for a themed project that engages grad students and faculty.

3. SoHE credit-based graduate seminar, bi-weekly presentations with SoHE faculty, staff and guests rotating responsibilities for topics (e.g., communication with public, critique, research-outreach, teaching strategies), venue for Coop Extension, visiting scholars, etc. (See Interdisciplinary Studies’ model).

4. Seek private funds for collaborative training grant.

5. Provide multi-year, competitive funding packages to recruit top students with a goal to fund 100% of PhD students in good standing.

6. Clarify expectations for graduate research, teaching, and outreach learning opportunities and ensure that the graduate curriculum and experiential learning programs reflect them.

7. Integrate Cooperative Extension programming to graduate training by clarifying and communicating graduate student competencies they want to recruit and identifying faculty to work with them.
COLLABORATIVE OPPORTUNITIES
• Cross-unit theme application for training grant (all SoHE units)
• SoHE certificate in Applied Research Methodologies (CS, DS, IS, HDFS)
• Connect grad students with Teaching Academy.
• Create sister partnerships with historically Black and Native American Colleges.
• Utilize POSSE, People, McNair.
• Federally funded opportunities to support members of under-represented groups (e.g., NIH administrative supplements, capitalize on pipeline)
• Cooperative Extension

RESPONSIBLE TO IMPLEMENT
Departments, committees, individuals, groups, positions, faculty

OBJECTIVE INDICATORS
• Number of top graduate students, as well as under-represented groups, recruited and funded
• Trained grad students with competence within discipline/unit and with cross-disciplinary (SoHE) knowledge and skills; graduate student placement record

STRATEGIC GOAL #6. Increase capacity with new instructional models that enhance learning to teach more traditional (campus) students better and to reach new audiences (non-traditional/professional students) that ultimately enhance our teaching mission and generate new revenues.

STRATEGIES
1. Create high impact introductory courses that are highly applied and relevant to students’ lives, and that secure more students and attract exceptional students to our majors (consider “Intro to Human Ecology collaboration;” applied life skills).
2. Develop/implement innovative instructional models to teach more students more efficiently and effectively.
3. Expand awareness of innovative pedagogy and incentivize use.
4. Add support (e.g., TA, faculty release time, and professional development funds) to expand innovative teaching and learning; add teaching assistants to enhance collaborative learning (discussion, etc.), especially in large capacity courses.
5. Develop new certificate programs and/or new 1–2 year non-research master’s program for new audiences.

COLLABORATIVE OPPORTUNITIES
• Intro-SoHE course across departments (cross-school working group)
• Division of Continuing Studies
• Education Innovation group
• Academic Technology and Do-IT academic technology

RESPONSIBLE TO IMPLEMENT
External Relations, SAA, faculty associates with career development responsibilities

OBJECTIVE INDICATORS
• Number of credit hours
• Student learning outcomes (e.g., grades) and assessment of courses
• Number of faculty who have adapted new instructional methodologies
• Number of new students attracted to our majors
• Number of new students from new audiences recruited
• Net revenue increase
• Number of students successfully recruited to new certificate and/or MS program, and 100% of recruited students finish

STRATEGIC GOAL #7. Form strong relationships with all students while in SoHE and maintain mutually beneficial relationships with all career alumni.

STRATEGIES
1. Develop a systematic plan for keeping track of alumni (e.g., database, contact management/CRM/Buckynet, LinkedIn).
2. Host a small number of regular signature events to bring alums to campus for events, speaking engagements, and awards.
3. Target a small number of cities (e.g., Milwaukee, Chicago, New York, Minneapolis) that are connected to major industries (e.g., design, retailing) for an annual or biennial alumni-student development networking event.
4. Foster alumni community development via LinkedIn, e-newsletter, and social media.
5. Begin developing a sense of alumni community among current students; work closely with student ambassadors and student leaders.

COLLABORATIVE OPPORTUNITIES
• Targeted events: national, regional, local
• Develop alumni mentoring program.
• Wisconsin Alumni Association, Wisconsin Alumni Student Board, Office of Corporate Relations, UW Foundation
• Create opportunities for business partners.

RESPONSIBLE TO IMPLEMENT
External Relations, SAA, faculty associates with career development responsibilities

OBJECTIVE INDICATORS
• 100% tracking of future grads
• Increased percentage of career alumni contact info
• Measure satisfaction and participation of targeted events.
• Measure number of alumni at hosted employment, service presentations.
• Increased distribution numbers of digital and hard-copy communications

STRATEGIC GOAL #8. Develop strategies for communicating the unique identity and value proposition that clearly and succinctly communicates SoHE’s development capacity internally and externally to garner financial and other support from alumni, industry, communities and organizations.

STRATEGIES
1. Create a highly recognized SoHE brand on campus, nationally and internationally and develop a comprehensive marketing plan.
2. Involve faculty/staff in advancement/stewardship and alumni engagement activities (e.g., development workshops, incentive programs, faculty-alumni engagement, etc.).
3. Develop robust annual giving program to achieve 25% participation rate (e.g., senior class giving, matching, young alumni giving programs).
4. Seek major gift to name the School of Human Ecology, deanship endowment, launch legacy campaign, and complete 100 Women Wall of Honor Campaign.
5. Seek opportunities for named centers, chairs, professorships, and partnerships with corporations.
6. Involve Board of Visitors and key donors strategically for devising and implementing strategic plans.
7. Partner with the UW Foundation and UW Alumni Association for advancement purposes.

COLLABORATIVE OPPORTUNITIES
• Dean, External Relations team
• Center directors, faculty
• UWF, UWAA, UW–Madison University Relations
• Ongoing branding sessions/exercises for whole school
• Present faculty/staff scholarship to exemplify the brand and generate donor interest
OBJECTIVE INDICATORS
- Book/market value of SoHE endowments
- Number of 100 Women of Honor
- Number of endowed professorships and named programs/centers
- Number of the amount of financial support from corporations
- Percent of alumni giving rate
- Number of gifts and amount of annual funds raised
- Number of faculty involved in development activities

STRATEGIC GOAL #9: To develop and implement an integrated marketing communication plan that will define the SoHE’s global impact and clarify its brand to internal and external constituencies.

STRATEGIES
1. Develop a comprehensive marketing and communication plan that will lead to a Virtual Grand Opening of the new SoHE, encompassing these elements:
   - Branding/messaging—communications are inspiring, unique, innovative, consistent with the school’s strategic goals, emotionally appealing, and informative.
   - Design/architecture—electronic communications are dynamic, interactive, user–Friendly, audience-specific (internal and external), and informative, as well as easy to maintain, update, and improve.
   - Internal—all components showcase operational excellence and effective communication and include an historical data repository.
   - Media—all are addressed, for example, websites, print materials, video/YouTube, other social media, alumni e-newsletters, and multiple internal communication tools.
   - Storytelling—Stories showcase the exceptional research and learning spaces of Nancy Nicholas Hall and highlight the successes of faculty, staff, students, alumni, and friends. Stories underscore the brand.
   - Coherent—there is brand consistency on three levels: department/center, SoHE, and UW–Madison.
2. Create a living website that has an internal devoted staff person who will ensure its sustainability by providing technical and content oversight to ensure it stays up-to-date (both in content and technology).
3. Engage faculty to keep the website up-to-date by providing software that is user friendly and allows self-entry of information.
4. Define consistent sent of baseline content for all units.

COLLABORATIVE OPPORTUNITIES
- SAA, departments and centers
- One system in SoHE for maintaining website
- Extension

RESPONSIBLE TO IMPLEMENT
- Human Capital Resource Committee
- All of the above
- All supervisors
- All members – faculty, academic staff, and classified staff

OBJECTIVE INDICATORS
- Traffic/analytics
- Survey
- Annual focus group

STRATEGIC GOAL 10: To empower every SoHE member to develop a clear sense of his or her career objectives and responsibilities, and to instill in all a commitment to creating a satisfying workplace and high-performing organization.

STRATEGIES
1. Develop academic and administrative staffing strategies that will allow schools/units to meet strategic goals within the limited financial resources.
2. Enhance the SoHE’s human-capital capacity by creating a clear roadmap to success for each employee.
3. Reward high-performing and committed employees with competitive salaries and career-growth opportunities.
4. Develop operational-excellence strategies that will enable all categories of employees to use time and effort most efficiently to achieve high productivity.
5. Foster team spirit and a collective sense of community.

COLLABORATIVE OPPORTUNITIES
- Dean’s and dean’s administrative team’s time and effort
- Assistant Dean for Human Resources
- CASI’s time and input and classified staff
- ALT, ReVOLT, and faculty cooperation
- UW Human Resources
- OQI’s training and continuous improvement consultation/facilitation for employee satisfaction and commitment

RESPONSIBLE TO IMPLEMENT
- Human Capital Resource Committee
- All of the above
- All supervisors
- All members – faculty, academic staff, and classified staff

OBJECTIVE INDICATORS
- Percentage of employees with an updated position description and annual performance review and career development plan
- Percentage of benefits-eligible employees vs. part-time, temporary employees
- Level of financial compensation
- Percentage of employees who have achieved career progression
- Retention rate and level of employee satisfaction
STRATEGIC GOAL #11. Develop the Dean’s Team into a High Performing Organization providing all our SoHE partners with excellent operational services to facilitate the accomplishment of SoHE’s strategic goals.

STRATEGIES
1. Develop the Human Ecology Administrative Team (HEAT) into a high performing unit that delivers excellent operational services to all of our SoHE partners to effectively and efficiently achieve SoHE strategic goals.
2. Empower every SoHE member to develop a clear sense of his or her career objectives and responsibilities and to instill in all a commitment to creating a satisfying workplace and high-performing organization.
3. Reward high-performing and committed employees with competitive salaries and career-growth opportunities through a consistent and fair annual performance review and feedback system as well as professional development opportunities.
4. Achieve an optimal balance (with respect to meeting the strategic goals) between the centralization and decentralization of operational and administrative structure.
5. Review and develop faculty and staff governance document to reduce time commitment by faculty and staff, while meeting the goals of the governance.
6. Build team spirit and work collaboratively to achieve a seamless pipeline for functions among different units to achieve school goals. See an example below.

OBJECTIVE INDICATORS
- % of employees with an updated position description and annual performance review and career development plan
- % of benefits-eligible employees vs. part-time, temporary employees
- Level of financial compensation
- % of employees who have achieved career progression
- Retention rate and level of employee satisfaction
Department of Consumer Science
2013–2017 Strategic Plan

Mission
Based on a strong core focus on family well-being, consumer behavior, sustainability and ethical leadership, we offer two highly related majors in personal finance and retailing that prepare students for careers in business or public service. Our work is designed to have high impact on solving real societal problems related to families’ economic interactions with the economy.

Vision
We are 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.

Vivid Description
The Department of Consumer Science increases knowledge about the interaction of consumers as individuals and household members with public and private markets for goods and services. Activities of the department are designed to foster development of a fair marketplace that enhances the interests and well-being of consumers, families, and communities. The market we envision is characterized by safe products, broad consumer choice, and informed consumers and sellers. We focus on various dimensions of wellbeing including economic/financial security, consumer empowerment, health, food security, housing security, sustainability, consumer cooperation and the public policies that affect those dimensions of well-being. The unique blend of these fields of study enables the department to explore links between conceptual models within the shared mission in order to better understand and work to improve the intersection of individuals and the economy.

2021 Outcomes
- Our core focus develops graduates who are fully prepared to be ethical leaders who focus on enhancing family and consumer economic well-being.
- 90% of our students have participated in service learning, have interned with businesses or public agencies, and/or have studied abroad.
- The department has had demonstrable impact on real problems related to family and consumer economic security.

STRATEGIC GOAL #1
To graduate outstanding majors in both Retail and Personal Finance through a cutting edge program that blends relevant professional training with a strong intellectual foundation rooted in consumer behavior, consumer policy, sustainability, and critical thinking.

STRATEGIC GOAL #2
To be internationally recognized as a high impact, respected graduate program of family and consumer well-being.

STRATEGIC GOAL #3
Faculty have actively funded, high-quality and high impact research programs.

STRATEGIC GOAL #4
Become campus hub for delivering personal finance and retail courses for non-majors.

STRATEGIC GOAL #5
To have an integrated outreach research and teaching program embedded in CS.
Vision
The Department of Design Studies aspires to be a leader across multiple disciplines of emerging design theory, practice, and technology. Design Studies is poised to become a global leader in design education and research. During the 2012–2013 academic year, the department developed six goals to propel it toward the One-SoHE21 Vision. We embrace our opportunity to educate future designers and help advance the body of knowledge in our fields. We also recognize our responsibilities to be stewards of the planet and to make a difference in the lives of the people of the state of Wisconsin and the world at large.

**STRATEGIC GOAL #1:** Emphasize real-world, project-based learning within the Design Studies curriculum.

**STRATEGIC GOAL #2:** Achieve global prominence in design education and become known for producing students who are leaders in the field.

**STRATEGIC GOAL #3:** Become a leader in our field, known for educational innovation, entrepreneurial thinking, and ability to respond to continuous change within design pedagogy, instruction, and practice.

**STRATEGIC GOAL #4:** Become a leader in a globally-aware, sustainability-minded, and socially-conscious design education and practice.

**STRATEGIC GOAL #5:** Become a leader in International design education and experiences.

**STRATEGIC GOAL #6:** Known for cutting edge, relevant, scholarly work and outreach efforts that contribute to our fields and makes a difference in people’s lives.
Department of Human Development and Family Studies
2013–2017 Strategic Plan

Mission
To improve the quality of life by discovering, integrating, applying, and disseminating knowledge about lifespan human development, relationships, families, and communities, all in their larger social contexts.

Vision
HDFS will 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. We are dedicated to training the next generation of responsible leaders and committed, productive citizens who contribute to a sound economy and a strong democracy.

2012 Outcomes
- All faculty have active funded research/outreach programs, funding student assistants and producing scholarship and societal impacts.
- Increase endowed faculty positions from 0 to 1.
- Increase number of students served in HDFS undergraduate and graduate programs and HDFS courses by 25–50% [goal of 300 undergrads and 75 graduations/year] [goal of 40 graduate students in program].
- 25% of offers of graduate admissions enroll in HDFS program.
- Provide funding to 100% of Ph.D. students in good standing.
- 100% of undergraduate and graduate students participate in high impact experiences (e.g., internships, research experiences, study abroad, outreach).
- 25% increase in freshman and sophomores in undergraduate program.
- 50% increase in online course enrollment (from 340 per year to 510 per year).
- Increase in number of non-HDFS students enrolling in our courses.
- More alumni (3+ years out) connected to HDFS.
- Increase in the number of nominations for faculty awards and student awards.
- Closer integration to UW–Extension (e.g., keep steady in number of faculty with joint Extension appointments, increase in number of student internships and projects).
- Closer integration with SoHE Departments, Centers, and Preschool.

STRATEGIC GOAL #1
All HDFS faculty members will lead active, funded research/outreach programs, in which they supervise undergraduate and graduate students, support graduate student assistantships, produce high-quality scholarship, and generate societal impacts.

STRATEGIC GOAL #2
To seamlessly integrate outreach/extension activities (the application of knowledge) with the scholarly work of faculty and the training of graduate students, and to do so in a manner that affords our Department a national reputation for blending research and application through programs, policy, and practices.

STRATEGIC GOAL #3
Become a globally prominent, successful, sought after HDFS PhD training program that attracts the best students and prepares them to conduct high quality research and application for real world impact.

STRATEGIC GOAL #4
Explore creation of a collaborative revenue-generating flexible 1 to 2 year SoHE MS/MA program imbued with the Human Ecology perspective that will prepare students to create solutions for real world issues.

STRATEGIC GOAL #5
Pioneer efficient instructional models that capitalize on new technologies combined with high impact learning practices, to teach more students better.

STRATEGIC GOAL #6
Producing accomplished graduates who become leaders in our field.
Vision
Our vision is 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.

2021 Outcomes
• Increase the critical mass of students, faculty, faculty associates, and staff committed to scholarship and practice in the nonprofit sector and civil society.
• Hire additional faculty and faculty associates to fulfill current mission and to respond to the rapid growth and demand for our undergraduate and graduate majors.
• Build on our strong, team-oriented faculty and make new hires with similar commitments.
• Stronger partnership with other SoHE units and with Extension
• A body of work published that impacts communities within the state, nation, and world
• More sustainable collaborations like the south Madison Family Voices tutoring project within and beyond the Madison community
• Transportable models of community collaborations with more local impact
• More audiences served e.g. non-traditional learners
• More alignment about what and how we teach.
• Students have a competitive edge for employment.
• Unit is first choice for study in the nonprofit and civil society sector.
• Collaboration for community empowerment in decision making and action
• Capacity building among diverse constituencies

Interdisciplinary Studies
2013–2017 Strategic Plan

Mission
The mission of the Department of Interdisciplinary Studies in Human Ecology is to contribute to knowledge about human behavior as it is embedded in community organizations, both formal and informal. In partnership with community groups, schools, and coalitions, we seek to understand the ways in which people come together to effect policy and programmatic change in their communities. We also work with groups to improve the practices and processes of non-profit organizations. We award an undergraduate degree in Community and Nonprofit Leadership and a Ph.D. in Human Ecology: Civil Society and Community Research.

Vision
Our vision is 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.

2021 Outcomes
• Increase the critical mass of students, faculty, faculty associates, and staff committed to scholarship and practice in the nonprofit sector and civil society.
• Hire additional faculty and faculty associates to fulfill current mission and to respond to the rapid growth and demand for our undergraduate and graduate majors.
• Build on our strong, team-oriented faculty and make new hires with similar commitments.
• Stronger partnership with other SoHE units and with Extension
• A body of work published that impacts communities within the state, nation, and world
• More sustainable collaborations like the south Madison Family Voices tutoring project within and beyond the Madison community
• Transportable models of community collaborations with more local impact
• More audiences served e.g. non-traditional learners
• More alignment about what and how we teach.
• Students have a competitive edge for employment.
• Unit is first choice for study in the nonprofit and civil society sector.
• Collaboration for community empowerment in decision making and action
• Capacity building among diverse constituencies

STRATEGIC GOAL #1 Collaborate more extensively with other SoHE departments on undergraduate and graduate education.

STRATEGIC GOAL #2 Create and implement structures and systems that capitalize on our partnerships with UW Cooperative Extension and provide opportunities for graduate students to translate research to practice in ways that serve community needs.

STRATEGIC GOAL #3 Clarify departmental identity and strengthen critical mass of faculty and graduate students.

STRATEGIC GOAL #4 Recruit top quality undergraduate and graduate students.

STRATEGIC GOAL #5 Increase alumni and nonprofit engagement in major and with graduate students.

STRATEGIC GOAL #6 Provide opportunities for every student to have a substantive community-based, immersion experience (local and/or global) and link studies to career plans.

STRATEGIC GOAL #7 Support the Center for Nonprofits to become a hub for funded transdisciplinary action-oriented research and outreach relevant to nonprofits and communities.

STRATEGIC GOAL #8 Nurture students and faculty to become recognized leaders.
SoHE Department Administrator Team

2013–2017 Strategic Plan

Mission
As a professional team, the department administrators in the School of Human Ecology are dedicated to working in concert with faculty, students, and staff. We strive to provide leadership and continuity while addressing the educational and professional needs of the academic community, as well as other stakeholders.

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.

2021 Outcomes
- Re-imagined administrative focus and expertise
- Increased successful student experiences
- Enhanced departmental excellence

STRATEGIC GOAL #1: Increase SoHE graduate programming.

STRATEGIC GOAL #2: Improve and unify processes used by department administrators.

STRATEGIC GOAL #3: Promote Educational Innovation throughout SoHE.
SoHE Student Academic Affairs & Career Services
2013–2017 Strategic Plan

Mission
To provide outstanding student development services, resources, and opportunities that will help students:
• Develop intentional, meaningful, and realistic educational plans that are consistent with life-long personal, academic, and career goals.
• Understand the relationship between their academic and career choices, including the effect these decisions will have on their future personal and work lives.
• Become highly successful, satisfied, and engaged Human Ecology alumni.

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.

2021 Outcomes
• Human ecology recruits, retains, and serves optimal numbers of highly qualified students (e.g., number of applicants, GPA of applicants, % retained, time to graduation).
• Current students feel well-served by and connected to the School of Human Ecology.
• Students are given rich, sequential opportunities to grow as life-long learners and leaders grounded with a Human Ecology perspective.
• SoHE graduates are highly sought after for graduate education and/or careers (e.g., admission to first choice graduate schools, multiple offers, % employed in field).
• Young alumni are highly connected and engaged (e.g., 25% more alumni in first 10 years post graduation participate in events and/or share skill sets).
• SoHE faculty and staff work collaboratively and efficiently without duplication of efforts in the provision of student, curricular, administrative, and alumni relations tasks.

STRATEGIC GOAL #1 Assist in the recruitment and retention of an optimal number of qualified students in SoHE (determined by school leadership) and in each undergraduate major.

STRATEGIC GOAL #2 Support a smooth and timely integration of admitted students into the school and systematic provision of educational resources and experiences in a community of support.

STRATEGIC GOAL #3 Provide an exceptional student development program that helps students enhance and position their academic, work, and internship experiences toward desired employment and/or enhanced marketability.

STRATEGIC GOAL #4 Develop strong, collaborative relationships between SAA, graduating seniors, Human Ecology graduate students, and young alums who can serve as resources for current student development and continuing school enhancement.

STRATEGIC GOAL #5 Establish clear roles and expectations related to SAA services among department administrators, SAA advising and internship coordination staff, center staff, faculty associates, and faculty mentors.
Mission

The CCFW promotes the development and well-being of children and individuals and families across the lifespan by advancing multidisciplinary family research and evidence-based programming and policy making. The center serves as a forum for research and outreach that unites scholars, students, practitioners, funders, and policy makers to combine their collective expertise in the creation of innovative approaches that address issues related to individual and family well-being. Families and the people who serve them often have difficulty accessing research information and using it to improve practices, policies, and the lives of families. At the same time, the quality and relevance of research is significantly enhanced when it is informed by families and those who work with them. CCFW acts as a vehicle through which the university is able to create and share knowledge as well as capitalize on expertise found outside the university to promote healthy child development and family life.

Vision

CCFW will become a globally prominent, locally relevant, self-sustaining center facilitating the conduct and application of high-quality multidisciplinary research to investigate and promote child and family well-being.

2021 Outcomes

- The center will have a 1–2 million dollar endowment.
- The number of new projects run through the center will triple.
- The number of affiliates will increase by 50.
- The center will give 10 awards to students, faculty, and professionals.
- Increase in fees from Lehman Family Interaction Labs.
- 300 students, faculty, and professionals will attend center-sponsored seminars and conferences per year.
- 100 students and professionals will view center-sponsored videos or other online materials per year.
- Closer integration with SoHE departments, centers, Preschool and UW–Extension.

STRATEGIC GOAL #1: To become a financially self-sustaining center focusing on children and families.

STRATEGIC GOAL #2: Become a globally recognized hub for research and outreach on child and family well-being.

STRATEGIC GOAL #3: Increase integration between the SoHE Preschool Lab, the Center for Child and Family Well-Being, and the Human Development and Family Studies Department in the areas of teaching, research, and outreach to enhance child and family well-being.
Vision
CFS is a globally recognized hub that leads the field in applied research on household finance.

2021 Outcomes
- CFS has reliable and sustainable support for compelling research projects conducted by a wide pool of multi-disciplinary researchers.
- CFS supports/fosters at least 1 “new” academic researcher in the area of household finance each year (graduate student on market, post-doc, junior faculty or an emerging scholar from another area).
- CFS research findings are shared with at least 10,000 people each year using direct and indirect measures.
- Research from the CFS is used in the development of major state and national policies and national programs.

Mission
To develop and disseminate high quality research for use in policy and practice.

Center for Financial Security
2013–2017 Strategic Plan

STRATEGIC GOAL #1
Enhance the center’s research capacity and status as a leader in household finance by launching and maintaining a nationally representative longitudinal survey on household finance (National Family Finances Survey).

STRATEGIC GOAL #2
Enhance the benefits of CFS research affiliation including more explicit support services that can be sustainably integrated into existing and new projects regardless of administrative home.

STRATEGIC GOAL #3
Support the integration of research into undergraduate learning through applied research tools, surveys, project positions and training.

STRATEGIC GOAL #4
Broaden the CFS’s impact with a larger network of applied research projects and affiliate-led applied research.

STRATEGIC GOAL #5
Enhance the center’s impact on individual and families’ quality of life by translating research into evidence-based strategies for practice and public policy. Ensure the center’s dissemination activities are sustainable and attractive to both the intended audience (i.e. practitioners, policymakers, and the public) and the CFS affiliates whose research forms the basis of this work.
Kohl’s Center for Retailing Excellence
2013–2017 Strategic Plan

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 be globally recognized as the “go to” center for interdisciplinary outreach for human and intellectual capital and solutions to social, business, and ethical problems facing consumers in the marketplace.

2021 Outcomes toward SoHE vision
- Stronger and increased brand presence for retail program on campus, nationally and internationally
- More fully engaged young alumni, increased private giving
- Full collaboration with logical connections within school and on campus
- Sustainable giving cycle
- Increased provision of “out of classroom” experiences for both students and faculty
- Creation of 3 faculty lines (technical professional skill focus, omni channel focus, consumer research focus)

STRATEGIC GOAL #1: To be one of the top three university programs producing talent for the retail industry.

STRATEGIC GOAL #2: Strong, consistent, multi-faceted funding stream

STRATEGIC GOAL #3: To serve as a full partner in providing career development and networking tools to all students interested in the retail industry.
Covering Kids and Families
2013–2017 Strategic Plan

Mission
Covering Kids & Families — Wisconsin is a statewide coalition of social services professionals, health care providers, school personnel, policy makers, and researchers that works to reduce health disparities, improve individual and population health, ensure full participation in public health insurance and other health programs, and increase access to high quality health care for all residents of Wisconsin.

Vision
All vulnerable or interested residents have easy-to-access, trusted and efficient mechanisms to learn about, enroll in and use health-supporting programs for which they are eligible. Because of Covering Kids & Families, Wisconsin parents, caregivers and children demonstrate better health outcomes, in part because the state has maximized enrollment in health insurance and other programs.

2021 Outcomes
CKF will be one of many partners, including SoHE and UW–Extension, working on developing systems through established school-based and community networks in Wisconsin to contribute to improved resources on family health that may include physical, economic and social well-being.

STRATEGIC GOAL #1: Maintain a relevant and sustainable organization driven by quality research and evidence-informed practice. (SoHE Pillar 1)

STRATEGIC GOAL #2a: Provide support and resources to schools and communities on access, coverage and outreach related to public health insurance and other programs. (SoHE pillar 5)

STRATEGIC GOAL #2b: Provide schools, community organizations and other supporters with non-partisan, reliable information on healthcare coverage systems, options and policies in Wisconsin and nationally.

STRATEGIC GOAL #3: Provide support and resources to schools and communities on access, coverage and outreach related to public health insurance and other programs driven by quality research and evidence-informed practice. (SoHE Pillar 8)
The Policy Institute for Family Impact Seminars
2013–2017 Strategic Plan

Mission
The institute brings researchers and policymakers together to promote the use of research evidence and provide opportunities for dialogue across party lines to build better public policy for families, broadly defined to include growing the state economy, early childhood development and care, health care, jobs, long-term care, youth workforce success, etc.

Vision
The School of Human Ecology with leadership provided by the Policy Institute for Family Impact Seminars will become the national hub for studying how to increase research utilization in policymaking; for teaching the next generation of students how to build relationships with and communicate research evidence to policymakers; and for advancing evidence-based policy decisions in a time of historic polarization and partisanship.

2021 Outcomes:
For Faculty and Students
• 100 researchers will be trained each year at professional conferences on how to communicate research to policymakers.
• 10 state seminars sites will establish a two-way exchange each year between 300 university students who will serve as interns in legislatures and 15 retired legislators who will serve as policy fellows at universities.
• 8 state seminar sites will sponsor de-briefings each year for 150 researchers and graduate students following a Family Impact Seminar to discuss in what ways the speaker presentations were effective and how they could be improved.
• 8 state seminar sites will sponsor “reverse” seminars each year where researchers are the audience and policymakers are the speakers; policymakers could inform researchers about which policy issues are on their agendas, what emerging questions would benefit from research-based evidence, and how policymakers prefer to receive information.
• 5 national webinars will be held annually for researchers and students on how to communicate research to policymakers.
• 2 states will capitalize on the existing relationships established with policymakers to conduct studies on research use in policymaking, development of research/policy connections, the potential of family issues to overcome partisanship, etc.

For Policymakers
• 80 Family Impact Seminars will be held for an estimated 4,000 state policymakers across the country each year
• 40 universities will establish Family Impact Seminars in their states (up from the current 22 sites) to inform evidence-based policy decisions; policymakers will report seminar information is high-quality, objective, timely, and useful in policy decisions (e.g., each year, 5 states will provide evidence of seminar information being used in policy decisions).
• 15 effective seminar speakers will be featured in 5 national webinars each year for policymakers and their staff
• 15 states will use social media to capitalize on the research-based, policy relevant information that the Family Impact Seminar sites are already producing
• 5 states will use videos of seminar speakers in bipartisan, bicameral legislative causes or legislative study committees
• 5 states will work with interested policymakers and committee chairs to become “champions” for how to more deliberately and consistently bring the family impact and racial equity lens to policy decisions
• 3 states will work collaboratively with policymakers to establish a legislative caucus to facilitate a process for overcoming partisanship and polarization

STRATEGIC GOAL #1 We are committed to taking the successful Family Impact Seminar model, currently operated by universities in 22 states, to scale in all 50 states. We are building an ambitious and unprecedented initiative of developing state-by-state capacity for evidence-based policymaking on family issues. We are capitalizing on the seminars’ solid reputation as a trusted knowledge broker on a range of policy issues across a number of diverse states. The institute connects and supports each state’s leadership.

STRATEGIC GOAL #2 We are committed to disseminating the knowledge that we are generating through the seminars about how to create better dialogue between researchers and policymakers. We use this knowledge and experience to train professionals who want to learn what it takes to communicate research findings to policymakers in the timely, accessible, and nonpartisan format they prefer.
Outreach Planning Council
2013–2017 Strategic Plan

Mission
To promote, recognize and support national and international outreach and engagement by serving as a hub for funding, awards, and continuing education in the school.

Vision
Be nationally and internationally recognized as a leader in community outreach and engagement.

In the text that follows, please note that “O/E” is used in place of the phrase “outreach and community engagement.”

2021 Outcomes
• 100% new hires have an outreach component in their appointment letters.
• 60% of faculty/staff have given O/E presentations (department, community, UW, etc.).
• 50% of faculty/staff have applied for or received funding for O/E.
• Faculty have posted their work on the Wisconsin Ideas website.
• Increased amount of funding for faculty/staff doing international outreach and engagement
• Increased number of funded international projects
• Increased number of publications related to O/E methods or teaching pedagogies
• SoHE is known nationally and internationally for our great outreach and engagement research and education.
• OPC has dedicated space that is recognized across campus as a central location for resources and education on outreach and engagement.
• Centers are fully integrated with OPC’s outreach and engagement efforts.

STRATEGIC GOAL #1: Expand funding opportunities for faculty and staff who engage in outreach.

STRATEGIC GOAL #2: Strengthen our school’s collective outreach identity in ways that embrace all of its units.

STRATEGIC GOAL #3: Foster and promote community engagement as a companion to outreach.
Cooperative Extension and SoHE
2013–2017 Strategic Plan

Mission
Cooperative Extension in the School of Human Ecology uses expertise in research, programming, and program evaluation to provide public value to government and non-profit entities throughout the state. Consistent with the Cooperative Extension Purpose Statement, we “teach, learn, lead and serve, connecting people with the university and engaging with them in transforming lives and communities.”

Unit
UW–Extension, Cooperative Extension, within the School of Human Ecology

Vision
Cooperative Extension in the School of Human Ecology is acknowledged by both governmental and nonprofit sectors in Wisconsin as the premier source of useful, research-based knowledge on issues related to the well-being of families, individuals, and communities. Cooperative Extension is a thriving, well-known and sought-out educational resource that reflects the rich diversity of the state.

2021 Outcomes
• Partnership between SoHE and Cooperative Extension support a hub of applied research and outreach in social and human sciences, having the potential of high impact for solving real societal problems.
• Linking SoHE as a highly recognized and respected brand with University of Wisconsin-Extension’s highly recognized and respected brand.
• Scholarship resulting from evaluation projects will contribute to SoHE and Cooperative Extension’s highly recognized and respected brands.
• Strengthened connections with diverse stakeholders and collaborators in support of family and community well-being.
• Offering graduate students the opportunity to “work in the real world (SoHE Pillar #8) settings via Cooperative Extension opportunities.
• Graduate students who have acquired real world experiences will be hired by local, state, national and international employers.
• Student and community member’s program development and evaluation capacity will be built through the aligned certificate program which, in turn, will contribute to sustainable funding and students’ employability in the real world.

STRATEGIC GOAL #1: To ensure that Cooperative Extension in the School of Human Ecology is acknowledged as the premier educational resource, integrating research with community-based knowledge to explore new solutions and practical application, and innovation in teaching, research, and outreach resource of useful knowledge on issues related to the well-being of families, individuals, and communities. Programs and initiatives provide significant public value to communities, government and nonprofit entities, in Wisconsin and nationally.

STRATEGIC GOAL #2: To create and implement structures and systems that capitalize on the SoHE partnership with UW–Extension, Cooperative Extension, and provide opportunities for graduate students to translate research to practice in ways that serve community needs.
OneSoHE21 Advancement Team
2013–2017 Strategic Plan

Mission

The Advancement Team supports the SoHE’s mission of teaching, outreach, creative innovation and research through building and strengthening internal and external relationships and partnerships with alumni, corporations, corporate and family foundations so as to secure philanthropic investments and engaged stakeholders to advance student, faculty and programmatic excellence.

Vision
To be the campus model of leadership, collaboration, and innovation in advancing the OneSoHE21 vision and strategic priorities.

2021 Outcomes
An engaged and dedicated community of alumni, corporate and foundation partners/donors as measured by:

- Branded SoHE events to engage, inform and excite alumni and friends.
- Increased number of SoHE alumni and corporate partners involved in the SoHE’s teaching, research, outreach and creative innovation mission as members of advisory boards, attendance/involvement in alumni events, and student/faculty interactions.
- Robust and consistent annual giving program measured by alumni participation rate and donor retention.
- Robust major gift program resulting in increased number of endowments to support student and faculty excellence and sustain programmatic priorities.
- Highly recognized SoHE brand
- Impactful communication plan to inform, engage, inspire and excite alumni, friends, campus and community partners and corporate stakeholders.

STRATEGIC GOAL #1
To have the highest level of engaged alumni on campus.

STRATEGIC GOAL #2
Involve faculty/staff in advancement/stewardship and alumni engagement activities.

STRATEGIC GOAL #3
Develop robust annual giving program to achieve 25% participation rate.

STRATEGIC GOAL #4
Create $50 million endowment with outright and estate gifts.

STRATEGIC GOAL #5
Seek opportunities for named centers, chairs, professorships and partnerships with corporations ($5M for named center, $10 M for Preschool Laboratory).

STRATEGIC GOAL #6
Engage BoV members more strategically.

STRATEGIC GOAL #7
Create a highly recognized SoHE brand on campus, nationally and internationally. (SoHE means different things to different people but always infers excellence, respect, community and engagement.)
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Executive Summary: SoHE Strategic Goals

Identity & brand: What is SoHE?
SoHE is about people, community and the marketplace; it’s about enhancing the quality of life and economic well-being. It’s a hub science from design to consumers (D2C) and families to communities (F2C).

Mission: What do we do?
It is a SoHE IDEA – Integrate, Discover, Educate, and Apply.
We **discover**, **integrate** and **apply** new knowledge in solving real societal problems.
We **educate** students for careers in design, retailing, personal finance, human development and family studies, non-profits and community development.

Economic Impact of Design to Consumers (D2C) and Families to Communities (F2C)
SoHE fields in design to consumers (D2C) and families to communities (F2C) play a fundamental role in the growth and competitiveness of Wisconsin’s ($65 billion) and the nation’s ($3.4 trillion) economies. Not only are our graduates significantly impacting the local and national economies in consumers, communities, and health/education fields, but they are propelling innovation and driving research, thereby contributing to fiscal trends that are shaping tomorrow’s communities.

OneSoHE21 Vision
To be globally prominent and locally relevant in preparing students for the 21st Century and conducting cutting-edge research and outreach that drives the Wisconsin and U.S. economies. Our specific vision pillars are:

SoHE Position Statement (as developed by Hiebing Group)
School of Human Ecology Revised Recommended Positioning (7.19.13) Target:
• Aspiring change seekers who feel compelled to understand the intricacies of human interconnectedness

Soul Purpose:
• SoHE channels the combined power of hearts and minds to make a relevant impact on people’s lives in the real world
• **Hearts** = Compassion and people orientation
  **Minds** = Curiosity and intellectual capacity
• How We Do It Best:
  • Interdisciplinary ethic instills in students the ability to understand the context driving relationships between people, communities and the marketplace
  • Reciprocal engagement across our broad network ensures a research agenda focused on solving real-world issues
  • Fosters interaction and hands-on learning opportunities that give graduates the confidence to apply what they learn
  • Provides a personalized experience and a supportive, passionate community within a huge campus;
Brand Nature: Engaged, Proactive, Open minded and Creative
Departments, Centers, and Degrees Offered

SoHE is a home to four academic departments, offering both undergraduate and graduate degrees, and five centers for research, and works closely with Wisconsin’s Cooperative Extension.

Four Academic Departments offering six undergraduate majors:
- Department of Consumer Science – Major in Retailing; Major in Personal Finance
- Design Studies – Major in Interior Design; Major in Textile and Apparel Design
- Human Development and Family Studies – Major in Human Development and Family Studies
- Interdisciplinary – Major in Nonprofits and Community Development

Graduate Degrees in:
- MS and PhD in Human Ecology (with the following options)
  - Family Economics and Consumer Behavior
  - Human Development and Family Studies
  - Civil Society and Community Research
  - Design Studies
- MFA in Design Studies

Centers
- Center for Financial Security
- Center for Nonprofits
- Kohl’s Department Stores Center for Retailing Excellence
- Center for Child and Family Well-being

Cooperative Extension and Outreach
- Family Living
- 4-H Youth Development
- Community Development

Summary of SoHE School-wide Strategic Goals

Strategic Goal #1. Increase research and creative scholarly productivity by significantly expanding faculty research funding and involvement of graduate and undergraduate students in research and creative scholarship.

Strategic Goal #2. Infuse the synthesis of research, outreach and engagement throughout all units and functions of SoHE in ways that lead to significant public value and build on our strategic partnership with Cooperative Extension.

Strategic Goal #3. Recruit and retain an optimal number of highly qualified students for all majors in SoHE.

Strategic Goal #4. Ensure that every student has multiple, high-impact, real-world experiences that provide leadership and professional/career development training opportunities (e.g., internships, service learning, study abroad).

Strategic Goal #5. Strengthen our graduate programs by expanding depth and breadth of graduate course work and recruiting and retaining top students and faculty with special attention to increasing diversity in backgrounds and perspectives.

Strategic Goal #6. Increase capacity with new instructional models that enhance learning to teach more traditional (campus) students better and to reach new audiences (non-traditional/professional students) that ultimately enhance our teaching mission and generate new revenues.

Strategic Goal #7. Form strong relationships with all students in SoHE and maintain mutually beneficial relationships with all career alumni.

Strategic Goal #8. Develop strategies for communicating the unique identity and value proposition that clearly and succinctly communicates SoHE’s development capacity internally and externally to garner financial and other support from alumni, industry, communities and organizations.
Strategic Goal #9. Develop a state-of-art SoHE website that communicates and advances the SoHE mission and brand effectively to internal and external constituencies.

Strategic Goal #10. Empower every SoHE member to develop a clear sense of his or her career objectives and responsibilities, and instill in all a commitment to creating a satisfying workplace and high-performing organization.

Strategic Goal #11. Develop the Dean’s Team into a High Performing Organization providing all our SoHE partners with excellent operational services to facilitate the accomplishment of SoHE’s strategic goals.

SoHE Values & Operating Principles (2012)

- Commitment to students
  - We are deeply committed to enhancing the development of students and preparing graduates to assume leadership positions in their personal, civic and professional lives.
- Commitment to our mission
  - We believe that teaching, research, creative innovation and outreach are enhanced when they are integrated, and value our long history as part of the land grant mission of this university.
- Commitment to one another and diversity
  - We are committed to creating a supportive working and learning environment and value inclusion and co-existence of different groups and worldviews.
- Commitment to integrity, accountability and transparency
  - We do what we say with the highest integrity, follow-through and follow-up, and are committed to transparency.
- Commitment to excellence and high-performing organization
  - We are committed to excellence, collective success, innovation and entrepreneurship.

STRATEGIC GOAL #1. Increase research and creative scholarly productivity by significantly expanding faculty research funding and involvement of graduate and undergraduate students in research and creative scholarship.

STRATEGIES
1. Develop a dedicated, qualified and focused body that drives and is accountable for coordinated scholarly effort in SoHE units (e.g., centers, departments).
2. Invest in center efforts to achieve synergy and integration of scholarship across SoHE units.
3. Provide incentives for faculty research and graduate/undergraduate research and scholarly opportunities:
   - Flexible funds/travel
   - Course releases for proposal development and for receiving funding
   - TA/PA and tuition remission
   - Seed funds, research space
   - Maximize building access for research
   - Recognition and credit for faculty for involving graduate and undergraduate students in research and scholarly activities
4. Develop an efficient grant management and research support unit in the business administration office.
5. Recognize highly productive faculty members via multiple venues (e.g., nomination for awards, named or endowed professorship, timely promotion and/or compensation, etc.).

COLLABORATIVE OPPORTUNITIES
All SoHE units, particularly centers

RESPONSIBLE TO IMPLEMENT
- Faculty directors of centers
- Faculty
- Associate Dean for Research (or coordinated administrative roles)
- UW Foundation
- SoHE Grants Administration

OBJECTIVE INDICATORS
- The number and amount of grants administered through SoHE
- The number of collaborative projects
- Research productivity and scholarly output (the number of publications, citations, exhibits, etc.)
- The number of top students recruited and involved with research/scholarly activities
- Increased stakeholder (organizations, industry, foundations) involvement
- Increased faculty satisfaction with infrastructural support (measurable-survey)

STRATEGIC GOAL #2. Infuse the synthesis of research, outreach and engagement throughout all units and functions of SoHE in ways that lead to significant public value and build on our strategic partnership with Cooperative Extension.

STRATEGIES
1. Continue to invest in integrated specialist positions and work in tandem with Cooperative Extension in developing hiring strategies for future vacant positions by 2014.
2. Integrate graduate education to extension and engagement/extension programming through training opportunities and joint funding mechanisms.
3. Develop new and flexible funding, creative financing, and staffing strategies to align emerging priorities with SoHE faculty expertise that can be mutually beneficial (e.g., gift funding opportunities, extramural grants, floating FTEs for non-Extension faculty members) to maximize existing resources and faculty talents.
4. Develop a cohesive and unified plan to showcase SoHE’s outreach and engagement activities among Outreach Planning Council, departments, and centers in SoHE, and Cooperative Extension (regular meetings, annual reviews, website, coordinated efforts across the board, physical presence/space).

COLLABORATIVE OPPORTUNITIES
All SoHE units, Outreach Planning Council, centers, Cooperative Extension programs (Family Living, 4H Youth Development, Community Development), project directors and staff (e.g., Family Impact Seminars, Covering Kids and Families)

RESPONSIBLE TO IMPLEMENT
Dean, Associate Dean for Outreach, and Extension administrators
Outreach Planning Council; outreach specialists and administrators
Center directors, faculty, project directors and staff

OBJECTIVE INDICATORS
- Policies and procedures for overseeing and documenting the strategic hiring of integrated specialists are developed by 2014 (strategy #1).
- Written policies and procedures were developed jointly by key representatives of Extension and SoHE (strategy #1). These policies and procedures would include a) a means of flexible funding, b) staffing strategies, and c) creative financing models that will align SoHE expertise with Extension needs and which are mutually beneficial (strategy #3).
- By 2020, 60% of SoHE graduate students complete their degrees with paid or unpaid Extension experiences (e.g., project work and training (strategy #2).
- Coordinated work activities among OPC, departments, centers and Cooperative Extension are aligned with public need and produce evidence of public impacts (strategy #4).
• Established channels of informal and formal communication among the SoHE centers, departments, and OPC and Cooperative Extension.
• Number of faculty and students engaged in outreach doubles by 2020 (strategy #2).
• Number of (non-integrated) faculty and students engaged in Cooperative Extension (all strategies) increases 30% by 2020.
• Financial and human resources for outreach and engagement are adaptable to public need (strategy #3).
• Numbers of (particularly funded) projects at state, national, international levels that involve graduate students and/or incorporate community outreach and engagement components (strategy #2 and #4) doubles by 2020.

STRATEGIC GOAL #3. Recruit and retain an optimal number of highly qualified students for all majors in SoHE.

STRATEGIES
1. Establish clear roles for the provision of student academic and career services among Student Academic Affairs (SAA), departments, and other SoHE and campus units and identify a point person (existing or new) to lead and coordinate these activities.
2. Develop a comprehensive recruitment plan (web & promotion material, partnership with admissions office) and enrollment plan (enrollment target, common application deadline).
3. Develop a comprehensive plan for pathways to career success for all SoHE students with a school-wide “student development” committee to coordinate career, professional development, and experiential learning opportunities across the school and in collaboration with other campus career units.
4. Expand enrollments in core SoHE breadth courses in each department.
5. Expand and strengthen the SoHE Faculty Mentor Program in all majors, and provide faculty with recognition and incentive for engaging in student mentoring program (e.g., research or creative scholarly activities).

COLLABORATIVE OPPORTUNITIES
• SAA and Business Career Center
• Career Services and Support
• Centers, departments, and SAA
• Careers and Experiential Learning Opportunities
• SAA, Departments, CCAS, and Office of Admissions and Recruitment

RESPONSIBLE TO IMPLEMENT
• SAA, Associate Dean for Academic Affairs and Graduate Studies, Undergraduate & Graduate Academic Programs, Assistant Dean for Student Academic Affairs, External Relations, and point person (strategy #1)
• School-wide “Student Development” committee
• Departments

OBJECTIVE INDICATORS
• Number of top quality high school, transfer, and on-campus students who apply to a SoHE Major
• Number of students who successfully complete their programs in a timely manner
• Number of students who are successfully placed in relevant jobs and/or post-graduate endeavors

STRATEGIC GOAL #4. Ensure that every student has multiple, high-impact, real-world experiences that provide leadership and professional/career development training opportunities (e.g. internships, service learning, study abroad).

STRATEGIES
1. Develop school-wide learning outcomes and core courses (e.g., leadership, problem-solving, communication, sustainability).
2. Redesign undergraduate curriculum to clarify expectations (e.g., cohort learning) and provide flexibility (e.g. credit for high-impact experience, Educational Innovation web courses, fewer requirements, SoHE courses as UW Gen-Ed courses).
3. Recognize and incentivize faculty to teach these (teaching credit for supervising research interns, course release/TA for developing/teaching service-learning courses).
4. Develop and implement a comprehensive plan for pathways for career success for all students.
5. Collaborate with centers, alumni, and Board of Visitors (BOV) for internships and outside expertise.
6. Hire permanent faculty and associates in each department to ensure that required courses are covered and allow for high-impact courses.
7. Designate or hire SAA person to manage internship program (and study abroad) and ensure quality of experience.

COLLABORATIVE OPPORTUNITIES
• Academic departments (to develop SoHE outcomes/courses)
• Individual departments for shared courses (e.g., DC+CS=fashion industry, built environment)
• Centers, preschool, alumni, BOV (for internships, expertise)
• SAA
• Student organizations

RESPONSIBLE TO IMPLEMENT
• Curriculum Committee, Undergraduate Program Committees (UPGs)
• SAA members
• Student representatives
• Deans and academic chairs
• Center executive directors
• Faculty and faculty associates

OBJECTIVE INDICATORS
• Number of students with each of these experiences
• Number of experiences per student
• Percentage of students with one (or more) professional experiences (e.g., URS, regional conferences, exhibitions, theses)
• Number of courses that integrate outside expertise and real-world context
• Alumni survey regarding preparedness for career, professional skills

STRATEGIC GOAL #5. Strengthen our graduate programs by expanding depth and breadth of graduate course work and recruiting and retaining top students and faculty with special attention to increasing diversity in backgrounds and perspectives.

STRATEGIES
1. Coordinate graduate training across units and linking research with practice and policy, and strengthen cross-department graduate programming through common skills-based courses.
2. Over the course of next 5 years, each SoHE unit or center takes responsibility for a themed project that engages grad students and faculty.
3. SoHE credit-based graduate seminar, bi-weekly presentations with SoHE faculty, staff and guests rotating responsibilities for topics (e.g., communication with public, critique, research-outreach, teaching strategies), venue for Coop Extension, visiting scholars, etc. (see Interdisciplinary Studies’ model).
4. Seek private funds for collaborative training grant.
5. Provide multi-year, competitive funding packages to recruit top students with a goal to fund 100% of PhD students in good standing.
6. Clarify expectations for graduate research, teaching, and outreach learning opportunities and ensure that the graduate curriculum and experiential learning programs reflect them.
7. Integrate Cooperative Extension programming to graduate training by clarifying and communicating graduate student competencies they want to recruit and identifying faculty to work with them.
COLLABORATIVE OPPORTUNITIES
- Cross-unit theme application for training grant (all SoHE units)
- SoHE certificate in Applied Research Methodologies (CS, DS, IS, HDFS)
- Connect grad students with Teaching Academy.
- Create sister partnerships with historically Black and Native American Colleges.
- Utilize POSSE, People, McNair.
- Federally funded opportunities to support members of under-represented groups (e.g., NIH administrative supplements, capitalize on pipeline)
- Cooperative Extension

RESPONSIBLE TO IMPLEMENT
Departments, committees, individuals, groups, positions, faculty

OBJECTIVE INDICATORS
- Number of top graduate students, as well as under-represented groups, recruited and funded
- Trained grad students with competence within discipline/unit and with cross-disciplinary (SoHE) knowledge and skills; graduate student placement record

STRATEGIC GOAL #6. Increase capacity with new instructional models that enhance learning to teach more traditional (campus) students better and to reach new audiences (non-traditional/professional students) that ultimately enhance our teaching mission and generate new revenues.

STRATEGIES
1. Create high impact introductory courses that are highly applied and relevant to students’ lives, and that secure more students and attract exceptional students to our majors (consider “Intro to Human Ecology collaboration;” applied life skills).
2. Develop/implement innovative instructional models to teach more students more efficiently and effectively.
3. Expand awareness of innovative pedagogy and incentivize use.
4. Add support (e.g., TA, faculty release time, and professional development funds) to expand innovative teaching and learning; add teaching assistants to enhance collaborative learning (discussion, etc.), especially in large capacity courses.
5. Develop new course programs and/or new 1–2 year non-research master’s program for new audiences.

COLLABORATIVE OPPORTUNITIES
- Intro-SoHE course across departments (cross-school working group)
- Division of Continuing Studies
- Education Innovation group
- Academic Technology and Do-IT academic technology

RESPONSIBLE TO IMPLEMENT
External Relations, SAA, faculty associates with career development responsibilities

OBJECTIVE INDICATORS
- Number of credit hours
- Student learning outcomes (e.g., grades) and assessment of courses
- Number of faculty who have adapted new instructional methodologies
- Number of new students attracted to our majors
- Number of new students from new audiences recruited
- Net revenue increase
- Number of students successfully recruited to new certificate and/or MS program, and 100% of recruited students finish

STRATEGIC GOAL #7. Form strong relationships with all students while in SoHE and maintain mutually beneficial relationships with all career alumni.

STRATEGIES
1. Develop a systematic plan for keeping track of alumni (e.g., database, contact management/CRM/Buckynet, LinkedIn).
2. Host a small number of regular signature events to bring alumni to campus for events, speaking engagements, and awards.
3. Target a small number of cities (e.g., Milwaukee, Chicago, New York, Minneapolis) that are connected to major industries (e.g., design, retailing) for an annual or biennial alumni-student development networking event.
4. Foster alumni community development via LinkedIn, e-newsletter, and social media.
5. Begin developing a sense of alumni community among current students; work closely with student ambassadors and student leaders.

COLLABORATIVE OPPORTUNITIES
- Targeted events: national, regional, local
- Develop alumni mentoring program.
- Wisconsin Alumni Association, Wisconsin Alumni Student Board, Office of Corporate Relations, UW Foundation
- Create opportunities for business partners.

RESPONSIBLE TO IMPLEMENT
Center directors, faculty

OBJECTIVE INDICATORS
- 100% tracking of future grads
- Increased percentage of career alumni contact info
- Measure satisfaction and participation of targeted events.
- Measure number of alumni at hosted employment, service presentations.
- Increased distribution numbers of digital and hard-copy communications

STRATEGIC GOAL #8. Develop strategies for communicating the unique identity and value proposition that clearly and succinctly communicates SoHE’s development capacity internally and externally to garner financial and other support from alumni, industry, communities and organizations.

STRATEGIES
1. Create a highly recognized SoHE brand on campus, nationally and internationally and develop a comprehensive marketing plan.
2. Involve faculty/staff in advancement/stewardship and alumni engagement activities (e.g., development workshops, incentive programs, faculty-alumni engagement, etc.).
3. Develop robust annual giving program to achieve 25% participation rate (e.g., senior class giving, matching, young alumni giving programs).
4. Seek major gift to name the School of Human Ecology, deanship endowment, launch legacy campaign, and complete 100 Women Wall of Honor Campaign.
5. Seek opportunities for named centers, chairs, professorships, and partnerships with corporations.
6. Involve Board of Visitors and key donors strategically for devising and implementing strategic plans.
7. Partner with the UW Foundation and UW Alumni Association for advancement purposes.

COLLABORATIVE OPPORTUNITIES
- Dean, External Relations team
- Center directors, faculty
- UW1, UWAA, UW—Madison University Relations
- Ongoing branding sessions/exercises for whole school
- Present faculty/staff scholarship to exemplify the brand and generate donor interest
OBJECTIVE INDICATORS

- Book/market value of SoHE endowments
- Number of 100 Women of Honor
- Number of endowed professorships and named programs/centers
- Number of the amount of financial support from corporations
- Percent of alumni giving rate
- Number of gifts and amount of annual funds raised
- Number of faculty involved in development activities

STRATEGIC GOAL #9: To develop and implement an integrated marketing communication plan that will define the SoHE’s global impact and clarify its brand to internal and external constituencies.

STRATEGIES

1. Develop a comprehensive marketing and communication plan that will lead to a Virtual Grand Opening of the new SoHE, encompassing these elements:
   - Branding/messaging—communications are inspiring, unique, innovative, consistent with the School’s strategic goals, emotionally appealing, and informative.
   - Design/architecture—electronic communications are dynamic, interactive, user-friendly, audience-specific (internal and external), and informative, as well as easy to maintain, update, and improve.
   - Internal—all components showcase operational excellence and effective communication and include an historical data repository.
   - Media—all are addressed, for example, websites, print materials, video/YouTube, other social media, alumni e-newsletters, and multiple internal communication tools.
   - Storytelling—Stories showcase the exceptional research and learning spaces of Nancy Nicholas Hall and highlight the successes of faculty, staff, students, alumni, and friends. Stories underscore the brand.
   - Coherent—there is brand consistency on three levels: department/center, SoHE, and UW–Madison.
2. Create a living website that has an internal devoted staff person who will ensure its sustainability by providing technical and content oversight to ensure it stays up-to-date (both in content and technology).
3. Engage faculty to keep the website up-to-date by providing software that is user friendly and allows self-entry of information.
4. Define consistent set of baseline content for all units.

COLLABORATIVE OPPORTUNITIES

- SAA, departments and centers
- One system in SoHE for maintaining website
- Extension

RESPONSIBLE TO IMPLEMENT

- One FTE with overall responsibility for web administration (website software, design, gathering content)
- Point person in each unit
- Ongoing web/social media committee (include external partners, students)
- Faculty engagement and commitment

OBJECTIVE INDICATORS

- Traffic/analytics
- Survey
- Annual focus group

STRATEGIC GOAL 10: To empower every SoHE member to develop a clear sense of his or her career objectives and responsibilities, and to instill in all a commitment to creating a satisfying workplace and high-performing organization.

STRATEGIES

1. Develop academic and administrative staffing strategies that will allow schools/units to meet strategic goals within the limited financial resources.
2. Enhance the SoHE’s human-capital capacity by creating a clear roadmap to success for each employee.
3. Reward high-performing and committed employees with competitive salaries and career-growth opportunities.
4. Develop operational-excellence strategies that will enable all categories of employees to use time and effort most efficiently to achieve high productivity.
5. Foster team spirit and a collective sense of community.

COLLABORATIVE OPPORTUNITIES

- Dean’s and dean’s administrative team’s time and effort
- Assistant Dean for Human Resources
- CASI’s time and input and classified staff
- ALT, ReVOLT, and faculty cooperation
- UW Human Resources
- OQI’s training and continuous improvement consultation/facilitation for employee satisfaction and commitment

RESPONSIBLE TO IMPLEMENT

- Human Capital Resource Committee
- All of the above
- All supervisors
- All members – faculty, academic staff, and classified staff

OBJECTIVE INDICATORS

- Percentage of employees with an updated position description and annual performance review and career development plan
- Percentage of benefits-eligible employees vs. part-time, temporary employees
- Level of financial compensation
- Percentage of employees who have achieved career progression
- Retention rate and level of employee satisfaction
STRATEGIC GOAL #11. Develop the Dean’s Team into a High Performing Organization providing all our SoHE partners with excellent operational services to facilitate the accomplishment of SoHE’s strategic goals.

STRATEGIES

1. Develop the Human Ecology Administrative Team (HEAT) into a high performing unit that delivers excellent operational services to all of our SoHE partners to effectively and efficiently achieve SoHE strategic goals.

2. Empower every SoHE member to develop a clear sense of his or her career objectives and responsibilities and to instill in all a commitment to creating a satisfying workplace and high-performing organization.

3. Reward high-performing and committed employees with competitive salaries and career-growth opportunities through a consistent and fair annual performance review and feedback system as well as professional development opportunities.

4. Achieve an optimal balance (with respect to meeting the strategic goals) between the centralization and decentralization of operational and administrative structure.

5. Review and develop faculty and staff governance document to reduce time commitment by faculty and staff, while meeting the goals of the governance.

6. Build team spirit and work collaboratively to achieve a seamless pipeline for functions among different units to achieve school goals. See an example below.

OBJECTIVE INDICATORS

- % of employees with an updated position description and annual performance review and career development plan
- % of benefits-eligible employees vs. part-time, temporary employees
- Level of financial compensation
- % of employees who have achieved career progression
- Retention rate and level of employee satisfaction
Department of Consumer Science

Strategic Plan
2013–2017 & Beyond

Mission

Based on a strong core focus on family well-being, consumer behavior, sustainability and ethical leadership, we offer two highly related majors in personal finance and retailing that prepare students for careers in business or public service. Our work is designed to have high impact on solving real societal problems related to families’ economic interactions with the economy.

Vision

We are 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.

Vivid Description

The Department of Consumer Science increases knowledge about the interaction of consumers as individuals and household members with public and private markets for goods and services. Activities of the department are designed to foster development of a fair marketplace that enhances the interests and wellbeing of consumers, families, and communities. The market we envision is characterized by safe products, broad consumer choice, and informed consumers and sellers. We focus on various dimensions of wellbeing including economic/financial security, consumer empowerment, health, food security, housing security, sustainability, consumer cooperation and the public policies that affect those dimensions of wellbeing. The unique blend of these fields of study enables the department to explore links between conceptual models within the shared mission in order to better understand and work to improve the intersection of individuals and the economy.

2021 Outcomes

- Our core focus develops graduates who are fully prepared to be ethical leaders who focus on enhancing family and consumer economic well-being. (Pillar 3)
- 90% of our students have participated in service learning, have interned with businesses or public agencies, and/or have studied abroad. (Pillars 7 and 8)
- The department has had demonstrable impact on real problems related to family and consumer economic security. (Pillar 1)
- The department is widely recognized for its consistent focus on its core principles. (Pillar 2)
- The department has created effective collaborations with academic, business and government colleagues. (Pillars 4, 5)
- The department is economically sound based on its extent and diversity of revenue sources. (Pillar 6)
- The department has received a MacArthur Fellowship or its equivalent.

STRATEGIC GOAL #1: To graduate outstanding majors in both Retail and Personal Finance through a cutting edge program that blends relevant professional training with a strong intellectual foundation rooted in consumer behavior, consumer policy, sustainability, and critical thinking.

A. Current situation and gap analysis

Strengths: Address critical issues; strong new core; strong demand for and placement of graduates; industry support; affiliated centers; faculty strengths in key areas; PF faculty associate; CFP certificate

Opportunities: Strong student and public interest in consumer issues; unique program on campus and nationally; compelling career opportunities; recruit high school students; course sequencing and standardization; potential for cross-campus collaboration

Gaps: 4.75 teaching faculty and average 1.25 buyouts/year; reliance on ad hoc lecturers; limited term PF faculty associate; reliance on non-SoHE courses; too few faculty in Retail and Core; weak student recruitment strategy; low number of grads relative to demand; narrow CFP focus in PF; outdated Retail curriculum, not attracting top-tier students, students need stronger basic skills

B. Strategies to achieve goal

1. Maximize courses taught or directed by faculty or faculty associates when appropriate.
2. Grow enrollment.
3. Streamline and update majors; re-conceptualize to rely more on SoHE/CS content.
4. Increase funding from outside sources.
5. Increase students’ “real world” experiences.

C. Actions

1. Provide permanent funding for Personal Finance faculty associate.  
   FY13
2. Hire new faculty associate in Retail.  
   FY13
3. Hire new tenure track faculty in Retail and Consumer Behavior.  
   FY14
4. Hire new tenure track faculty in Consumer Behavior and Sustainability.  
   FY14–15
5. Collaborate with SAA to improve recruitment and internship program.  
   FY13–17
6. Redesign majors to focus on growth, sequencing, cohort learning, SoHE/CS courses.  
   FY13–14
7. Re-craft Retail curriculum to reflect industry trends (e.g., omni-channel, global retailing).  
   FY13–14
8. Re-craft PF major to appeal to broader pool of students while maintaining CFP option.  
   FY2013
9. Collaborate with school/campus colleagues to cross-list courses, add new content, & develop basic skills courses (SoHE Perspective, Quantitative & Critical Thinking).  
   FY14–15
10. Introduce new courses – Consumer Research, Consumer Leadership, Omni-Channel, Social Media, case-study capstone, advanced sustainability elective.  
    FY13–15
11. Explore changes to front page of check sheet to allow more major specific content.  
    FY13
12. Pursue Educational Innovation funds to increase capacity.  
    FY13
13. Initiate an endowed chair fund raising campaign.  
    FY14
14. Improve internship, study tour and conference participation opportunities.  
    FY13–17
15. Explore strategies for external input into program development.  
    FY13–14

D. Inputs

1. Permanent funding for 2 faculty associates (PF & Retail)  
   2. Two tenure track faculty in retail and consumer behavior  
   3. School-wide basic skills courses  
   4. Faculty time to evaluate learning objectives/streamline courses  
   5. External input/feedback  
   6. Collaboration with departments inside and out of SoHE  
   7. Educational Innovation funding  
   8. SAA support

E. Expected outcomes (supported SoHE pillars in parentheses)

1. Graduates imbued with Human Ecology perspective (3) go on to provide high impact to society (1).
2. Significant growth in student credit hours contributes to financial stability (6).
3. Engaged and committed external stakeholders (4)
4. Quality and uniqueness of program improves respected brand on campus and nationally (2).

F. Objective metrics

1. Number of incoming students declaring PF or Retail as a pre-major
   a. Baseline: 22 PF, 42 Retail
2. GPA of Students accepted to major
   a. Baseline: 3.0
   b. Goal: 3.1
3. Number of student credit hours
   a. Baseline: Not available
   b. Goal: 2013—investigate how to obtain this measure; 2015—increase measure by 30% from 2013–14 baseline
4. Number of graduates in major, by year
10. Ensure TA capabilities are consistent with undergraduate courses. FY13–14
Develop additional collaborative graduate programs, joint courses, committee degrees, and/or formal affiliation opportunities. FY13–17

D. Inputs
1. Hire 2 tenure track faculty (see Strategic Goal 1).
2. Make web redesign for graduate programs a priority.
3. Increased scholarship
4. TA and PA funding
5. Faculty time to redesign MS and Ph.D.
6. Web content development and design assistance
7. SAA recruitment assistance

E. Expected outcomes (supported SoHE pillars in parentheses)
1. Increased enrollments (6)
2. Graduates imbued with Human Ecology perspective (3)
3. Improved reputation (2)

F. Objective metrics
1. Number of applicants
   a. Baseline: 17
   b. Goal:
2. Number of accepted offers
   a. Baseline: 3 (out of 9)
   b. Goal:
3. Time to degree
   a. Baseline: 2 years for MS, 8 years for PhD
   b. Goal: 2 years for MS, 5.5 years for PhD
4. Placement of students in appropriate full-time positions
   a. Baseline: 90% employed (who want to be employed) in relevant positions including industry, post-doc (PhD only), government, academia, etc.
   b. Goal: 90% employed (who want to be employed) in relevant positions including industry, post-doc (PhD only), government, academia, etc.

STRATEGIC GOAL #3: Faculty have actively funded, high-quality and high impact research programs.

A. Current situation and gap analysis

Strengths: Centers and Behavior Lab; actively funded research programs; strong publication record and visibility at research conferences/talks across and outside campus; potential to build on core areas of research strength; connection to Extension provides local/applied research opportunities; faculty affiliations/collaborations with other units; off-campus collaborations

Gaps: School support: School administrative infrastructure inadequate to effectively support research; difficulty in completing/reimbursement simple activities and paperwork; lack of flexible school or department funds for small expenses; insufficient access to building for grad students working with faculty; hiring grad students more complicated than necessary. Department capacity: not enough good students to support faculty research; faculty research capacity is insufficient to support larger grad program; lack of breadth and depth of research capacity in some key core areas (e.g., consumer behavior, sustainability, consumer policy); high service commitments to department and school limit faculty time for research.

B. Strategies to achieve goal
1. Encourage development of service oriented, efficient finance office.
2. Strengthen opportunities to work with grad students from other departments to increase research output.
3. Use Centers to facilitate research partnerships among affiliates on and off campus.
4. Explore within-SoHE collaborations including with Design Studies, HDFS, and IS.
5. Collaborations with Nelson Institute and Global Health Initiative
6. Encourage greater faculty collaboration on and off campus to strengthen research.
7. Encourage and support conference presentations for faculty and grad students.
8. Maximize flexible and creative use of building to support and enhance faculty research and collaborative opportunities and to create vibrant research atmosphere in building.
9. Capitalize on expertise in key areas to forge connections with other campus units.
10. Capitalize on Behavior Lab to form external partnerships/research opportunities.

C. Actions
1. Hire 1 tenure track faculty (see Goal 1). FY13–15
2. Streamline travel policy to encourage conference participation. FY13
3. Work with admins to ensure all grad students working with faculty have space, access, keys. FY13
4. Streamline admin/grants processes including establishment of single contact point. FY13–14
5. Generate department funds for basic research expenses (conference attendance, journal fees, etc.). FY13–17
6. Thematic seminar series to showcase high-quality or discuss early-stage departmental research. FY14–15
7. Streamline / reduce committee/service responsibilities to free up time for research. FY13–14

D: Inputs
1. Funding for faculty (see Goal 1)
2. Support from administration for improved grants/finance procedures
3. Support from administration for enhanced building access for students and collaborators
4. Faculty time spent on research

E. Expected outcomes (supported SoHE pillars in parentheses)
1. More funded research – financial stability (6)
2. Collaborative research within SoHE and across campus (5)
3. Larger, more visible, and higher quality graduate program (2 and 6)
4. Outstanding research reputation on and off campus in consumer behavior and other areas (2)

F. Objective metrics
1. Number of publications in peer-reviewed outlets
   a. Baseline: To be determined
   b. Goal: Department average increase of 5%
2. Impact factor or other metrics of visibility in field
   a. Baseline: To be determined
   b. Goal: Increase to be determined
3. Number of conference and other scholarly presentations by faculty and grad students
   a. Baseline: To be determined
   b. Department increase of 5%
4. Amount of research support funds
   a. Baseline: To be determined
   b. Goal: Department increase of 5%
STRATEGIC GOAL #4: Become campus hub for delivering personal finance and retail courses for non-majors.

A. Current situation and gap analysis:
Strengths: Personal finance and retail teaching expertise, research expertise in adolescent financial behavior, excellent reputation of personal finance instructors, strong relationships with industry partners, strong student interest in retail topics, limited retailing taught in the School of Business, strategic plan to add retail faculty
Opportunities: Potential university financial support, possibility for Education Innovation funding, strong interest from SoHE Dean, Provost Office, Student Financial Affairs, Madison Students Association, significantly increase credits taught
Gaps: Teaching staff, faculty capacity/expertise to support planning; needs-based, targeted curriculum; access to entire student body; methodology to reach hundreds of students per year; time and funding for program innovation; department commitment

B. Strategies to achieve goal
1. Develop campus support for campus wide personal finance course for undergrads.
2. Secure needed faculty to support majors and ensure effective operation of existing programs.
3. Develop non-major certificates for UW students in personal finance and retail management.

C. Actions (Strategy one)
1. Convene campus-wide planning committee. FY13
2. Identify and secure funding sources. FY13–14
3. Appoint faculty director. FY13
4. Hire faculty associate to coordinate planning and subsequently to coordinate program. FY13–14
5. Research unique personal finance education needed by undergrads. FY13
6. Develop initial curriculum concept and instructional design. FY13
7. Work with large service course providers (biology, chemistry) on org structure. FY13–14
8. Hire requisite TAs (1 per 20–30 students). FY14
9. Design course curriculum. FY14
10. Secure course approval. FY14
11. Publicize course. FY14
12. Offer course. FY14–15

C. Actions (Strategy three)
1. Hire Consumer Behavior/Retail faculty to fill critical gaps in essential functions. FY13–14
2. Explore feasibility of certificates in each area. FY14–15
3. Identify requirements for certificates in each area. FY14–5
4. Determine required courses for each certificate. FY14–5
5. Develop required resources to provide certificates. FY14–5
6. Provide necessary staffing. FY14–15
7. Explore feasibility of non-major fee-based CFP certificate. FY14–5
8. Implement feasible certificates. FY15

D. Inputs
1. Faculty associate line and funding for PF Course
2. Department, school and university collaboration
3. Education innovation funding
4. Faculty time for initial development

E. Expected outcomes (supported SoHE pillars in parentheses)
1. Provide useful life skills for students (1).
2. Work with a broad range of stakeholders (5).
3. Increased respect for SoHE (2).
4. Welcomes all students to taking courses in SoHE (10).

F. Objective metrics
1. Funding secured
   a. Baseline: 0
   b. Goal: $100,000
2. Campus-wide course created
   a. Baseline: 0
   b. Goal: 1
3. Course approved for credit and offered
   a. Baseline: No approval, not offered
   b. Goal: Approval, offered online fall, spring and summer
4. Certificates implemented
   a. Baseline: 0
   b. Goal: 2
5. Number of students enrolled
   a. Baseline: 0
   b. Goal: 25 per year
8. Endowment funds generated
   a. Baseline: $250,000
   b. Goal: $500,000

STRATEGIC GOAL #5: To have an integrated outreach research and teaching program embedded in CS.

A. Current situation and gap analysis:
Strengths: Strong individual outreach and research programs of faculty; existing relationships with community through Centers; strong policy relevant projects and faculty actively engaged in public policy
Opportunities: Applications consumer behavior, financial wellbeing, and sustainability in applied field research and teaching
Gaps: Lack of funding, mentoring, recognition and communication; few connections to students and across departments; misunderstanding of role of Extension as exclusively domain of specialists and role of outreach

B. Strategies to achieve goal
1. Increase public awareness of department and school outreach efforts.
2. Outreach oriented courses, events, seminars and networking.
3. Creating opportunities with Centers and Morgridge Center.
4. Cooperative arrangements with other schools and departments on state or nationwide projects.
5. Coordinate networking with other units and in community; “flash talks.”

C. Actions
1. Use Extension funds to support projects, summer months or buyouts for non-Extension faculty. FY14
2. Partner with Division of Continuing Studies to explore non-resident courses/certificates. FY14–17
3. Create opportunities for work with Centers and Morgridge Center. FY15
4. Consider partnership with other University units to create a personal finance MOOC. FY15
5. Develop outreach seminar series; Day at Rotunda. FY15
6. Connect to Family Policy Impact Series and Center for Child and Family Well-being. FY14
7. Redesign the website to highlight and reward outreach teaching and research. FY13–15
8. Increase use of social media. FY14
9. Support graduate students and community collaborators in outreach work and travel for conferences. FY14
D. Inputs (existing and/or new resources)
   1. Develop capacity to collect and retain revenue from events, publications, seminars, etc.
   2. Web, video and publication expertise
   3. Collaborative university partners
   4. Reconfiguration of extension funding
   5. Fund raising assistance from Dean’s office and UW Foundation

E. Expected outcomes (supported SoHE pillars in parentheses)
   1. Evidence of value to state and community of CS and SOHE – political support (1, 2, 4, 5)
   2. Improved reputation (2)
   3. Increased funding through program revenue and gifts (6)

F. Objective metrics
   1. Number of students engaged in projects
      a. Baseline: Needs to be determined
      b. Goal: Average increase of 5% per year, 2014-2017
   2. Number of non-credit student hours through Division of Continuing Education
      a. Baseline: 12
      b. Goal: 6 (due to loss of Extended Day funding)
   3. Number of participants
      a. Baseline: Needs to be determined
      b. Goal: Maintain at current level (due to loss of CCMA conference—approximately 400 participants)
   4. Quality/impact of outreach events
      a. Baseline: Measurement tools need to be determined.
      b. Goal: Increase of 5% per year
   5. Number of outreach website hits
      a. Baseline: Needs to be determined
      b. Goal: Increase of 5% per year
   6. Number of non-UW project partners
      a. Baseline: Needs to be determined
      b. Goal: Increase of 5% per year
Department of Design Studies

Strategic Plan
2013–2017 & Beyond

Mission
To expand, apply, and share knowledge related to the design of objects and environments that move people in profound ways.

Vision
The Department of Design Studies aspires to be a leader across multiple disciplines of emerging design theory, practice, and technology. Design Studies is poised to become a global leader in design education and research. During the 2012-2013 academic year, the department developed six goals to propel it toward the One-SoHE21 Vision. We embrace our opportunity to educate future designers and help advance the body of knowledge in our fields. We also recognize our responsibilities to be stewards of the planet and to make a difference in the lives of the people of the state of Wisconsin and the world at large.

Strategic Goals: Overview
• Emphasize real-world, project-based learning within the Design Studies curriculum. This entails a concerted effort to be targeted in our pursuits so that our efforts remain relevant and effective.
• Achieve global prominence in design education and become known for producing students who are leaders in the field. We want our graduates to have a solid grounding on the principles of human ecology, creative design thinking techniques, and leadership strategies in order to become reflective and engaged professionals that lead others.
• Become a leader in our field, known for educational innovation, entrepreneurial thinking, and ability to respond to continuous change within design pedagogy, instruction, and practice. The way in which we approach our duties as educators and practitioners is of great importance to us. Within our institution, we accept the challenge and embrace the responsibility to deliver an effective, efficient and innovative educational program for the twenty-first century. We actively commit to an alert and entrepreneurial mindset that will help us recognize and embrace new opportunities and technologies as they emerge.
• Become a leader in a globally-aware, sustainability-minded, and socially-conscious design education and practice. We are particularly well-positioned to develop a strong reputation in the area of socially-conscious design. This is already an area of great interest to our faculty and many of our graduate students. Additionally, we see the potential to partner with other SoHE departments, the Nelson Institute, and other units on campus to become a leader in the area of sustainability specifically.
• Become a leader in international design education and experience. Our highly diverse faculty is already engaged in exciting scholarly activities internationally, from Latin America, to Asia, to Africa. We want to capitalize on these opportunities and become a leader in international design education and experience.
• Become known for cutting-edge, relevant scholarly work and outreach efforts that contribute to our fields and make a difference in people’s lives. We recognize the vital role that our scholarly pursuits (of both faculty and graduate students) play in delivering a first-class design education, building the SoHE brand, and making a difference in the world. Therefore, we commit to engage in cutting-edge research and outreach work that leads the field and follows the principles of the Wisconsin Idea.

STRATEGIC GOAL #1: Emphasize real-world, project-based learning within the Design Studies curriculum.

A. Current situation and gap analysis
1. Faculty is poised to create more interdisciplinary activities and experiences.
2. Faculty has strong connections around campus and throughout the community.
3. Existing efforts are driven by individual faculty and staff with limited support.
4. Curriculum structure (to some degree) engages students in real world projects.
5. Curriculum currently supports a focused core program, leaving little room for expansive, engaged projects.
6. Faculty teaching loads are weighted towards teaching technical core classes, leaving little time for innovative teaching and project opportunities.

**B. Strategies to achieve goal**

1. Structure courses around real-world problems.
   a. Identify relevant societal concerns, problems, and needs (past and present).
   b. Identify ways in which curriculum might address these concerns, problems, and needs.
   c. In relevant courses, implement segments that are tied to the identified concerns, problems, and needs.
2. Build connections with professionals in our field to increase their participation as stakeholders in our program.
   a. Identify professionals who might contribute in the areas of curriculum enrichment and student mentoring.
   b. Identify potential industry partnerships, including opportunities for funding support.
   c. Encourage alumni to participate as partners and stakeholders.
3. Develop collaborative, project-based learning initiatives that reflect emerging trends in the professional workplace and academic environments.
   a. Identify trends in professional design fields that might be explored in a classroom setting.
   b. Identify interests in academia that might be explored in a classroom setting.
   c. Survey UW departments such as Art, Theater, and Landscape Architecture for potential collaborations.

**C. Actions and time frame**

1. Implement real-world problem solving in 50% of applicable courses.  
   ![AY15–16](image)
2. Publicize course-based or faculty-led projects to address real-world problems.  
   ![AY13–14](image)

**D. Inputs**

1. Non-profit and industry partnerships
2. Collaboration with C4ID
3. Funding for lecturers, visiting professionals, and teaching assistants to help with core course load

**E. Expected outcomes** (supported SoHE pillars in parentheses)

1. Goal contributes to high impact school for solving real societal problems.  
   ![1](image)
2. Goal engages alumni, corporations and communities, particularly through forming partnerships and including visiting professionals as instructors.  
   ![4](image)
3. Goal connects diverse stakeholders through collaborative solutions, and project-based courses.  
   ![5](image)
4. Goal creates an inclusive, welcoming environment through course-based and faculty-lead projects.  
   ![10](image)

**F. Objective metrics**

1. 100% of students participate in at least one course-based or faculty-led project tied to real-world problems by 2015–16.
2. 100% of DS faculty engaged in developing segments of curriculum that embrace real-world problems by 2015–16.
3. At least 50% of faculty actively implement these strategies in the classroom by 2015–16.

**STRATEGIC GOAL #2:** Achieve global prominence in design education and become known for producing students who are leaders in the field.

**A. Current situation and gap analysis**

1. Our students are high achievers fully capable of becoming leaders.
2. Existing campus offerings such as the Arts Enterprise and the Leadership Certificate offer structured programs to help students become more entrepreneurial and better leaders.
3. There is growing interest in the Business School in the arts and in design thinking.
4. There is limited support, time, and incentive for coursework development by faculty.
5. Recent decrease in enrollments has cut back on our current pool of outstanding students.
6. UW student awareness of our programs is poor.

**B. Strategies to achieve goal**

1. Increase enrollment of top students in our programs.
   a. Increase awareness among high school applicants, newly-admitted students and freshmen.
   b. Increase applicant pool of diverse and qualified applicants.
   c. Require portfolio review in application to Phase Two of the program.
2. Increase leadership content and opportunities to practice leadership in the curriculum.
   a. Add entrepreneurial/leadership content to the curriculum.
   b. Incorporate new Design Studies Non-studio Major emphasizing design thinking and business/leadership.
3. Increase UW Design Studies visibility and exposure.
   a. Increase exposure of our work and success nationally and internationally
4. Raise the bar on student placement.
   a. Identify and place students in cutting edge international design internships, apprenticeships, and other pre-professional opportunities.
   b. Increase placement of students in prominent jobs within the field.
5. Increase participation in competitions and juried exhibitions.
6. Strengthen ties to professionals from the field and use their expertise and connections to current practices.

**C. Actions**

1. Increase recruitment efforts through more aggressive outreach (i.e., website, twitter, Facebook, and blogs) to increase numbers of well-qualified applicants.  
   ![AY13–14](image)
2. Provide incentives to increase student participation in the Arts Enterprise, Leadership, Nonprofit and Entrepreneur certificates.  
   ![AY13–14](image)
3. Plan and start new Design Studies Non-Studio major for students wanting to combine design with other disciplines and interests (nonprofit, fine art, sustainability, entrepreneurship, etc.)  
   ![PlanAY13–14](image)
4. Create a faculty-sponsored, student-run group to encourage awareness of, increase participation in, and disseminate information about national competitions, and juried exhibitions.  
   ![StartAY14–15](image)
5. Study feasibility of a professional track Master’s degree.  
   ![AY13–14](image)
6. Establish contacts with top employers in our fields for placing interns and graduates.  
   ![AY13–14](image)
7. Track alumni and post information about their professional placement and career successes.  
   ![AY13–14](image)

**D. Inputs**

1. Effective web-based infrastructure with accurate information on our programs, competitions, conferences, etc.
2. Timely information about relevant courses and opportunities for our students across campus
3. Close collaboration with SAA
4. Relationships with outside professionals who can bring in current knowl-
edge to the curriculum
5. Strong integration between the Centers, faculty and Department

E. Expected outcomes — Pillars 2 (Brand), and 3 (HE Perspective) targeted
1. Optimal enrollment levels with highly qualified students
2. Better placement of graduates and interns with high caliber employers
3. More alumni success stories publicized
4. More participation and success in competitions
5. More entrepreneurial efforts by our graduates

F. Objective metrics
1. Increase applications with target of acceptance at 75% or lower.
2. Undergraduate departmental enrollment of 230 students (190 in studio-based major; 40 in new non-studio major).
3. 100% of Madison-based students participate in internships; 80% of all DS students participate in internships.
4. 20% of students accepted into select highly competitive internships and apprenticeships.
5. DS students win a minimum of four competitions/awards every year.

STRATEGIC GOAL #3: Become a leader in our field, known for educational innovation, entrepreneurial thinking, and ability to respond to continuous change within design pedagogy, instruction, and practice.

A. Current situation and gap analysis
1. Our curriculum is geared towards teaching our students to be flexible thinkers and problem solvers within real-world situations.
2. We have access to University-level support for new teaching methods and new teaching technologies.
3. The structure of many design studios can be flexible to accommodate new directions.
4. In some circumstances, we are limited by outmoded instructional frameworks (course structures and methods of delivery).
5. Because of professional requirements within both programs, we have a tightly-focused curriculum that is highly technical and can limit the opportunity to retool existing courses or develop new courses.
6. Although faculty have the desire to stay current and cutting edge, we need better support to facilitate ongoing awareness of current trends and new technologies.
7. We are in the beginning stages of creating flexibility within the curriculum for students to take outside courses of interest and to travel abroad.

B. Strategies to achieve goal
1. Promote and implement new delivery methods, such as flipped classrooms or blended learning.
   a. Encourage experiments with new delivery methods, such as the flipped classroom launched in Spring 2013 (Introduction to Interior Design, Professor Monica Penick), or the Simulated Case Study Scenario (Professor Roberto Rengel).
   b. Allocate SoHE resources, including access to technology and technology support, to support such experiments.
   c. Identify University-wide support for innovative educational innovation, teaching methods and course delivery, such STS, Lynda.com, and DesignLab.
   d. Explore participation in Massive Open Online Courses (MOOCs), for example Coursera or Udacity, to promote our expertise, build our reputation, provide outreach that aligns with the Wisconsin idea, and attract students to our on-campus degree programs. We want to compete with major universities such as MIT, Stanford, and UPenn, which are all beginning to offer such online courses at no charge.
   e. Open a discussion with SoHe administration and University staff regarding possibility of DS participation in the new UW MOOC effort.
2. Provide opportunities to train existing staff and faculty on emerging trends and technologies.
   a. Identify resources for training.
   b. Encourage faculty and staff to seek training opportunities.
3. Emphasize importance of innovation and cutting-edge research as we fill faculty and lecturer positions.
   a. Include language that supports our quest for educational innovation in PVLs.
   b. Encourage faculty applicants to present their cutting-edge scholarship during search process.
4. Host departmental workshops to promote new ideas and use of new instructional technologies.
   a. Identify common areas of interest (“new ideas”).
   b. Identify interest in new instructional technologies.
   c. Recruit SoHE and University faculty, staff, and members of the Educational Innovation support team to assist in workshops and training.
5. Create instructional modules that can be shared amongst various courses and across our Department. These modules will alleviate the need to use classroom time to learn basic skills, and will allow faculty to share and re-use this expertise.
   a. Survey faculty and instructors regarding common content shared among various courses.
   b. Survey faculty and instructors regarding any existing modules (for example, learning modules created for TAD courses or Introduction to Interior Design).
   c. With assistance from SoHe Technology Services, explore methods of creating shared technology libraries.
   d. Collaborate with UW DesignLab to share existing instructional resources.
   e. Document modules completed or currently underway.
6. Utilize the flexibility of our studio platform to introduce innovative, cutting edge ideas.
7. Solicit resources from industry to advance educational innovation.
   a. Survey potential industry partners for interest and expertise.
   b. Explore possibility of providing donors with named spaces or resources (example: The Singer Sewing Studio; The Herman Miller Furniture Laboratory).
8. Create a departmental Think Tank for generating new ideas, with goals of building greater awareness of trends, exploring opportunities, and implementing innovative ideas.
9. Create campus partnerships and explore joint hires.
10. Recruit guest speakers with national and international expertise, who might introduce new ideas.

C. Actions and time frames
1. Host departmental workshop to promote new technology and new instructional methods. AY15–16
2. Create five DS Skills Modules. AY14–15
3. Appoint head of DS “Think Tank” and form committee. AY14–15
4. Host First DS Student Competition or Charrette. AY16–17
5. Create one fully online course. AY15–16
6. Invite guest to speak on innovation in teaching or practice. AY15–16
7. Publicize faculty-lead innovation in teaching or practice. AY13–14

D. Inputs
1. Faculty course releases to design innovative courses
2. Funding to support new methods of instruction and educational initiatives
3. Teaching Assistants to support new course models and new methods of delivery
4. Industry partnerships and sponsorships that support educational innovation and entrepreneurial thinking
5. Packaged “innovative themes” to attract donors
6. Funding to support use of specialists and area experts to contribute to courses classes
E. **Expected outcomes** (supported SoHE pillars in parentheses)

1. Goal encourages through educational innovation the creation of a high impact school. (1)
2. Goal builds a highly recognized and respect brand, particularly if participation in international MOOCs occur. (2)
3. Goal explores sustainable funding and revenue generation. (6)
4. Goal encourages learning by doing in the real world. (8)

F. **Objective metrics**

1. 25% of TAD and ID courses engage new instructional formats (flipped classes, simulations, online instruction, etc.).
2. Host one Innovation Charrette, Competition, or “Design Science Fair.”
3. Two meaningful campus partnerships formed.
4. Two meaningful industry partnerships formed.
5. 50% of faculty participate in professional development that specifically deals with innovation in pedagogy or practice.
6. 50% of DS Skills Modules delivered fully online.
7. 100% of students take DS Skills Modules.
8. Create three online courses, by AY 2016–17.

**STRATEGIC GOAL #4:** Become a leader in a globally-aware, sustainability-minded, and socially-conscious design education and practice.

A. **Current situation and gap analysis**

1. Faculty is poised to integrate socially conscious design into the curriculum.
2. Courses (and projects within select courses) that focus on globally-aware, sustainability-minded, and socially-conscious design are currently being developed.
3. Faculty research is being conducted in several emerging economies internationally.
4. Resources are available campus-wide (such as the Nelson Institute).
5. Connections are in place with local industry partners and the local small business community (promoting international, sustainable, and ethical design partnerships).
6. Potential exists to nurture partnerships within SoHE (for example, with Retail, Consumer Science, and Interdisciplinary Studies).
7. Students are interested in building international careers and design practices informed by sustainability awareness and socially-conscious design.
8. Faculty has expressed desire to engage in design sustainability pedagogy.

B. **Strategies to achieve goals**

1. Build partnerships within SoHE.
   a. Identify faculty allies and curricular affiliations.
   b. Identify areas within the existing curriculum (DS, Retail, Consumer Science and Interdisciplinary Studies) where interdisciplinary scholarship will support globally-aware, sustainability-minded, and socially-conscious design education and practice.
2. Establish campus-wide connections.
   a. Identify faculty allies within the Nelson Institute.
   b. Identify specific resources including scholarship and pedagogy models and funding sources.
   c. Identify faculty allies from other disciplines such as Art, Engineering, Forest Products, Agriculture, and others.

3. Form outside partnerships to augment curriculum developments.
   a. Identify local business/industry allies that model strong commitment to ethical, sustainable practice to form partnerships (funding sources, student internships, and professional models).
   b. Invited the identified allies from local business and industry as speakers to share their professional experiences in creating ethical, sustainable design practices, at an annual design symposium, in class settings, at brown bag lunches, etc.
   c. Establish internship experiences for students with businesses that promote globally-aware, sustainability-minded, and socially-conscious design.
4. Encourage global awareness by drawing on faculty research experiences and connections.
5. Develop annual symposium engaging faculty allies (DS, SoHe and from across the campus) with an interest in globally aware, sustainability-minded, and socially conscious design.
6. Develop courses (or integrate projects into existing courses) within DS curriculum that are committed to ethical, sustainable design practices.
7. Support the integration of faculty scholarship and experiences into the curriculum, e.g., develop service learning courses attached to geographically and economically diverse areas.

C. **Actions**

1. Implement faculty development that focuses on ethical, sustainable design practice and pedagogy (nationally and internationally) within individual faculty research areas. AY14–15
2. Host recurring faculty symposium to focus on globally aware, sustainability-minded, and socially conscious design. AY16–17
3. Host industry speakers at symposia, class visits, and brown bags. AY14–15
4. Establish student internships that focus on globally aware, sustainability-minded, and socially conscious design experiences. AY15–16
5. Build DS curriculum committed to ethical, sustainable design practices. AY15–16

D. **Inputs**

1. Joint faculty hire that includes research expertise on sustainability and ethical design practices
2. Funding sources for faculty professional development
3. Funding sources for annual design symposium
4. Partnerships with industry to facilitate student internships

E. **Expected outcomes** (supported SoHE pillars in parentheses)

1. Goal encourages a high impact school through a focus on global awareness, sustainability and socially-conscious design. (1)
2. Goal builds a highly recognized and respect brand, particularly through symposia and successful internships. (2)
3. A focus on global awareness, sustainability and socially-conscious design encourages ethical professional leaders. (3)
4. Goal encourages global experiences and global partnerships. (7)
5. Goal encourages learning by doing in the real world. (8)

F. **Objective metrics**

1. 15% of the students participate in internships with firms that have a focus on sustainability or socially-conscious design.
2. 70% of studio classes include a sustainability component.
3. Annual lecture that invites local, national or international speakers whose practice is informed by sustainable, ethical, and global concerns.
STRATEGIC GOAL #5: Become a leader in International design education and experiences.

A. Current situation and gap analysis
1. 33% of DS faculty are conducting research abroad and are poised to organize and facilitate study abroad programs linked to their international research.
2. Many practical connections with universities and manufacturing centers are in place where current faculty members are conducting global research.
3. A DS summer school study abroad experience has been successfully run for ten years.
4. 50% of DS faculty members are from locations outside the United States (Iran, China, Korea, Canada, and Puerto Rico).
5. Current curriculum is linked to scholarship and experiences in China, Mexico, Ghana and The Gambia in West Africa.
6. DS students regularly travel with the Retail Department to visit Chinese manufacturing sites.
7. In January 2013, a student-faculty philanthropic trip to Kenya, East Africa was conducted.
8. 25% of our students take advantage of study abroad programs.
9. Lack of funds restrict faculty from further developing and conducting international study courses, including summer programs and semester long immersion courses.

B. Strategies to achieve goals
1. Support the development of inter-session, summer and semester-long study abroad programs facilitated by UW–Madison Design faculty.
   a. Open these courses to non-UW students, nationally and internationally.
   b. Bi-annually offer at least two of three regular study abroad courses, including the very successful study abroad trip to China.
   c. Add two study abroad courses, such as Ghana with Professor Mary Hark and Mexico with Professor Carolyn Kallenborn.
2. Host international design competitions to promote UW faculty and student scholarship and to increase global awareness of UW’s high quality graduate and undergraduate design programs.
3. Build connections with global manufacturers with the goal of sending DS students into international internships and international job shadowing experiences.
4. Develop courses specifically connected to highly-respected design programs at international universities.
5. Make use of classroom technology (such as Skype) to engage our students in real-time, international conversations with peers and scholars globally.
6. Recruit high-quality international students.
   a. Identify means to market DS program to high-quality international students, at both undergraduate and graduate levels.
   b. Develop reliable application process, for example, through conducting Skype interviews.
7. Encourage all students to study a second language.
   a. Study the feasibility of including the requirement of the study of a second language by all DS students.

C. Actions
1. Host one international design competition tri-annually. AY15–16
2. Offer at least two study abroad courses bi-annually. AY14–15
3. Add two new study abroad courses. AY14–15
4. 10% of courses will offer specific global connection. AY15–16
5. Feasibility study for second language study completed. AY13–14

D. Inputs
1. Funding and student assistance to allow faculty to develop and implement study abroad courses.
2. Funding to recruit high-quality international students, both graduate and undergraduate.

E. Expected outcomes — Pillars 1 (High Impact), 2 (Brand), 7 (Global Experiences), 8 (Real World), and 10 (Inclusive, welcoming) targeted.
1. Higher number of high-impact international experiences for our students
2. Engagement with real-world projects
3. Enhancement of SoHe brand abroad
4. Cultivation of a broad, inclusive, global perspective

F. Objective metrics
1. Increase by 50% the number of students who participate in study abroad programs, international internships, or international job shadowing.
2. 50% of faculty and staff actively engaged in international experiences for students through curriculum with ties to specific international content, study tours, hosting of international scholars artists and designers, etc.

STRATEGIC GOAL #6: Known for cutting edge, relevant, scholarly work and outreach efforts that contribute to our fields and makes a difference in people’s lives.

A. Current situation and gap analysis
1. The field of design inherently lends itself to interdisciplinary collaboration and work that is relevant and makes a difference.
2. There is interest and eagerness to develop local, national and international community connections despite being overly busy and having very limited time.
3. One third of our faculty are already engaged in individual research that specifically addresses global and social issues in the spirit of the Wisconsin Idea.
4. Existing Wisconsin Idea and community efforts are driven in fragmented ways by individual faculty and staff, rather than in an organized, systematic way.
5. Project Assistants receive the most direct hands-on interaction with faculty research but only a few graduate students per year are hired as PAs.
6. Many outreach activities are viewed as service and count little for tenure.

B. Strategies to achieve goal
1. Encourage high scholarly productivity and output from faculty.
2. Promote and value scholarly work related to socially-conscious and sustainable design.
3. Increase projects and courses that engage the outside community.
   a. Invite outside professionals to teach sessions and courses for continuing education.
4. Develop effective communication channels to increase awareness of DS faculty research within the UW and Madison community.
5. Nurture and develop our graduate students as caring, connected, and relevant scholars.

C. Actions
1. Establish practices and expectations to remain productive as scholars beyond tenure (despite high teaching and service demands). AY13–14
2. Work with divisional committee to develop guidelines so that outreach scholarship is valued and counted for tenure. AY13–14
3. Identify interested alumni, corporations and foundations that might fund special projects. AY13 & Beyond
4. Work with SoHE to increase awareness and communication of the research of DS faculty via SoHE communications plan. AY13 & Beyond
5. Promote socially conscious and sustainable practices in our graduate program. AY13–14
6. Encourage graduate students to present papers, exhibit or compete on national and international level. AY13–14
7. Create informal satellite topic-based community groups centered on design and design issues. AY13–14
8. Work closely with the C4ID to raise endowment funds to support community outreach development. & Beyond AY13–14

D. Inputs
1. Infrastructure for development community based network system
2. Contacts with corporations, alumni, and foundations to develop outreach projects
3. Department working through C4ID to create outreach activities
4. Support for proper development of DS website and communications network

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. More focus on relevant scholarly work that is relevant and contributes to the field
3. Improved awareness of scholarly work performed by faculty and students in Design Studies
4. Greater number of alumni, corporations and foundations interested in design and who can fund special projects

F. Objective metrics
1. Three books (new or revised) in the next three years
2. Nine prominent national/international exhibitions in the next three years
3. 50% of DS faculty has a Wisconsin Idea component in their scholarly activities or teaching.
4. 50% of advanced-standing graduate students present their work in conferences, symposia or exhibitions.
5. An average of three projects involve the community per year.
Department of Human Development and Family Studies
Strategic Plan
2013–2017 & Beyond

Mission
To improve the quality of life by discovering, integrating, applying, and disseminating knowledge about lifespan human development, relationships, families, and communities, all in their larger social contexts.

Vision
HDFS will 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. We are dedicated to training the next generation of responsible leaders and committed, productive citizens who contribute to a sound economy and a strong democracy.

2012 Outcomes
- All faculty have active funded research/outreach programs, funding student assistants and producing scholarship and societal impacts.
- Increase endowed faculty positions from 0 to 1.
- Increase number of students served in HDFS undergraduate and graduate programs and HDFS courses by 25–50% [goal of 300 undergrads and 75 graduations/year] [goal of 40 graduate students in program].
- 25% of offers of graduate admissions enroll in HDFS program.
- Provide funding to 100% of Ph.D. students in good standing.
- 100% of undergraduate and graduate students participate in high impact experiences (e.g., internships, research experiences, study abroad, outreach).
- 25% increase in freshmen and sophomores in undergraduate program.
- 50% increase in online course enrollment (from 340 per year to 510 per year).
- Increase in number of non-HDFS students enrolling in our courses.
- More alumni (3+ years out) connected to HDFS.
- Increase in the number of nominations for faculty awards and student awards.
- Closer integration to UW–Extension (e.g., keep steady in number of faculty with joint Extension appointments, increase in number of student internships and projects).
- Closer integration with SoHE Departments, Centers, and Preschool.

Strategic Goal #1: All HDFS faculty members will lead active, funded research/outreach programs, in which they supervise undergraduate and graduate students, support graduate student assistantships, produce high-quality scholarship, and generate societal impacts.

A. Current situation and gap analysis
1. Teaching and service commitments impede research and outreach progress.
2. Additional faculty should run grants (especially multi-year projects with indirects) through SoHE/Centers.
3. SoHE/Centers are still inexperienced in provision of high-quality, efficient grant (pre-/post-award) services.

B. Strategies to achieve goal
1. Invest current resources to improve utility of research office.
   a. Minimize pre- and post-award management efforts of faculty.
   b. Offer grant writing training and seminars on federal and foundation funding priorities.
   c. Provide access to research space for faculty with and without active funding.
   d. Survey faculty needs (e.g., parking for participants, statistical consulting, participant database).
2. Create incentives for generating funding.
   a. Fund pilot projects and course releases to support development of multi-year projects (with potential for external funding) run through SoHE/Centers.
3. Create incentives for receiving funding run through SoHE/Centers.
   a. Course release if direct and indirect costs exceed a certain amount.
   b. Return portion of indirect costs to Department, Center, and/or PI buyouts, incentives and funding for grad students.
4. Implement flexibilities in 2–2 teaching load.
   a. Consider adopting 2–1 teaching load for faculty managing productive, funded research/outreach programs.
   b. Course release for running multi-year project through SoHE/Centers.
   c. Course credit for supervising undergraduate and graduate students in research and outreach.
   d. Assign temporary base adjustment for major administrative duties and Education Innovation effort (TA?).
   e. Or PA (admin)/TA (Education innovation).
   f. Reward innovative teaching, including flex funds to recognize special efforts linked to research/outreach.
   g. Adopt flexible definition of “course” and allow retroactive course credit?

5. Diversify our partnerships.
   a. Strengthen relationships with federal, foundation, and donor/alumni funding sources.
   b. Increase collaborations with SoHE Departments, Centers, and Preschool and campus partners.

C. Actions
   1. Realign SoHE administration to better support faculty & graduate student research. FY13–16
   2. Offer grant writing training & seminars on federal & foundation funding priorities. FY13–14
   3. Adopt teaching flexibilities. FY14–15
   4. Reward retroactive & current supervision of students in research & outreach. FY14–15
   5. Generate alumni/endowment support for research and outreach programs. FY15–16
   6. Work with SoHE Centers re: seed funding to support grant applications. FY13–16

D. Inputs/resources
   1. Work w/Centers to develop timeline/guidelines for incentive competitions for pilot funding, course releases.
   2. Hire faculty associate to fill teaching needs created through faculty course releases and buyouts.
   3. Provide seed funding to address faculty research needs and support incentive competitions along with Centers.

E. Expected outcomes (including links to OneSoHE Vision Pillars)
   1. Substantial improvement in faculty output/impact as evidenced through high-impact publications, invited addresses, campus and external awards, and positions on grant panels & editorial boards (1, 2)
   2. Greater recruitment and retention of top graduate student applicants (2, 6)
   3. Enriched opportunities for undergraduate and graduate students in research and outreach (8)
   4. SoHE/Centers indirect funds will increase, supporting continued incentive programs & seed funds (6)
   5. Federal agency or donor-supported training grant (5, 6)

F. Objective metrics
   1. 100% of accepted graduate students will receive multi-year funding offers.
   2. 75% of faculty will run funded projects through SoHE/Centers.
   3. 75–100% of graduate students will present research at conferences and/or co-author publications.
   4. 50–75% of undergraduate students will be involved in research or outreach activities.
   5. Faculty will demonstrate exceptional productivity (e.g., highly cited, funded research/outreach programs). High merit across the School, high productivity as deemed by merit review process.

STRATEGIC GOAL #2: To seamlessly integrate outreach/extension activities (the application of knowledge) with the scholarly work of faculty and the training of graduate students, and to do so in a manner that affords our Department a national reputation for blending research and application through programs, policy, and practices.

A. Current situation and gap analysis
   1. Nearly all of the HDFS faculty with current integrated Extension appointments will retire before 2021.
   2. Given the apportioned FTE associated with integrated faculty appointments (25% from SoHE and 75% from Extension), the investment Extension makes in SoHE represents one of the best - if not THE best opportunity - the Department has for financial leverage in the hiring of new faculty.
   3. HDFS Faculty with non-Extension appointments conduct programs of research relevant for Extension’s program needs, but we have not been as effective as we could have been in integrating their work with Extension.
   4. Students are attracted to our graduate program as a result of the Department’s reputation for the blending of research and application, but only a few become directly involved Extension during their graduate training.

B. Strategies to achieve goal
   1. Target HDFS faculty hires so that their respective programs of research are aligned as closely as possible with the programmatic needs and priorities of Cooperative Extension; also include the expectation that integrated faculty will seek funding to support graduate students in Extension work.
   2. Periodically review the programs of research of all HDFS faculty without Extension appointments to discern if their scholarly work could inform or guide programming in Extension.
   3. Create a competitive, floating FTE in UW–Extension for the purpose of funding selected resident faculty (i.e. those without Extension appointments) to move their basic scholarship into application.
   4. Develop and implement Department policies that enable integrated faculty to apportion their service assignments in ways that reflect the proportional split of their appointments (e.g., 25% HDFS/SoHE, and 75% Extension).
   5. Introduce HDFS graduate students to Cooperative Extension by (a) providing opportunities to work on Extension projects, (b) including the work of Extension specialists and UW Extension in the Prosem and/or new student orientation, and (c) involving graduate students in statewide Extension conferences.
   6. Use seed grant funding (from a foundation) to develop and launch a national training program, at the doctoral and post-doctoral levels, in Translational Scholarship in HDFS (the merging of research and outreach excellence).
   7. Develop closer collaboration with SoHE Centers and the SoHE Preschool Laboratory, and invigorate the mutually beneficial relationship with UWEX, which is a key strategic advantage.
   8. Redesign graduate curriculum to emphasize/highlight application (e.g., examine the possibility of adding a requirement of policy/program/application class while reexamining other requirements)

C. Actions
   1. Hire a new Extension specialist. FY13 or FY14
   2. Hire 1–3 replacement specialists. FY15–17
   3. Provide support for 1–2 graduate students. FY15–17
   4. SoHE paying up to 2 tuition reimbursements and Extension paying salary. FY13–16
D. Inputs
1. Faculty programs of research supportive of the programmatic needs of UW Extension.
2. Faculty lines resulting from the retirement and/or resignation of Extension specialists.
3. Graduate students with interests in applied research and its translation in policies, programs, and practices.
4. $16,500 to be used as a 25% match in leveraging the hiring of a new integrated Extension specialist whose specialty area would be early parenting, early care and education, and/or child development. This hire would or could complement the Family Well-Being and Mind-Body-Relationships Initiative by having a focus on programs to cultivate kindness, empathy and other pro-social characteristics in children and their families. Hire projected for FY13 or FY14.
5. $17,000 - $51,000 to be used as a 25% match in leveraging the hiring 1–3 tenure-line faculty in FY15–20.

E. Expected outcomes
1. Faculty programs of research that a high impact for solving real societal problems (Vision pillar 1).
2. Offering graduate students the opportunity to work in the real world settings via Extension opportunities (i.e., Parenthetical, Employed Family Caregiving survey, Family Impact Seminars; internships at the legislature; relationship education programming) (VISION PILLAR 8)

F. Objective metrics
1. At least maintain the current number/proportion of HDFS faculty with integrated Extension appointments.
2. Double the number of graduate students receiving financial support from Extension-related work
3. Double the number of graduate students involved in Extension/outreach work.
4. Double the number of courses in which there is a focus on integrating research and application.

STRATEGIC GOAL #3: Become a globally prominent, successful, sought-after HDFS PhD training program that attracts the best students and prepares them to conduct high quality research and application for real world impact.

A. Current situation and gap analysis
1. Cannot offer multiyear funding to recruit and retain top students. We lose top admits to our peer HDFS depts.
2. Yearly funding uncertainty lowers student morale, lengthens time to completion, and strains faculty resources.
3. Dramatic decreases in faculty teaching FTEs and TA lines impact ability to fill classes, offer course diversity, and grow the program.
4. Students not receiving the research, teaching and applied experiences they need to optimize success and enhance the reputation of our doctoral program.

B. Strategies to achieve goal
1. Integrate with initiatives for undergraduate education (see HDFS UPC Aim 1) to add stable TA lines to fund HDFS doctoral students and improve their teaching and professional skills.
2. Create PA’s and Fellowships to support 100% of students in good standing throughout their doctoral education, using endowments and scholarship funds.
3. Increase number of both faculty and doctoral student grants that include graduate research training.
4. Attract more grad students from other SoHE and campus units to our grad courses.
5. Modify graduate curricula to increase course offerings, esp. more skills-based graduate courses (application, research, international).
6. Clearly specify expectations for graduate research opportunities for both students and faculty.
7. Capitalize on growing scholarly and societal interest in mind-body, positive development/relationships by strategically hiring faculty and recruiting graduate students in this area, and partnering with CEFS and CIHM.

C. Actions
1. Create plan for use of TA lines that optimizes both undergraduate & graduate learning. FY12–13
2. Use existing endowment & scholarship funds creatively to fund students with Dissertation Fellowships & tuition remission awards; develop an endowed training fellowship. FY12–17
3. Recruit an integrated extension faculty focused on the promotion of positive child and family outcomes. FY12–14
4. Fundraise for endowed chair in family well-being/mind-body area, collaboration with CIHM and the CEFS. FY12–17
5. Develop strategies for recruiting more students campus-wide to our graduate courses. FY12–17
6. Review and modify graduate curricula and professional development experiences. FY13–14
7. Partner with Preschool Lab, Extension, Centers, other SoHE departments & international partners to develop innovative grad courses, e.g., practicum, field-based, internships, international exchange certificates, etc. FY13–17
8. Partner with grants office to identify graduate student research funding opportunities and encourage applications. Also incentivize faculty funding of PAs. FY13–17

D. Inputs
1. 2 FTE TA lines (8 50% TA's or 12 33.% TA's) FY13–14, 2 additional FTE TA Lines FY14–15
2. Revise graduate curriculum
3. Endowment earnings for fellowships and endowed chair.
4. Recruitment of new faculty who mentor grad students
5. Grant support, incentives. Work with Centers.

E. Expected outcomes
1. HDFS doctoral program is among top in country, high demand program with high demand classes. (Vision pillars 1, 2)
2. We attract top students who succeed and “make a difference” by conducting, teaching and applying high-quality research to solve real society problems. (Vision pillars 1, 3, 8)
3. We have a vibrant, satisfied and active HDFS graduate student body; fears related to stability of doctoral funding eliminated creating a positive collaborative environment. (Vision pillars 5, 10)
4. Graduate education professional development goals are integrated with undergraduate education, and with Extension, Centers and other partners. (Vision pillars 5, 7)
5. Funded PA's, Fellowships, Endowments and Predoctoral and Dissertation awards bring in new funds. (Vision pillar 6)

F. Objective metrics
1. 100% funding of doctoral students and in multi-year recruitment offers; increase in ability to fund at 50% level.
2. 50% increase in applications to PhD Program and in number of top applicants successfully recruited.
3. 100% job placement of graduates within 3 years of degree.
4. 25% increase in size of faculty supervising doctoral students and 25% increase in number of graduate students.
5. 50% increase in number of graduate students served in our course offerings (credit hours) from SoHE and campus.
6. Measureable increases in opportunities for research and outreach as well as overall student satisfaction with the program.
STRATEGIC GOAL #4: Explore creation of a COLLABORATIVE REVENUE-GENERATING flexible 1 to 2 year SoHE MS/MA program imbued with the HUMAN ECOLOGY PERSPECTIVE that will prepare students to create solutions for REAL WORLD issues.

A. Current situation and gap analysis
1. Undergraduates nationwide desire non-research based MA options due to “degree inflation”.
2. Informal conversations with HDFS undergraduate student organization indicate an interest among our undergrads for a continuation of their studies to receive a terminal (non-research based) MA/MS degree.
3. Current graduate student enrollment size limited by faculty capacity to advise graduate students’ theses and research projects—expansion to non-research MS/MA is far less costly in faculty time.
4. Revenue sharing now an option at University level.
5. Many other HDFS and Human Ecology programs have these 1–2 year “general” MS/MA programs.

B. Strategies to achieve goal
1. Collaborate with other SoHE departments.
2. Do a marketing analysis around ability to recruit students to a Human Ecology MA/MS degree.
3. Roll out program initially with our own SoHE majors, and then expand to national recruitment. Expect 1 year to MS/MA for our own BA/BS degrees.
4. Develop a sustainable program model and curriculum that can be tailored to the students’ particular objectives.
5. Create a “capstone” experience generated with student’s career goals in mind, e.g., paper, internship, project.
6. Explore opportunities to partner with Preschool Lab, Centers, Extension, non-profits, local government and non-governmental agencies, etc., to open up opportunities for projects and capstone experiences.

C. Actions
1. Engage with other SoHE departments about interest in model and willingness to collaborate. FY13–14
2. Survey current undergrad students to determine how many would want a 5th year terminal degree. FY13–14
3. Explore models at other universities, and other departments on this campus. FY12–14
4. Conduct feasibility and marketing analyses. FY13–14
5. If the feasibility and marketing analysis result suggest moving forward, then:
   a. Outline curricular requirements and applicant requirements. FY14–15
   b. Roll out MA/MS program with SoHE undergraduate majors. FY14–16
6. Expand existing partnerships & create new partnerships to support the program. FY14–17
7. Explore possibilities of creating experiences for upper level doctoral students to teach and/or mentor MA/MS students to benefit both groups of students. FY14–17

D. Inputs
1. Seed funding for a 1.0 FTE Faculty Associate to administer program, advise, and arrange capstone experiences. Course release for chair of committee that is going to work on feasibility etc. (You may want to remove this as this committee is being formed at School level and Connie F. will be chair.)
2. Additional Faculty or Faculty Associate as the program grows (assumption of self-funding).
3. PhD students may be able to do teaching or supervision—potentially need TA lines.
4. Funds to conduct the marketing analysis.

5. Faculty time to develop the program model, create capstone, recruitment strategies, etc.
6. Support staff time to research program models, handle administrative details during development.

E. Expected outcomes
1. Revenue generation for School from non-funded, tuition paying 1–2 year SoHE MA/MS students. (Vision pillars 3, 6)
2. Students attracted to our undergraduate degrees because of option for 1 year grad degree. (Vision pillars 2, 8)
3. New teaching, mentoring opportunities for doctoral students—not only are TA lines preserved for PhD students, but new teaching opportunities for PhD students added. (Vision pillar 5)
4. Increased number of graduate students to fill graduate classes and upper level undergraduate courses. (Vision pillar 5)

F. Objective metrics
1. Successful conduct of study and market analysis (and planning based on results).

STRATEGIC GOAL #5: Pioneer efficient instructional models that capitalize on new technologies combined with high impact learning practices, to teach more students better.

A. Current situation and gap analysis
1. We cut and simplified the HDFS major last year, creating greater efficiency.
2. Current teaching load and course limits prevent faculty from offering more high-impact learning opportunities (e.g., research internships), and block cross-campus and off-campus enrollments.
3. New technologies make possible many new instructional models.

B. Strategies to achieve goal
1. Create some high capacity courses, with T.A.-led discussion sections, to serve more students.
2. Experiment with high tech instructional models, for example online/blended learning courses, open courses with optional credit, courses shared across universities, and courses designed to serve both undergrad and grad students.
3. Add a 5th year non-thesis Masters program, which adds a 5th year of tuition income (cf. Strategic Goal 4 also).
4. Add more “professional skills” classes, and more undergraduate research experiences.
5. Consider a cohort-based curriculum that builds toward demonstrated skills, with the internship in the junior year and production of “capstone” professional products in the senior year.

C. Actions
1. Enlarge selected courses into larger-lecture-discussion classes FY13–20
   a. (pilot with HDFS 517, 535, 425) FY13–14
   b. (pilot online and/or blended learning with HDFS 474/517) FY14–15
2. Develop (FY13–14) and launch (FY14–15) online/blended versions of courses.
   a. (pilot fully online versions of HDFS 362 and 363) FY13–20
3. Explore agreements for shared online courses with other universities. FY13–20
4. Add professional skills courses and research courses. FY13–20
5. Consider developing an HDFS, SoHE or HE large-capacity freshman course. FY14–15
D. Inputs
1. Fund 4.0 FTE T.A. lines (8 T.A.s) to enlarge the capacity of undergraduate courses by 2015 (cf. Strategic Goal 3).
2. Create incentives for faculty to develop more efficient versions of courses using new technologies.
3. Faculty-staff team investigate potential partners in cross-university partnerships using online courses.
4. Seed funding for Academic Staff position to lead the 5th year M.S. program, with an agreement to re-invest a portion of the 5th year tuition funds to make this position self-supporting (cf. Strategic Goal 4).

*5. Hire 1.0 FTE Faculty Associate (50% funded with grant buyout money) to allow more professional experience courses to be taught (balancing the efficiency of large enrollment and online courses with added high-impact courses).

E. Expected outcomes
1. High impact school for solving real societal problems (Vision pillar 1).
2. Faculty-led, sustainable revenue generation (Vision pillar 6).
3. Learning by doing in the real world (Vision pillar 8).

F. Objective metrics
1. Increase number of HDFS undergraduate majors from 200 to 300, and annual B.S. graduates from 60 to 75 within 3 years.
2. Increase average student credit hours per faculty member by 20%.
3. 100% increase in credit hours to cross-campus, non-traditional, or distance learners.
4. Increase percentage of graduates with research experience (60%) and professional products (100%).
5. Increase the number of student co-authors of conference presentations and published papers, and the number of students presenting their research at the campus research symposium.
6. Document the tangible products that internship projects deliver to community agencies and organizations (e.g., the writing of grant proposals, need assessment or program evaluations, curricula, program manuals, marketing materials, etc.)
7. Connect with alumni/host an alumni event in coordination with the Centers.

STRATEGIC GOAL #6: Producing accomplished graduates who become leaders in our field.

A. Current situation and gap analysis
1. We cut and simplified the HDFS major last year, an efficiency that positions us to pursue new initiatives.
2. Students need more training in both application of knowledge and research.
3. Students need more flexibility or planned credit opportunities to study abroad.
4. Current teaching load and incentives do not reward faculty who provide research experiences.

B. Strategies to achieve goal
1. Add additional professional skills courses, potentially serving other SoHE departments, taught by instructors with practice-based experience and linkages to applied programs in the community.
2. Create system for students and faculty to earn course/teaching credit for research experiences (e.g., new S92 research course approved in 2013).
3. Strengthen ties to campus units that foster study and teaching abroad experiences.
4. Forge stronger ties with alumni for mutual benefit.

C. Actions
1. Create new instructional position in the department to support teaching professional skills courses, based on research-based knowledge AND practice skills. FY14–17
2. Support teaching/release faculty for other assignments. FY14–17
3. Establish standards for new research courses; begin with 2 per semester. FY13–15
4. Strengthen ties to Division of International Studies. FY14–15
5. Enact a strategy of continuing professional development and networking with recent alumni, and utilize them in departmental development. FY14–20

D. Inputs
1. Hire 1.0 FTE Faculty Associate position (to support new professional development courses and free faculty to teach the new research practice courses) in 2014 (50% funded by faculty buyouts).
2. SAA connect, better integration re: studying and teaching abroad
3. Re-allocate faculty/staff time to the Alumni Initiative.

E. Expected outcomes
1. The merging of excellence in research and practice is our national niche and respected brand (Vision pillar 2), and is the key to producing high impact graduates (Vision pillar 1).
2. Study abroad is learning-by-doing and produces global citizens (Vision pillars 7, 8).
3. New practice-based courses utilize learning by doing in the real world (Vision pillar 9).
4. Alumni initiative nudges their careers toward high impact leadership while creating engaged and committed alumni (Vision pillar 4) who help us with sustained funding (Vision pillars 1, 6).

F. Objective metrics
1. 90% acceptance rate of our graduates into first-choice graduate programs.
2. 90% success rate of our graduates in obtaining employment in our field within first year.
3. Increasing % of alumni who have risen to leadership positions within 5 years of graduation.
4. Increase in # of graduates with research experience during their time in our program (e.g., HDFS 592, independent studies, research 501s, research labs, volunteer, present at the Undergraduate Symposium)
5. Increase in demand for the major (increasing number of applicants / year).
6. Increase in independent student research projects, presentations at Undergraduate Research Symposium, and students as co-authors on conferences, presentations, and publications.
7. Increasing number and amount of alumni gifts per year.
8. Continuing success at having 100% of HDFS graduates engage in 1-semester, applied internships in the community.
Interdisciplinary Studies

Strategic Plan
2013–2017 & Beyond

Mission

Our vision is 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.

Mission

The mission of the Department of Interdisciplinary Studies in Human Ecology is to contribute to knowledge about human behavior as it is embedded in community organizations, both formal and informal. In partnership with community groups, schools, and coalitions, we seek to understand the ways in which people come together to effect policy and programmatic change in their communities. We also work with groups to improve the practices and processes of non-profit organizations. We award an undergraduate degree in Community and Nonprofit Leadership and a Ph.D. in Human Ecology: Civil Society and Community Research.

2021 Outcomes

• Increase the critical mass of students, faculty, faculty associates, and staff committed to scholarship and practice in the nonprofit sector and civil society.
• Hire additional faculty and faculty associates to fulfill current mission and to respond to the rapid growth and demand for our undergraduate and graduate majors.
• Build on our strong, team-oriented faculty and make new hires with similar commitments.
• Stronger partnership with other SoHE units and with Extension
• A body of work published that impacts communities within the state, nation, and world
• More sustainable collaborations like the south Madison Family Voices tutoring project within and beyond the Madison community
• Transportable models of community collaborations with more local impact
• More audiences served e.g. non-traditional learners
• More alignment about what and how we teach.
• Students have a competitive edge for employment.
• Unit is first choice for study in the Non-Profit and Civil Society sector
• Collaboration for community empowerment in decision making and action
• Capacity building among diverse constituencies

STRATEGIC GOAL #1: Collaborate more extensively with other SoHE departments on undergraduate and graduate education. (OneSoHE Vision Pillars 1, 2)

A. Current situation and gap analysis
1. Currently units in SoHE work as independent units when the university treats the SoHE as one department.
2. The SoHE philosophy and orientation to scholarship and teaching is unique in the university and needs more recognition/branding.
3. SoHE’s model has potential for a new way of doing graduate education – the Teacher-Scholar model in which graduate students learn to integrate their scholarship, teaching, and outreach. Developing this SoHE model of graduate education would address the gap in the current trends in graduate student training that emphasize research at the expense of teaching and outreach.

B. Strategies to achieve goal
1. Offer graduate courses that bridge departments and the needs of SoHE students.
   a. Already the IS and HDFS departments are collaborating on a graduate course sequence in Community Based-Research and Mixed-Methods for Action Research.
2. A second graduate course is in development.
   a. This course, Engaged Scholarship and Teaching, is being developed with grants (for a TA) from Bringing Theory to Practice and Morgridge. Plans are to offer this course in the fall, 2013.
3. Review work done for the MIU (IS and HDFS) course on “Real Life/Real Impact: Fostering Students’ Academic Engagement, Personal Growth, and Community Contributions during the Transition to Adulthood”.
   a. Bring in CS and DS faculty expertise and students’ interests and offer the course.
4. Explore opportunities to offer these (and other) SoHE courses to undergraduate and graduate students across campus
5. With increases in student interest from across campus, grow these courses, generate revenue, and hire SoHE TAs, faculty associates, and new faculty.
6. Involve graduate students in curriculum and program review processes – via committee work and, surveys, “exit interviews.”

C. Actions
1. Advertise courses to departments across campus. FY13–14
2. Recruit guest lectures for SoHE Engaged Scholarship & Teaching course from across campus and in the process, promote the course. FY14–15
3. Develop new cross-departmental collaborative course offerings. FY15–16

D. Inputs
1. SoHE Faculty and Staff
2. SoHE Graduate Students
3. SoHE Undergraduate Students
4. UW Extension, program development and evaluation

E. Expected outcomes
1. Permanent Course Offerings such as the “Engaged Scholarship” course that would be offered for all SoHE graduate students
2. Permanent Course offerings focused on critical thinking and other common concepts that would be offered to all undergraduate students in SoHE
3. A plan for a Professional Masters’ degree that would draw on courses from all four departments in SoHE.

F. Objective metrics
1. Plan for both graduate and undergraduate education completed October 2014.
2. “Engaged Scholarship” Course pilot tested in Fall 2013.
3. “Engaged Scholarship” course made a permanent offering October 2015.

STRATEGIC GOAL #2: Create and implement structures and systems that capitalize on our partnerships with UW Cooperative Extension and provide opportunities for graduate students to translate research to practice in ways that serve community needs. (OneSoHE Vision Pillars 2, 6, 8, 10)

A. Current situation and gap analysis
1. This goal is intended to strengthen our weakened yet highly critical partnership with UW Cooperative Extension (UWCE).
2. Provide practice-based learning opportunities for graduate students that better prepare them for their professional roles in a world that emphasizes accountability.
3. Serve an increasing need for community-based non-profit organizations and UWCE to build their evaluation capacity so that they can sustain their efforts to be better accountable to funders and the communities they serve.

B. Strategies to achieve goal
1. Create an evaluation consulting service for community organizations (e.g. non-profits and UW Cooperative Extension) that is provided by graduate students who are coached by faculty and faculty affiliates with expertise in evaluation (e.g. faculty in other Schools, UWCE specialists and educators, or independent consultants from the community).

C. Actions
1. Engage in conversations among relevant stakeholders in UW Cooperative Extension and SoHE to develop the idea, determine a “home” for the service, identify strengths, weaknesses, opportunities, and challenges. FY13–14
2. Visit sites, such as the University of Minnesota, which have similar consulting services and from whom we could learn. FY13–14
3. Determine and/or form advisory and administrative teams. FY13–14
4. Develop a “business” plan for a fee-based consulting service that would be self-sustained within 3 years. FY13–14
5. Develop a field course that would allow students to get credit for their service. Alternatively, students might be paid directly by the organizations seeking their services. FY14–15
6. Develop and implement a certificate program in evaluation so that students and community member can become recognized for their expertise in evaluation. FY14–17
7. Create student and community application processes and forms. FY14–15
8. Develop a web site for the services. FY14–15
9. Implement trial services with a small number of students and projects. FY15
10. Evaluate trial services. FY15
11. Modify services according to evaluation results and implement full service. FY16
12. Evaluate implementation of full service. FY16–17
13. Begin planning phase for community-driven database that could be used for research. FY16–17

D. Inputs
1. SoHE Faculty and Staff; UWCE Faculty and Staff;
2. SoHE Centers;
3. Graduate Students;
4. Local Evaluation Consultants;
5. SoHE Affiliate Faculty;
6. Office Space (needed);
7. Administrative Home (needed);
8. Seed money (amount to be determined by business plan) made available through mechanisms, such as the campus’ Innovation awards or credit outreach funds.
9. Travel funds for site visits
10. Time
11. 1.0 FTE Project Coordinator and Website Developer
12. Evaluation projects

E. Expected outcomes
1. Publications resulting from evaluation projects conducted through the service will contribute to SoHE’s vision for a highly recognized and respected brand.
2. Students who have acquired real world experiences through the consulting service will likely be hired by local, national and international employers.
3. Small “contracts” will help us to be sustainable by providing funding for graduate students, but large ones will generate revenues that will build resources that can be used to recruit more students.
4. Partnerships formed and strengthened through this collaborative solution will contribute to an inclusive, welcoming environment and likely lead to donations from alumni and community organizations.
5. Student and community member’s Evaluation capacity will be built through the aligned certificate program which, in turn, will contribute to the service’s sustainable funding and students’ employability in the real world.
F. **Objective metrics**
   1. Business plan is developed by January 2014.
   2. 3–6 evaluation projects completed per year.
   3. Balanced budgets
   4. Revenue generated through projects and credit outreach covers program expenses.
   5. 5–10 graduate students per year provide consulting service.
   6. 80% of graduate student consults are hired by their employers because of their evaluation experience.
   7. Meeting notes indicate a balanced participation among major stakeholders (i.e., SoHE, UWCE and community organizations).
   8. 3–6 publications per year are generated through the service.
   9. Increasing number of project requests over time.
   10. # awarded certificates
   11. By 2017, excess revenues of up to $5000 per year are used to support students’ research.
   12. A cadre of 10–12 faculty or faculty affiliates who are willing to mentor and coach each student.

**STRATEGIC GOAL #3:** Clarify departmental identity and strengthen critical mass of faculty and graduate students. (OneSoHE Vision Pillars 1, 2, 4)

A. **Current Situation and gap analysis**
   1. The name, Interdisciplinary Studies, is non-specific and confusing – it could refer to any disciplines. The department needs a clear identity to brand what it is we do.
   2. There are too few faculty FTE’s which limit the capacity of the department to respond to student demand which has grown rapidly since establishment of undergraduate and graduate programs.

B. **Strategies to achieve goal**
   1. Rename the department.
   2. Reframe the website to feature what we do, the scholarship, teaching, and outreach for which we are recognized nationally and internationally.
   3. Make strategic partnerships – with prospective employers, with national and international organizations (e.g., Public Allies, Corporation for National and Community Service, UNESCO, to name a few).
   4. Reflect what our (undergraduate and graduate) students’ training entails and what competencies they will develop through their involvement in the program – i.e., what will they be able to do as a result of being in our department.
   5. Be as consistent as possible with the names of the undergraduate and graduate degrees that students in the department earn.
   6. Attract students who see the fit between what our department does and what the student envisions for his/her future.
   7. Attract stakeholders who see the fit between our students’ training and their job opportunities as well as stakeholders who would like to provide financial support, especially student scholarships, for the kind of training students would get in our department.
   8. Hire additional tenure-track faculty with expertise in key areas (e.g., youth development, civic engagement and civil society, community driven health-promotion, evaluation, etc.) as resources permit.

C. **Actions**
   1. Make strategic decisions about the professional organizations and meetings our faculty and students should join and attend. FY13–14
   2. Make a set of interesting and engaging flyers about our (renamed) department to professional meetings, etc. FY13–14
   3. Make a big (public) deal about our department, our brand – by using the media more effectively – specifically be more proactive about announcing awards and recognitions of our faculty, staff, students – beyond the SoHE newsletter, nurture connections with the University media services, the uw newsletter, and with journalists across the country with an interest in the themes that are foci of our department. FY13–14
   4. Apprise students of dissertation grants, workshops, etc. for getting out of Madison and getting known across the country and internationally as graduates of our department. FY13–14
   5. Get students’ names and our departmental identity on publications. FY13–14

D. **Inputs**
   1. Assistance with website and promotional materials development
   2. Department and APC Action on New Department Name

E. **Expected outcomes**
   1. Updated website
   2. Availability of printed promotional materials for Undergraduate and Grad Program
   3. Renamed department via campus governance processes

F. **Objective metrics**
   1. Work with consultants to clarify departmental identity Fall 2013
   2. Complete reframing and revisions of the department webpage Fall 2013.
   3. Work with SAA to clearly communicate with students about the educational opportunities and job opportunities for our undergraduate students – begin immediately and completed March 2014.
   4. Communicate more effectively with those in the Media about the work within the department.

**STRATEGIC GOAL #4:** Recruit top quality undergraduate and graduate students. (OneSoHE Vision Pillars 1, 3, 6)

A. **Current Situation and gap analysis**
   1. Programs not yet well known outside of the University of Wisconsin.
   2. Many CNPL majors not applying until Junior year.
   3. Lack of secure multiple-year funding for CSCR graduate students.

B. **Strategies to achieve goal**
   1. Promote faculty grant writing.
   2. Expand capacity to serve more students.
   3. Reach out to other departments to find common ground.
   4. Raise funds.
   5. Have SAA get info out to high schools.
   6. Timely updated and substantial website by Fall 2013.

C. **Actions**
   1. Develop brochures for distribution at meetings and conferences. FY13–14
   2. Develop website. FY13–14

D. **Inputs**
   1. Supporting faculty in writing grants
   2. Give support to faculty who write grants

E. **Expected outcomes**
   1. Respected brand
   2. Professional quality website and brochures (department information)

F. **Objective metrics**
   1. GPA of students coming into the major
   2. 20% of our students are Freshmen declaring the major.
   3. High levels of student satisfaction and job placement success
   4. Secure multiple year funding for majority of graduate students wishing it.
**STRATEGIC GOAL #5:** Increase alumni and nonprofit engagement in major and with graduate students. (OneSoHE Vision Pillars 4, 6, 8)

**A. Current Situation and gap analysis**
1. Currently lack a system for tracking undergraduate and graduate students once they leave SoHE.
2. We have no systematic way of interacting with community and nonprofit organizations.

**B. Strategies to achieve goal**
1. Develop an alumni database, gather permanent contact information before students leave (email, address).
2. Create a newsletter that features students, grads, community partners. Examples would be: community organization of the month or student feature. Distribute via email and post on website.
3. Invite alumni and organizations to speak in classes to student organizations and archive sessions to highlight agencies and possible careers.
4. Organize a community-based advisory group to meet twice per year—perhaps organizations that host intern.
5. Invite alumni to mentor students through student organizations associated with the department.
6. Suggest a prominent Civil Society and Community Research alumni and/or current members to serve on the Board of Visitors.
7. Work with Impact to highlight the work of the department.

**C. Actions**
1. Schedule meetings for students, staff, faculty & alumni to discuss ways to engage. FY13–14
2. Develop web page. FY13–14

**D. Inputs**
1. IS faculty and staff
2. IS graduate students
3. IS alumni
4. Staff in Student Academic Affairs
5. Assistant Dean for External Relations and Alumni Engagement

**E. Expected outcomes**
1. One event per year designed to engage undergraduate and graduate students with alumni
2. Department webpage includes information about alumni activities, jobs and contacts.
3. Ongoing communications/engagement among alumni, students, staff and faculty via social media

**F. Objective metrics**
1. To know where 100% of graduates are and what they are doing.
2. We publish a newsletter at least once per semester and email to all alumni.
3. A community-based advisory committee exists and includes internship sponsors and meets twice per year.
4. Student organizations can document at least two interactions with alumni each year.
5. Board of Visitors has two members intensely interested in Civil Society and Community Research.

**STRATEGIC GOAL #6:** Provide opportunities for every student to have a substantive community-based, immersion experience (local and/or global) and link studies to career plans. (OneSoHE Vision Pillars 1, 2, 3, 5, 8, 10)

**A. Current situation and gap analysis**

2. Limited opportunities to develop meaningful relationships and skills in cultural competency
3. Mismatch between academic/student & community schedules/calendars
4. Lacks integration with other coursework
5. Marginal value to community partners & possibly a burden to them

**B. Strategies to achieve goal**
1. Place-Based Residential Immersion Experience: Students enroll during a concentrated period of time during intersession and/or a semester with no other curricular involvement.
2. Integration of credit-bearing service learning/CBR with outside-of-course work activities on site, for example, use parks & recreation facilities, attend faith-based services, shop in local stores, use public transportation, study at the public library, etc.
3. Multiple opportunities for engagement across stakeholders/sectors:
   - a. Elected officials, government entities
   - b. Private sector
   - c. Community-based organizations including grass-roots, faith-based
   - d. Non-profit sector
4. Learning community structure
   - a. Instruction shared with stakeholders (individuals)
   - b. A variety of facilitative roles for specific SoHE faculty, staff, graduate students, & alumni with shared interests, and
   - c. Grounded in collaborative learning and cooperative inquiry methods
5. Link with existing place-based community outreach & community-based research projects within SoHE and beyond.

**C. Actions**
1. Explore existing models locally & beyond, e.g., Pitzerin Ontario program, Evergreen State College, Jack Kloppenberg’s UW GreenHouse Residential Learning Community. FY13–14
2. Identify features and cost/benefits depending upon purpose and which population we seek to serve: FY14–15
   - a. SoHE Community & Non-Profit Major vs. all SoHE majors vs. service course for non-majors camps-wide, possibly an Ethnic Studies Course?
   - b. First- or second-Year students vs. upper-class students?
3. Identify potential sites/partners: Pilot in one location such as South Madison to build upon decade-long relationships and knowledge of community and identify additional sites for growth over time, e.g., outside Madison and beyond. How might learning across sites be best facilitated? Explore collaboration with Morgridge Center’s Community-University Exchange model. FY15–16

**D. Inputs/Resources**
1. Hire Faculty/Associates and Graduate Student(s) to develop and implement pilot.
2. Hire recent SoHE Community & Non-Profit graduates to coordinate and mentor on site.
3. Support graduate student involvement (co-instructors or CBR?).
4. Rent residential facility: large house or apartment complex.
5. Provide stipends for community stakeholders as co-instructors/facilitators.
6. Supplies/materials for on-site programming

**Existing resources**
1. If target SoHE students, leverage existing courses by integrating curriculum, research projects, & out-of-classroom activities on site (integrating teaching/research/service).
2. Leverage existing SoHE structures, e.g., invite SoHE constituents to participate in place-based events, forums, celebrations, etc. For example, during Visitors Weekend/Homecoming, invite SoHE alumni & current student organizations to attend special place-based events in the community (with remote sharing across sites in the future).
3. Explore partnering with UW existing dialogue curricular offerings, e.g., SEED & Inter Cultural Dialogues which currently offer only limited, if any, community immersion components.

E. Expected outcomes
1. Innovative intensive immersion experience prepares students as leaders with greater cultural competency & skills to leverage “high impact” practices and promotes brand of SoH with a concrete example of putting into practice the integration of teaching/research/service. Visibilty attracts both funding and quality students. (1, 2, 3)
2. Helps to align & integrate across SoH sectors (teaching/research/service & possibly across departments/disciplines) for more effective and productive community collaborations. (5, 8)
3. By promoting cultural competency among students and creating a learning community across sectors (on campus & among community stakeholders), contributes to a more inclusive, welcoming environment for all on both campus and in the community site. Complements existing cultural dialogue programs across campus. (10)

F. Objective metrics
1. Increase the number of students at both the undergraduate and graduate levels who have a substantive immersion experience.

STRATEGIC GOAL #7: Support the Center for Nonprofits to become a hub for funded transdisciplinary action-oriented research and outreach relevant to nonprofits and communities. (OneSoH Vision Pillars 1, 2, 4, 5, 6, 7)

A. Current Situation and gap analysis
1. The Center for Nonprofits (established 2008) is strategically poised to meet the emerging needs of the community and nonprofit sector. It is establishing interdepartmental, cross-campus alliances for the purposes of research and outreach relevant to nonprofits and communities. Through scholarship, outreach, dissemination and capacity building, the center is developing the current and future generations of leaders. The center intends to bring community organizations and UW–Madison researchers together to collaborate on work around the themes of civic engagement, youth development, and community-driven health promotion. This vision includes engaging students in community-based research and learning. This will ensure a pipeline for future action-researchers and nonprofit leaders.
2. The center is very limited in its current capacity to fulfill this vision. It currently has no full time staff, and functions only through faculty and graduate student involvement. During its first four years the center focused was establishing connections and providing a forum for the exchange of ideas through the Communiversity Sessions. The academic department most strongly connected with the Center (Interdisciplinary Studies in Human Ecology) has six full-time faculty (four of whom have split or administrative appointments). In order to realize the vision for the Center as a dynamic research hub, a new operational model and new resources are needed.

B. Strategies to achieve goal
1. To realize its goals, the center needs human resources, including full-time staff. A new model for staffing is to hire an Assistant or Associate Director, who will be a full-time academic staff member and will focus on convening academic and community partners to apply for funding and carry out funded action-oriented research on the focal themes of the center. This position is a key lynchpin to realize the center’s longer-term goals.
2. SoH and the IS Department must also grow their capacity to support the Center by hiring new faculty whose research areas align with the vision of the center.
3. Finally, the center must obtain flexible funds to incentivize and support new collaborations on community-engaged research on civic engagement, youth development, and community-based health promotion.

C. Actions
1. Hire Assistant or Associate Director. FY13–14
2. Improve SoH’s ability to administer complex grants. FY13–14
3. Obtain more grants to fund research and outreach. FY13–15
4. Involve faculty from many parts of campus in research collaborations. FY13–17
5. Build small endowment of flexible funds for strategic initiatives. FY16–17
6. Asst. or Assoc. Dir. position becomes self-sustaining (through soft money). FY16–17

D. Inputs
1. Faculty vision and energy (currently in place, but limited capacity)
2. Funding for Assistant or Associate Director position ($ range)
3. Engagement of campus and community partners
4. Flexible funding to incentivize and support research and outreach

E. Expected outcomes
1. Center will grow the amount of funded research relevant to its vision. Relates to OneSoH21 pillars of being a high impact school for solving real societal problems (1), having engaged alumni, corporation and communities (4) and faculty-generated sustainable funding and revenue generation to grow and contribute to cutting-edge research, teaching & outreach (6).
2. Center for Nonprofits becomes known nationally and internationally as a dynamic hub for community-engaged research, collaborations, and outreach. Relates to vision pillars (2) of becoming a highly recognized brand on campus, nationally and internationally and (3) connecting diverse stakeholders for collaborative solutions for family and community well-being.
3. Center will strengthen ties with scholars at other institutions, including those outside the U.S., to build opportunities for global experiences through global partnerships to create global citizens (7).

F. Objective metrics
1. Center will be fiscal home to more than $1M in active projects by 2017, and will employ 5–10 graduate students/year on action-oriented research and outreach projects.
2. Center will be known nationally and internationally as a hub for action-oriented research.


STRATEGIC GOAL #8: Nurture students and faculty to become recognized leaders. (OneSoH Vision Pillars 2, 3, 5, 8, 10, 11)

A. Current Situation and gap analysis
1. Students and faculty are often not recognized for their accomplishments.
2. The department (IS) and its associated programs are not recognized for the great things their students/faculty do.

B. Strategies to achieve the goal
1. Award students and faculty for their accomplishments, such as through dissertation awards or awards given by professional organizations.
2. Support opportunities for students to attend national and international conferences to showcase their work.
3. Showcase faculty accomplishments on our website and/or UW home page.
4. Introduce students to leaders in our fields in order to help them build professional networks.
5. Involve undergraduate and graduate students in curriculum and program review processes – via committee work, surveys, “exit interviews.”
C. Actions
1. Provide workshops or seminars on how to give a presentation and prepare a manuscript.  FY13–14
2. Create or expand current funds for students to attend professional conferences.  FY13–14
3. Establish procedures and mechanisms for ongoing students/faculty recognition in prominent locations, such as departmental web page, annual nominations for the Outreach and Engagement Award.  FY14–15
4. Identify and bring in outside leaders to meet our students and faculty to learn more about their work.  FY14–15
5. Create awards for the best dissertation of the year, major contributions to community, significant contributions to UW extension, etc.  FY15–16
6. Create a quarterly departmental electronic newsletter that would be sent to community partners and alumni.  FY15–16
7. From faculty and staff, solicit students for committee work and/or follow-up student surveys pertaining to curriculum development.  FY14–15

D. Inputs
1. SoHE faculty and staff
2. Graduate students
3. SoHE affiliate faculty
4. A small amount of funds to be given with awards (some awards may not be associated with funds)
5. Travel funds for students to attend professional conferences and give presentations

E. Expected outcomes
1. All graduate students attend at least one professional conference per year and give a presentation. This outcome will contribute to SoHE’s vision to become a highly recognized and respected brand.
2. Awards are given annually to students and faculty. By awarding students, we help to nurture their recognition as students who create collaborative solutions to real world problems. By awarding our faculty, we nurture committed employees in a satisfying workplace.
3. Faculty and/or students are featured regularly on the department’s and campus web sites. This outcome will highlight SoHE’s ability to solve real societal problems through human ecology perspectives and create a respected brand for our School.
4. Each student forms a meaningful connection with a senior colleague outside UW each year. By achieving this outcome, we model our vision to be an inclusive, welcoming, environment that values multiple perspectives and encourages collaboration.

F. Objective metrics
1. Proportion of students who give presentations at professional conferences each year.
2. Proportion of faculty and students who receive awards based on nominations.
3. Ongoing procedures are regularly implemented to acknowledge and award faculty and students.
4. Faculty and/or students are featured monthly on the department’s web site and annually on one or more campus sites.
5. By the time students graduate from our program, they have built at least one relationship with a professional colleague outside the UW.
SoHE Department Administrator Team
Strategic Plan
2013–2017 & Beyond

Mission
As a professional team, the department administrators in the School of Human Ecology are dedicated to working in concert with faculty, students, and staff. We strive to provide leadership and continuity while addressing the educational and professional needs of the academic community, as well as other stakeholders.

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.

2021 Outcomes
- Re-imagined administrative focus and expertise
- Increased successful student experiences
- Enhanced departmental excellence

STRATEGIC GOAL #1: Increase SoHE Graduate Programming.

A. Current situation and gap analysis
1. We are four disparate programs that share the same degree plan. There is little interaction between students in sub-plans which can lead to an overall fractured graduate experience. There is no unified interaction among the four graduate programs.
2. Desired situation is successful and thriving graduate program that attracts top notch students and graduates world class alumni ready for the workforce.

B. Strategy/ies to achieve goal:
1. Increased interaction with our alumni.
2. Reach out to graduate student organizations.
3. Strengthen connections to campus partners.
4. Support cross department graduate programming.

C. Actions (FY13–17)
1. Keep up to date by attending graduate school seminars and information sessions.
2. Facilitate brown bag alumni sessions.
3. Help to promote a SoHE umbrella graduate student organization.

D. Inputs
1. Time
2. Money (small amount)
3. Support from administration

E. Expected outcomes
1. A stronger graduate student population – happier, more successful, more connected etc.
2. A stronger graduate program – higher enrollments, more student ORG’s (Pillars 1, 2, 3, 4, 5, 10)

F. Objective metrics
1. Hold at least 1 graduate student issue focused presentation in the spring 2013 semester and at least 2 per semester thereafter

**STRATEGIC GOAL #2:** Improve and unify processes used by Department Administrators.

A. Current situation and gap analysis
Changing processes and unclear responsibilities create an inefficient, stressful workplace. Department administrators possess a broad array of knowledge and skills though each of us has an area of specialization unique to ourselves. We propose to share the benefit of our combined 50 years of experience on campus by streamlining processes and creating a more unified, coherent unit.

1. Share information about processes freely rather than each re-create the wheel.
2. Institute internal workshops to share our specific areas of expertise with our fellow DAs.
   a. WISDM and financial training with Marrion
   b. Grad. Admissions with John
   c. Curricular and Timetable training with Liv
   d. Campus resources with Mary
3. Smooth our interaction with the business services units, co-creating new policies, processes and forms to serve us all better.
4. Gather information about and institute best practices from around campus.

B. Strategy/ies to achieve goal
1. Join campus committees to share information with our peers. (Would also increase SoHE’s visibility and stature on campus, per Pillars 1, 2, 3, 5, 9 and 11.)
2. Assist SoHE with efforts to improve efficiency.

C. Actions (FY13–17)
Join important campus-wide policy committees; APR, HRS, etc. (Pillars 1, 2, 3, 5, 9, 11). Call to question processes that don’t work or could be done more quickly and effectively.

D. Inputs
Primarily time.

E. Expected outcomes
We believe that in order to save time, you have to spend time. By learning and contributing to the University as a whole we hope our efforts to eliminate inefficiencies and decrease the non-value-added aspects of those processes currently used school-wide. As the end users of these processes we believe that continuous improvement should be the new norm at every level of the SoHE.

F. Objective metrics
Increased visibility and stature campus-wide as SoHE values are shared with the broader community. The savings of time generated will allow efforts to be directed elsewhere such as those listed in the other goals herein.

**STRATEGIC GOAL #3:** Promote Educational Innovation Throughout SoHE.

A. Current situation and gap analysis
Educational Innovation (EI) is an opportunity to advance student outcomes, increase enrollment, and conserve resources. It is in the best interest of SoHE’s academic departments to facilitate EI opportunities. Department Administrators are in the unique position to empower faculty and departments by raising awareness of alternate teaching methods and technologies.

B. Strategy/ies to achieve goal
Increase understanding of Educational Innovation concepts and methods.

C. Actions
1. Host EI roadshow offered by Ron Cramer (DoIT-Instructional Technology). FY13
2. Develop brown bags with DoIT Academic Technology, EI representatives, and faculty who have EI success stories to share. FY13
3. Maintain SoHE website that acts as clearinghouse for all EI related information. FY13

D. Inputs
1. Staff time
2. Dean’s support
3. Limited budget for technology/refreshments/parking validation, etc.

E. Expected outcomes
1. We expect that our work will directly impact vision pillars 1 and 8.
2. Increase in quantity and quality of classes that utilize education innovations.
3. Better understanding by faculty of available educational innovations.

F. Objective metrics
1. At least one speaker in Spring 2013; 2–3 speakers in the subsequent semesters
2. SoHE EI proposal funded by Continuing Studies
SoHE Student Academic Affairs & Career Services

Strategic Plan
2013–2017 & Beyond

Mission
To provide outstanding student development services, resources, and opportunities that will help students:
- Develop intentional, meaningful, and realistic educational plans that are consistent with life-long personal, academic, and career goals.
- Understand the relationship between their academic and career choices, including the effect these decisions will have on their future personal and work lives.
- Become highly successful, satisfied, and engaged Human Ecology alumni.

Notes:
1. Some of the ideas presented in this strategic plan go beyond the scope of SAAC and will require input and action across the School of Human Ecology.
2. This plan does not acknowledge that SAAC no longer has the support of a departmental administrator. It was difficult to determine where to include this request, as having departmental support is a required input across all strategic goals for the SAACC unit.

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.

2021 Outcomes
- Human ecology recruits, retains, and serves optimal numbers of highly qualified students (e.g., number of applicants, GPA of applicants, % retained, time to graduation). (Vision Pillar 2)
- Current students feel well-served by and connected to the School of Human Ecology. (Vision Pillars 9, 10)
- Students are given rich, sequential opportunities to grow as life-long learners and leaders grounded with a Human Ecology perspective. (Vision Pillars 3, 7, 8)
- SoHE graduates are highly sought after for graduate education and/or careers (e.g., admission to first choice graduate schools, multiple offers, % employed in field). (Vision Pillars 2, 3)
- Young alumni are highly connected and engaged (e.g., 25% more alumni in first 10 years post graduation participate in events and/or share skill sets). (Vision Pillar 4)
- SoHE faculty and staff work collaboratively and efficiently without duplication of efforts in the provision of student, curricular, administrative, and alumni relations tasks. (Vision Pillars 9, 10, 11)

STRATEGIC GOAL #1: Assist in the recruitment and retention of an optimal number of qualified students in SoHE (determined by School leadership) and in each undergraduate major.

A. Current situation and gap analysis
1. SAAC staff meet individually with all prospective students/parents from high schools and prospective on- and off-campus transfers. Not all on-campus transfers attend Becoming a SoHE Student workshops and many are seen individually.
2. SAAC does not have appropriate promotional materials and web that support the SoHE brand for all majors.
3. The school has too few undergraduate and graduate students, yet some qualified students who apply are turned away.
4. SoHE has too few freshmen and sophomore students and the School is too frequently not students’ first choice.
5. There are few opportunities for students to take Human Ecology courses prior to becoming a SoHE degree major.
6. Frequent changes in application deadlines, criteria and opportunities create confusion and likely dissuade students from choosing SoHE degree plans.
7. Prospective design students in high school do not have an opportunity to have their portfolios considered in the UW–Madison admissions process, unlike other universities with design programs.

B. Strategy to achieve goal
1. Work with school leadership and departments to develop a comprehensive recruitment and retention plan for the optimal number of students in SoHE and their qualifications with numerical goals by major with balance across academic levels (i.e., freshman, sophomore, junior, senior) and space to accommodate attrition.

C. Actions (FY13–17)
1. Identify and implement innovative ways to recruit and retain SoHE students. A comprehensive recruitment and retention plan may include the following action items:
   a. Follow-up with students who expressed an interest in SoHE majors during a pre-college program.
   b. Clarify recruiting role of SAAC-high school students, prospective off-campus transfer students, prospective on-campus transfers.
   c. Develop a one-semester Visit Day for prospective students from high schools to visit SoHE and hear from current students, young alumni, faculty, advisors.
   d. Work with the UW–Madison Admissions and Recruitment Office on the SoHE majors/experience, direct admission possibilities and portfolio reviews for applicants to SoHE design majors.
   e. Develop ways for departmental faculty associates and faculty to be involved in the SoHE recruiting process.
   f. Develop new recruitment materials for SoHE and our majors.
   g. Create a highly effective and interactive web presence which also allows students to register online for SoHE/SAA events.
   h. Develop a team of SoHE ambassadors.
      i. Recruitment of a diverse SoHE student population.
2. Work with School leadership and departments to create a consistent SoHE application process across all majors (e.g., uniform timing, synchronized deadlines).

D. Inputs/Resources
1. School/department agreement on enrollment targets and student qualifications
2. Department cooperation on application and admissions processes
3. Increased contact with Office of Admissions & Recruitment

E. Objective metrics
1. Number of prospective high school and transfer students who visit SoHE and/or are admitted with a SoHE major
2. Number of prospective on-campus students who participate in Becoming a SoHE Student (BASS), apply, and are admitted
3. Competitive application data (i.e., number of applicants, number admitted, number denied, GPA of admitted/denied)
4. Total number of graduates in each major
5. Total number of students enrolled across four years (i.e., number freshmen, sophomore, junior, and senior students is balanced)
6. Diversity of our student populations by major and overall (i.e., targeted minority, students who participate in campus diversity programs (i.e., PEOPLE, CEO, POSSE), nontraditional students, international students, etc.)

STRATEGIC GOAL #2: Support a smooth and timely integration of admitted students into the School and systematic provision of educational resources and experiences in a community of support.

A. Current situation and gap analysis
1. Students are often frustrated about not being able to enroll in SoHE courses needed for degree programs, especially breadth requirements.
2. Few courses are open to freshmen and sophomores (even as majors) limiting opportunities to become connected early within SoHE.
3. Few students can define the uniqueness of the field of Human Ecology.
4. Graduating students sometimes mention that they have not had an opportunity to get to know at least one faculty member in their major.

B. Strategies to achieve goal
1. Initiate efforts to fully implement and strengthen the SoHE Faculty Mentor Program in all majors to help current students feel connected and gain insight into industry connections in their field.
2. SAAC departmental liaisons collaborate with SoHE departments to develop a longer range plan (2 years?) that specifies which semester courses will be taught to enhance student planning, academic advising and optimal time to degree.

C. Actions (FY13–17)
1. SAAC continues to encourage faculty members in each major to participate in the orientation session for new students to their major and other student development activities.
2. Work with SoHE Student Organizations to increase student participation and to get student members into the field on educational study tours to industry, etc.
3. Identify Breadth courses available to students across the school to enhance their understanding of the field of Human Ecology.
4. Consider consistency in SoHE Enrollment Processes, including timing, demographics, criteria, etc.
5. Continue to utilize the Qualtrics advisor survey to identify strengths and areas for improvement for the individual advisors advising staff as a whole.
6. SAAC provides a “State of…” report each semester to each department about opportunities and challenges for each major with benefits or rationale related to each. SAAC discusses the report with school leadership at APC or ALT.

D. Inputs/resources
1. Close collaboration between SoHE departments and SAAC to seize opportunities and address challenges in serving SoHE students
2. Faculty buy-in to mentor model
3. Departments utilize and optimize campus wait list practices for course enrollment management across the school.
4. Departments utilize prerequisites for SoHE courses consistently across the school and communicate the information to the timetable coordinator in SAA in a timely manner.
5. Timetable coordinator and departments work together on a plan for course offerings based on space availability.
6. Departments (with assistance from SAAC) will monitor and adjust their four-year plans to enable students to complete the requirements of the majors in four years.
7. Identify additional ways for students to provide feedback anonymously other than end of semester course evaluations.

E. Objective metrics
1. Number of students wait listed for SoHE classes
2. Number of students not able to get into SoHE classes
3. Number and type of substitutions by major
4. Time to degree by major
5. Qualtrics advisor survey to identify strengths and areas for improvement as a unit and by advisor
STRATEGIC GOAL #3: Provide an exceptional student development program that helps students enhance and position their academic, work, and internship experiences toward desired employment and/or enhanced marketability.

A. Current situation and gap analysis
1. Not all Human Ecology graduates feel well prepared for future careers and/or graduate school.
2. Opportunities to develop leadership skills are not enjoyed equally among Human Ecology students. Productivity of SoHE student organizations vary based on strengths of current officers.
3. Not all students understand the uniqueness of the School of Human Ecology and how that uniqueness provides graduates a competitive edge that will serve them well in the future. SoHE has developed a strong careers class and a strong internship program (75% of graduates complete an internship).
4. Careers course, mock interview and internship evaluations by both students and external evaluators support this identified strength.
5. Other SAAC functions inhibit time that could/should be spent helping students understand and articulate the value of their SoHE education and experience in terms of future plans and goals.
6. Inconsistent knowledge among groups within SoHE regarding the latest best practices in career services.

B. Strategy to achieve goal
1. Ask SoHE Curriculum Committee to review the undergraduate requirements for student career development (e.g. field experience, internships and careers classes and basic skills in critical thinking and communication) across the School and propose consistent requirements linked to learning outcomes and assessments.

C. Actions (FY13–17)
1. Benchmark and learn from other UW–Madison units and our peer institutions regarding best practices.
2. Encourage departments to require at least one field experience or internship experiential learning course for all SoHE majors in addition to two other high impact learning experiences beyond the classroom (recommend international/global in addition to local/regional).
3. Identify credit and noncredit opportunities; on and off-campus learning; local, national, global/study abroad opportunities.
4. Collaborate with departments to enhance our career development curriculum. Possible courses (taught through departments, SAA and/or multiple units in collaboration) may include:
   a. A 1-credit symposium course in each major to bring in leaders from the field (similar to Cnr Sci 250)
   b. A 2-credit careers course that focuses on thinking about careers and the basic tools of a job search
   c. A 1-credit Designing Your Life SoHE futures course (orientation to the field of Human Ecology, the School and beyond offered for non-SoHE students as well)
5. Create a culture and timeline where students are expected to participate in SoHE career development services.
6. Develop a school-wide leadership experience for SoHE undergraduate students in student organizations, SoHE student ambassadors, Student Leadership Council, engaged young alumni.
7. Identify innovative ways to use technology to enhance student self-development and disseminate resources (e.g., online learning modules focused on preparing a resume, writing a cover letter, interviewing, networking, connecting with faculty, internship spotlights, and alumni podcasts).

D. Inputs/Resources
1. Hire a full-time Faculty Associate to: (1) teach six career development-related courses annually—Designing Your Life, careers course, leadership course; (2) provide individual coaching, mock interviews, and other career development activities; and (3) coordinate career activities with faculty and instructional staff across all SoHE departments. This position will collaborate with major-specific faculty associates regarding developing and maintaining connections to industry.
2. Hire a half-time graduate assistant to assist in implementation of SoHE career courses and coordination of metrics related to career development, etc.
3. School-wide training for all faculty and staff members involved in career development and advising.

E. Objective metrics
1. Student participation in high impact learning experiences (e.g. local/national internships, study abroad, student development course sequence) and related career resources (percent of students on BuckyNet, percent who take careers classes)
2. SoHE employment rates and quality of employment; including students with multiple job offers
3. Graduate school data; including students with acceptance to multiple graduate programs
4. Course evaluations, mock interview evaluations, and internship evaluations (from student and supervisor)

STRATEGIC GOAL #4: Develop strong, collaborative relationships between SAA, graduating seniors, Human Ecology graduate students, and young alumni who can serve as resources for current student development and continuing school enhancement.

A. Current Situation and gap analysis
1. Information needed about alumni, career successes, specific interests in SoHE, participation in SoHE events, and participation in financial support of SoHE.
2. Information needed about internal and external events across the school so SAA can support them.
3. Outreach to alums needs coordination across the school, including targeting specific audiences and/or messaging about other major SoHE events conducted by SoHE departments, centers, UW Extension, and/or students.
4. SoHE and Wisconsin Alumni Association use too many tools to stay in touch with the school. One contact management system is needed for SoHE recent graduates and young alumni to use consistently.

B. Strategy to achieve goal
1. Clarify the roles, responsibilities and expectations between SAA and SoHE External Relations for alums in the school and inform internal and external audiences via newsletters, the web, social networking, etc. of upcoming events.

C. Actions (FY13–17)
1. Form a SoHE Young Alum Council to which students apply prior to graduation.
2. Develop materials supporting Young Alum Council—mission, activities, benefits, etc.
3. Develop a contact management system for SoHE graduates’ email, employment data, interests in the school.
   a. Continue to collect permanent email addresses and places of employment prior to graduation (via Qualtrics Survey).
   b. Collect employment data 1 year post graduation and via alumni survey
4. Facilitate and suggest ideas for establishing strong relationships with students that will connect them with the school in the future.
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5. Engage young alums as resources for current student development and continuing School enhancement.

6. Develop an electronic newsletter such as the New York School of Interior Design (NYSID) model to enhance connections with alums and current students.

7. Develop a Careers Week or Young Alum Week (prior to Homecoming Week?) where young alums and industry leaders come back to SoHE to present/participate in Real World seminars, class presentations, and award recognition ceremonies.

8. Explore other campus-wide events for alums on which to dovetail SoHE events.

9. Identify one primary site (e.g., LinkedIn) where all graduates are asked to routinely update their current contact and profession information; and centralize existing data from other sites (such as LinkedIn, UW Alumni, department/center sites, email).

D. Inputs/Resources

1. SAAC staff to collect permanent email addresses at graduation and manage alumni contact management system

2. Discussion with external relations office

3. Number of SoHE alumni who donate to the school (Could the UW Foundation supply us with data?)

4. Funds for young alumni awards (or for awards given to undergraduate students who demonstrate promise as alums)

E. Objective metrics

1. Percentage of graduates whose email is known

2. Percentage of graduates whose employment is known

3. Number of Young Alums & other alums who participate in SoHE Careers Week (or Young Alum Week)

4. Number of students who actively participate in SoHE events when they graduate (instructional and student organization activities)

STRATEGIC GOAL #5: Establish clear roles and expectations related to SAA services among department administrators, SAA advising and internship coordination staff, center staff, faculty associates, and faculty mentors.

A. Current situation and gap analysis

1. Sometimes efforts are duplicated across departments and SAA, and other times a gap occurs.

2. SoHE undergraduate students get varying amounts of information about SoHE graduate programs.

3. SAAC staff currently have individual liaison responsibility to different SoHE departments, but that is not utilized consistently across the departments.

4. Department administrators, center staff and departments have regular Undergraduate Program Committee (UPC) meetings, and SAA could utilize these meetings better to enhance communications and increase visibility of academic and career services.

5. Limited collaboration among SoHE units for event scheduling and planning.

6. Student responsibility for self-initiative and self-advocacy as learners needs to be more explicit and consistently reinforced.

B. Strategies to achieve goal

1. Work with school leadership and SoHE units to develop a matrix of responsibilities for SoHE personnel to identify and coordinate handling of administrative tasks, curriculum issues (Timetable & registration), student issues, etc. among department administrators, SAA advising & internship coordination staff, center staff, faculty associates, faculty mentors, etc.

2. Develop clearly defined roles for SAA departmental liaisons to the SoHE departments, distribute to departments, and use consistently.

C. Actions (FY13–17)

1. Work with departments to determine when SAA representatives should participate in the departmental administrator meetings, department UPC meetings and center director meetings to enhance communication about student and curricular issues.

2. Outline student responsibilities while in SoHE and implement across the school to enhance learning and responsibility among current SoHE students (e.g. include on course syllabi and SAA website) and known sequence of courses on curriculum check sheets.

3. Develop a welcome/orientation for new faculty and staff that clarifies the roles, responsibilities and activities of SAA and where these individuals and groups need to work together.

4. Plan coordination between undergraduate and graduate programs in SoHE, especially opportunities for current SoHE undergraduate students to learn about the SoHE graduate programs.

5. Consider forming a SoHE committee of cross-unit representatives focused on alumni relations (committee that invites students to participate in SoHE events, other ways to collaborate, selecting alumni spotlight)

D. Inputs/Resources

1. Some direction from SoHE leadership regarding expectation of roles and responsibilities among department administrators, SAA advising and internship coordination staff, center staff, faculty associates, and faculty mentors.

a. Engage external facilitator to help SoHE faculty and staff create a working tool or matrix of responsibilities.

b. Coordination from SoHE External Relations to increase cross-unit participation in SoHE events.

E. Objective metrics

1. Qualtrics survey on employee satisfaction with clarification & suggestions of areas for improvement

2. Course syllabi review on student responsibilities

3. Student feedback on web resources
Center for Child and Family Well-Being (CCFW)
Strategic Plan
2013–2017 & Beyond

**Mission**

The CCFW promotes the development and well-being of children and individuals and families across the lifespan by advancing multidisciplinary family research and evidence-based programming and policy making. The center serves as a forum for research and outreach that unites scholars, students, practitioners, funders, and policy makers to combine their collective expertise in the creation of innovative approaches that address issues related to individual and family well-being. Families and the people who serve them often have difficulty accessing research information and using it to improve practices, policies, and the lives of families. At the same time, the quality and relevance of research is significantly enhanced when it is informed by families and those who work with them. CCFW acts as a vehicle through which the university is able to create and share knowledge as well as capitalize on expertise found outside the University to promote healthy child development and family life.

**Vision**

CCFW will become a globally prominent, locally relevant, self-sustaining center facilitating the conduct and application of high-quality multidisciplinary research to investigate and promote child and family well-being.

**2021 Outcomes**

- The center will have a 1–2 million dollar endowment.
- The number of new projects run through the center will triple.
- The number of affiliates will increase by 50.
- The center will give 10 awards to students, faculty, and professionals.
- Increase in fees from Lehman Family Interaction Labs.
- 300 students, faculty, and professionals will attend center-sponsored seminars and conferences per year.
- 100 students and professionals will view center-sponsored videos or other online materials per year.
- Closer integration with SoHE Departments, centers, Preschool and UW–Extension.

**STRATEGIC GOAL #1:** To become a financially self-sustaining center focusing on children and families.

**A. Current situation and gap analysis**

1. Have small endowment and temporary support from Dean's discretionary funds.
2. May have potential donors (the Lehman family, Dorothy O’Brien, Mary Sue Shannon).
3. Physical & human resources in preschool & labs (Family Interaction Lab, Consumer Behavior Lab, Preschool Lab)
4. No core grant and no indirects from grants.
5. Need better grant administration.
6. Need policy and fee structure and use policies for Lehman Lab.
7. No program revenue
8. No paid executive director
B. Strategies to achieve goal
1. Solicit 1–2 million dollar endowment (could be naming gift).
2. Develop program revenue.
3. Obtain percentage of indirects from grants run through Center.
4. Improve grant administration services.
5. Hire executive director.
6. Collaborate with other centers and departments to increase grant funding.
7. Have new $75,000 from Mary Sue Shannon for mindful parenting project with Preschool.
8. Have $89,000 grant from Dorothy O’Brien to support contemplative practices for high risk children project.
9. Increase in revenue from conferences and child fashion shows to $40,000.
10. Increase in fees obtained from use of the Lehman Lab.
11. Seed money to create online certificate program in collaboration with other units.
12. Solicit information from research and outreach affiliates and projects.
13. Seed money for conference and keynote speaker: Estimated at $20,000 per conference.
14. Construct online learning materials for professionals and students (e.g., certificate program).
15. Offer online videotaped presentations from seminar series regarding family and child well-being.
16. Seed top national and international family science scholars to be affiliates.
17. Increase fund-raising efforts.
18. Change name of center to include children in title.
19. Connect with SoHE alumni who have degree related to children (e.g., PK–3, CD, HE).
20. Start monthly guest reading program in preschool.
21. Have child fashion show (collaborate with C4iD, CCFW, HDFS, and preschool) to generate funds. FY14
22. Well-attended, successful seminars and conferences will generate funds and highlight work. (Pillars 2,5,6)
23. Newly named center will collaborate with other SoHE units to support real world learning. (Pillar 8)

C. Actions
1. Hold an annual conference focusing on contemplative practices to promote child & family well-being. FY13–17
2. Develop fundraising strategies. FY13–15
3. Continue temporary support of project assistant. FY13–15
4. Develop fee structure and policies for Lehman Lab. FY13
5. Identify foundations (1st year) and apply for possible core grant (years 2–5) FY13–15
6. Launch endowment campaign. FY14–17
7. Have child fashion show (collaborate with C4iD, CCFW, HDFS, and preschool) to generate funds. FY14
8. Give yearly awards to honor work in this area by colleagues in US and world FY13–17
9. Offer online videotaped presentations from seminar series regarding family and child well-being.
10. Seed top national and international family science scholars to be affiliates.
11. Connect with SoHE alumni who have degree related to children (e.g., PK–3, CD, HE).
12. Start monthly guest reading program in preschool.

D. Inputs
1. Temporary funding for project assistant from SoHE
2. Expertise in fundraising strategies (e.g., participate in fundraising workshop)
3. Annual endowment earnings
4. Center and preschool, academic department, and Extension integration and collaborations
5. Community partners
6. Seed money for conference and keynote speakers: Estimated at $20,000 per conference
7. Give annual award for scholarly work in this area. FY13–15
8. Develop alumni newsletter focusing on children and families. FY13–14
9. Start monthly guest reading program in preschool. FY13–14
10. Work with other centers to develop timeline and criteria for: seed money to support grant writing. FY13–14
11. PA to support center director

E. Expected outcomes
1. Current faculty director will lead projects focusing on solutions for child and family well-being. (Pillars 5, 9)
2. Core grant funding will allow high impact research and outreach to improve family well-being. (Pillars 1, 5, 6)
3. Well-attended, successful seminars and conferences will generate funds and highlight work. (Pillars 2,5,6)
4. Newly named center will collaborate with other SoHE units to support real world learning. (Pillar 8)

F. Objective metrics
1. Increase in indirects received from grants run through center
2. Increase endowment by 1–2 million
3. Increase in fees obtained from use of the Lehman Lab
4. Increase in revenue from conferences and child fashion shows to $40,000
5. Increase the number of CCFW affiliates by 50
6. Increase in the number of awards given by the center (0 to 10)

STRATEGIC GOAL #2: Become a globally recognized hub for research and outreach on child and family well-being.

A. Current situation and gap analysis
1. Successfully changed name to Center for Child & Family Well-Being.
2. Have 11 affiliated research and outreach projects.
3. Physical & human resources in preschool & labs (Family Interaction Lab, Consumer Behavior Lab, Preschool Lab)
4. Have new $75,000 from Mary Sue Shannon for mindful parenting project with Preschool.
5. Have $89,000 grant from Dorothy O’Brien to support contemplative practices for high risk children project.
6. Have progressive and enthusiastic steering committee, dedicated and hard-working director and PA.
7. No affiliated researchers or students outside of Steering Committee, need more globally recognized affiliates.
8. Need members on Family Scholars Panel (advisory board).
9. Do not have recognizable brand.
10. No strong connection with alumni focusing on children and families.

B. Strategies to achieve goal
1. Identify international and national family science scholars to be affiliates.
2. Plan an annual conference focusing on contemplative practices to promote child and family well-being.
3. Support faculty grant writing through seed money, course releases, and flex funds.
4. Construct certificate program for students and/or professionals.
5. Offer online videotaped presentations from seminar series regarding family and child well-being.
6. Build Center website to make a global presence with a recognizable brand.
7. Revise, update, and broaden CCFW written materials and send to potential affiliates and donors.
8. Change name of center to include children in title.
9. Increase fund-raising efforts.
10. Connect with SoHE alumni who have degree related to children (e.g., PK–3, CD, HE).
11. Start monthly guest reading program in preschool.

C. Actions
1. Hold annual conference: Contemplative practices to promote child and family well-being. FY13–17
2. Develop fee structure and policies for Lehman Family Interaction Lab. FY13
3. Have child fashion show (collaborate with C4iD, CCFW, and preschool to generate funds). FY14
4. Construct online learning materials for professionals and students (e.g., certificate program). FY13–14
5. Solicit top national and international family science scholars to be affiliates. FY13–17
6. Implement mindful parenting project with preschool. FY14–15
7. Give annual award for scholarly work in this area. FY13–15
8. Develop alumni newsletter focusing on children and families. FY13–14
9. Start monthly guest reading program in preschool. FY13–14
10. Work with other centers to develop timeline and criteria for: seed money to support grant writing. FY13–14
11. PA to support center director

D. Inputs
1. Solicit information from research and outreach affiliates and projects.
2. Seed money for conference and key note speaker: Estimated at $20,000
3. Information about alumni (contact information)
4. Seed money to create online certificate program in collaboration with other units
5. PA to support center director

E. Expected outcomes
1. Become internationally renowned center for child and family well-being. (Pillars 2, 5, 7)
2. Jointly administer online certificate program with HDFS and CS. (Pillars 5, 8)
3. Well-attended, successful conferences will generate funds and highlight scholarship and outreach. (Pillars 2,5,6)
4. Core grant funding will allow high impact research and outreach to improve family well-being. (Pillars 1, 5, 6)
F. Objective metrics
1. Triple the number of new research and outreach scholars and projects affiliated with the center.
2. Increase in students/professionals attending CCFW seminar and conferences to 300/year.
3. Increase in students/professionals viewing videos or other online information to 100/year.
4. Increase in funds raised through various sources.
5. Increase in revenue from conferences and child fashion shows to $20,000.

STRATEGIC GOAL #3: Increase integration between the SoHE Preschool Lab, the Center for Child and Family Well-Being, and the Human Development and Family Studies Department in the areas of teaching, research, and outreach to enhance child and family well-being.

A. Current situation and gap analysis
1. The Preschool Lab, Center, and department are now all in the same newly renovated facility.
2. The Lehman Family Interaction Lab is in close proximity to the Preschool Lab and both have potential for use in observational research and teaching if the technology, child-proofing, and observation windows are fixed.
3. Have new $75,000 from Mary Sue Shannon for joint mindful parenting project with CCFW, HDFS, and Preschool.
4. Some HDFS faculty have strong ties to the Preschool in research and/or teaching (e.g., Kirkorian, Poehlmann, Riley).

B. Strategies to achieve goal
1. Increase use of Preschool in HDFS courses (e.g., observation of kids), especially using flipped classroom models, as well as internship and service learning placements, along with Preschool staff guest lectures.
2. Jointly plan a sustainable kidswear fashion show fundraiser, along with the Retailing Center, C4ID, HDFS, and Design Studies department.
3. Increase exploration of using technology with children and research focusing on such use (e.g., touchscreens).
4. Increase joint fund-raising efforts.
5. Start a monthly guest reading program in the preschool to involve HDFS faculty, alumni, donors, students, etc.
6. Connect with SoHE alumni with degree related to children (e.g., PK–3, CD, Home Ec Education) and Preschool alumni families.

C. Actions
1. Have child fashion show (collaborate with C4ID, CCFW, HDFS, and preschool) to generate funds. FY14
2. Implement mindful parenting project with preschool. FY14–15
3. Develop alumni newsletter focusing on children and families. FY13–14
4. Reward teaching, research and outreach that integrates these units by giving an internal award with money attached. FY13–17
5. Increase number of student internships and service learning placements in preschool. FY13–17
6. Apply to W.K. Kellogg Foundation’s Healthy Kids program to supplement Mindful Parenting (along with other areas that support child health like partnering with SLOW food, nursing, nutrition, etc.). FY14–15
7. Work with preschool on the Mind-Body-Relationships and Family Well-Being initiative, including fund raising for an endowed chair position. FY13–17

D. Inputs
1. Seed money to start annual child fashion show ($4,000)
2. Information about alumni (contact information) from Wisconsin Alumni Association and way to track preschool alumni families
3. Funds from CCFW to create internal award for integrating research, teaching, and/or outreach with the preschool ($500/year)
4. Increase grant funding run through CCFW
5. Human capital (HDFS faculty, students, preschool staff, CCFW staff)

E. Expected outcomes
1. Become internationally renowned for integrating interdisciplinary units and preschool to promote child and family well-being. (Pillars 2, 5, 7)
2. Well-attended, successful annual fashion show for sustainable kidswear will generate funds and highlight excellent work. (Pillars 2, 5, 6)
3. Additional funding from multiple sources, including gifts, foundations and grants, will allow high impact research and outreach to improve family well-being. (Pillars 1, 5, 6)
4. Increase in integration of teaching and internships with preschool to enhance hands-on learning and real world impact. (Pillars 5, 7, 8)

F. Objective metrics
1. Double the number of HDFS students who are placed in the Preschool for internships.
2. Triple the number of HDFS courses that use the observation facilities for student learning.
3. Increase in revenue from child fashion shows to $5,000.
4. Triple the amount of funds raised for joint projects among the preschool, HDFS, and CCFW.
5. 90% of parents and children in the preschool will benefit from and/or participate in HDFS and CCFW research and outreach.
6. Double the number of graduate students and faculty who engage in research and/or outreach in the preschool.
Center for Financial Security
Strategic Plan
2013–2017 & Beyond

Mission
To develop and disseminate high quality research for use in policy and practice.

Vision

2021 Outcomes
• CFS has reliable and sustainable support for compelling research projects conducted by a wide pool of multi-disciplinary researchers.
• CFS supports/fosters at least 1 “new” academic researcher in the area of household finance each year (graduate student on market, post-doc, junior faculty or an emerging scholar from another area).
• CFS research findings are shared with at least 10,000 people each year using direct and indirect measures.
• Research from the CFS is used in the development of major state and national policies and national programs.

Background
• The CFS is a campus-wide academic research center established in 2007 and formalized in 2010.
• CFS 2 academic staff members and appointed faculty director met with a “planning subcommittee” made up of CFS faculty affiliates and campus-wide stakeholders. That group reviewed CFS reports, activities and made recommendations on behalf of affiliates.
• This document represents the issues and ideas raised by affiliates and reflects the directions affiliates from across UW–Madison support as the CFS engages in strategic planning within SoHE.

STRATEGIC GOAL #1: Enhance the center’s research capacity and status as a leader in household finance by launching and maintaining a nationally representative longitudinal survey on household finance (National Family Finances Survey).

A. Current situation and gap analysis
1. Existing nationally-representative longitudinal datasets do not capture sufficient data on household financial behavior and outcomes. Surveys specific to household finance are not nationally representative, fail to capture data such as credit reports and are not truly longitudinal.
2. UW has recognized expertise in administering large-scale panel surveys (e.g. WLS, NSFH). The UW Survey Center is an existing CFS partner and has expertise in measuring self-reported personal financial information matched to financial data.
3. Existing CFS projects with the Consumer Financial Protection Bureau and Corporation for Enterprise Development on financial capability outcome measures will inform new longitudinal data efforts.
4. Housing a nationally representative survey on household finance would capitalize on UW–Madison resources, benefit the field, and enhance the center’s status. The dataset will be a signature aspect of CFS.

B. Strategies
1. Review existing surveys and plan for a modern survey that builds on the strengths of UW–Madison.
2. Expand existing institutional capacity to administer a large-scale panel survey.
3. Collaborate with UW and federal research partners to develop, implement, and fund the project.

C. Actions
1. Convene a committee to explore feasibility & process of implementing a survey. FY13–14
2. Host a meeting that brings together stakeholders and potential federal funders. FY14
3. Hire two full-time CFS staff to coordinate the survey development and implementation. FY14–15
4. Host meetings to bring together key stakeholders and users. FY15
5. Develop the survey instrument and sampling strategy. FY15–17
6. Expand external partners. FY16–17
7. Administer the first wave of the panel survey and make data publically available. FY17–18

D. Inputs
1. Expertise of CFS affiliates and UW–Madison faculty involved in other large-scale panel surveys.
2. Secure funding to hire two full-time CFS project staff.

E. Expected outcomes
1. Housing the survey at CFS will enhance SoHE as a respected brand in applied research on household finance.
2. The lack of panel data limits applied research that promotes solutions to societal problems. A new panel dataset will promote applied research with a high impact on families in Wisconsin and nationwide.
3. The survey and resulting research will involve collaboration across disciplines and sectors (e.g., academia, government, private). These interactions will facilitate the development of collaborative solutions in public programs and policies that promote family financial security.

F. Objective metrics
1. Secure large-scale federal grants, contracts, and cooperative agreements.
2. Number of research citations resulting from the CFS longitudinal dataset.
3. Number of visits to and downloads from the dataset's website.
4. Amount of revenue generated to sustain the survey.

STRATEGIC GOAL #2: Enhance the benefits of CFS research affiliation including more explicit support services that can be sustainably integrated into existing and new projects regardless of administrative home.

A. Current situation and gap analysis
1. The current process for running research and dissemination activities through CFS is ad-hoc.
2. CFS would like to better engage affiliates in projects in ways that play to CFS’s strengths and benefit/improve the research. A focus on financially ‘grants running through CFS’ detracts from developing great household research projects (regardless of where the work happens).
3. Affiliates are not incentivized to include CFS in their research; too much relies on personal relationships forged by the faculty director.

B. Strategies to achieve goal
1. Enhance mutual (2-way) communication with affiliates, including clearer descriptions of CFS benefits.
2. More efficiently connect researchers to projects, and projects to researchers.
3. Create incentives for faculty to engage in household finance research regardless of administration.
4. Develop more coordinated research and administrative services available for standardized costs.

C. Actions
1. Create online database to solicit research ideas, faculty interests and develop a ‘marketplace’ to match applied research field study opportunities to researchers. FY13
2. Create Research Committee to oversee research administration including working with IRB/Human Subjects, OMB policies, managing Federal Paper Reduction Act issues among other technical challenges in field research. FY13–17
3. Create a campus-wide “Research Center Administration Network Group” (RANG) of academic staff in other research centers in order to share best practices. FY13
4. Network externally with research organizations and funders to identify best practices in research administration, including private contractors and other academic centers. FY13–17
5. Recruit affiliates to serve in research leadership role(s) within the CFS, reducing reliance on a single faculty director. FY13
6. Enhance the monthly affiliate newsletter and CFS website to promote benefits of affiliation CFS roles in supporting research projects. FY13–14

D. Inputs
1. Develop a standardized list of CFS provided services, with standardized costs per FY or CY that can be built into any grant at UW or even at external partner organizations.
2. Having high quality research ‘lab’ for student researchers to work is viewed as a valuable service that would be demanded if priced appropriately/competitively relative to other options at UW (office space for faculty affiliates is not viewed as a benefit of the CFS).
3. CFS will not be able to sustain a zero-dollar appointment for its faculty director or associate faculty positions. If CFS is valued by SoHE, at least one summer month and/or course release will be required in the future to retain faculty leadership.
4. CFS cannot actively seek external funding unless the Associate Director (an academic staff position) has funding unrelated to existing grants (especially federal funding). UW needs to support at least 2 months staff time to support exploratory activities or risk the financial viability of the CFS ($28,000/year).
5. Flexible funds from UW Foundation are needed to cover travel, meetings, food and beverages—this is identified as being critical for facilitating faculty networking and collaboration.

E. Expected outcomes
1. Enhance the brand and increase engagement on and off the UW Campus.
2. Provide streamlined and effective administration.
F. Objective metrics
1. Number of actively engaged affiliates in household finance research
2. Number of proposals and projects which include CFS as a service provider
3. Increase in capacity/services CFS provides to affiliates
4. Decrease in number of staff funded by exclusively by soft money

STRATEGIC GOAL #3: Support the integration of research into undergraduate learning through applied research tools, surveys, project positions and training.

A. Current situation and gap analysis
1. The center’s comparative advantage is research, but CFS can enhance undergraduate learning in a variety of ways. CFS can enhance the teaching of other units related to household finance research.
2. CFS can partner with service learning courses to supplement student learning related to research.
3. CFS can connect to undergraduates on applied research projects with community-based organizations, nonprofits, public agencies, and UW–Cooperative Extension.

B. Strategies to achieve goal
1. Work with the Morgridge Center to explore ways CFS resources (e.g., surveys, knowledge of community-based research) can more formally enhance students’ efforts.
2. Identify administrative mechanisms that can be used to incentivize CFS affiliates to work with undergraduates on applied research projects—for example streamlined contracts or work-for-hire.
3. Serve as a clearinghouse for evidence-based financial resources and programming on campus.
4. Collaborate with UW–Extension on household finance field evaluations, including proposed Extension “evaluation consulting services” for household finance-related projects.
5. Collaborate with School of Social Work on projects with social work students
6. Collaborate with Law School clinical programs on projects with law students
7. Collaborate with CDE, IRP and other programs on applied research opportunities for undergraduates.

C. Actions
1. Develop database of community-based research opportunities. FY13–14
2. Explore opportunities to support research resources in service learning courses with Morgridge Center for Public Service. FY13
3. Identify and/or create administrative procedures in which CFS affiliates hire FY13–14 undergraduates for smaller applied projects and consulting-like contracts.
4. Work with the Center on Nonprofits, Social Work and other campus centers to explore ways CFS research expertise can be used in projects and programming. FY13–14

D. Inputs
1. Consistent flexible funding and/or efficient mechanisms of external funding for smaller applied research projects in ways that reward faculty and students without cumbersome “red tape”
2. CFS staff time for coordinating these efforts, including travel and meeting costs

E. Expected outcomes
1. Build a respected brand in the community and contribute to learning by doing in the real world.
2. Enhancing service learning courses aids in high impact on societal problems.
3. New models of hiring undergraduates for applied research projects involves sustainable funding & revenue generation.

F. Objective Metrics
1. Number of undergraduates who work with faculty affiliates on applied research projects
2. Amount funding generated for these projects.
3. Projects that are cited in the media or policy reports or impact major policy/program decisions
4. Number of service learning courses that incorporate CFS resources

STRATEGIC GOAL #4: Broaden the CFS’s impact with a larger network of applied research projects and affiliate-led applied research.

A. Current situation and gap analysis
1. CFS is approached regularly by state/local/federal government agencies, nonprofits and businesses seeking research partnerships for applied research projects.
2. CFS has 54 affiliates; most were involved in SSA FLRC-funded research or attracted to the CFS based on an interest in household finance. Potential faculty affiliates are on the UW–Madison campus who can benefit from the CFS (and vice versa).
3. A larger affiliate base will create a critical mass necessary for more productive and engaging projects.

B. Strategies to achieve goal
1. Increase campus networking opportunities to engage faculty and promote the Center. These opportunities must be attractive to faculty—including convenient locations (e.g. WID) and food and beverages.
2. Collaborative events with IRP, WID, School of Business Social Work, La Follette, Education, etc. will increase visibility and reach new affiliates.
3. Develop a database to connect CFS services (e.g. providing access to data, subject pools, community organizations) to affiliates for applied projects.
4. Expand graduate student Household Finance Scholars group.

C. Actions
1. Reorganize the center’s external research advisory board post-FLRC. FY13
2. Create and maintain a searchable database of affiliates, which can be used for networking and connecting funders and others to CFS affiliates (CFS as “match.com” for affiliates and funders). FY13
3. Survey existing affiliates on departments and individuals to focus recruitment efforts on, and then reach out to those faculty. FY13
4. Create a ‘menu’ of CFS services for affiliates to highlight the benefits of affiliation (e.g. applied research proposals, project management, PA support, event management, dissemination briefs, webinars, etc.). FY13
5. Establish affiliate subcommittees to further CFS priorities. FY13–14
6. Review faculty profiles to discern if their work could inform or guide CFS research. FY14–17
7. Develop events at WID for on-campus networking events (co-hosting events with partners as appropriate). FY14–17
8. Develop and implement flexible mechanisms to fund consulting-like research projects. FY14–15
9. Increase faculty mentoring of graduate students by facilitating collaboration on projects, holding new student orientations to the Household Finance Scholars group each semester, and involving graduate students in conferences. FY14–17
D. Inputs
1. CFS staff and existing affiliates enhance recruitment and opportunities.
2. Minimize funding requirements through on-campus partnerships and leveraging existing efforts (e.g. co-sponsoring events, opening webinars to a live audience).

E. Expected outcomes
1. Cross-campus partnerships and networking facilitates collaborative solutions.
2. Increased affiliate engagement enhances CFS and SoHE recognition and builds a respected brand.
3. Greater faculty engagement facilitates sustainable funding and revenue generation.

F. Objective Metrics
1. Affiliate engagement documented through attendance at CFS events and contributions to Working Paper series, etc. (number of affiliates less important than evidence of engagement)
2. Increase in number of affiliates who fund the center’s services and the amount of that funding

STRATEGIC GOAL #5: Enhance the center’s impact on individual and families’ quality of life by translating research into evidence-based strategies for practice and public policy. Ensure the center’s dissemination activities are sustainable and attractive to both the intended audience (i.e. practitioners, policymakers, and the public) and the CFS affiliates whose research forms the basis of this work.

A. Current situation and gap analysis
1. CFS uses a variety of strategies to translate its research into accessible resources for practitioners, policymakers, and the public. These strategies currently include webinars, summary briefs, newsletters, social media, podcasts, and YouTube videos. CFS can build on these efforts by taking advantage of new media/communication platforms.
2. Dissemination and the connections it facilitates are central to the center’s ability to generate new opportunities for affiliates, but not and end in and of themselves; outreach should result in funding.
3. Previous funding through the FLRC included specific support for dissemination; CFS does not have sustainable models for these activities currently. CFS strives to be the national leader in applied research on household finance, and research in this area is in demand.
4. CFS projects have focused on financial capability for vulnerable populations, blending social work and household finance research. CFS, UW Extension and Continuing Studies developed Financial Capability for Helping Professionals.

B. Strategies to achieve goal
1. Partner with the School of Social Work, Law School and Extension to explore the creation of a Financial Stability Clinic for low-income families and individuals in Madison; enhance evidence-based financial content of Social Work policy courses, including financial capability for helping professionals.
2. Develop a broader and more coordinated outreach strategy based on the costs and benefits as well as audience analysis; develop sustainable funding mechanisms; promote outreach services to affiliates.
3. Expand outreach activities with State of Wisconsin agencies such as DFI, DCF, DOC, DATCP, etc.
4. Engage affiliates in planning and developing dissemination plans.
5. Devote staffing specifically to dissemination as a general charge to all projects (not project-specific).

C. Actions
1. Explore new external outreach partnerships (e.g. SSRN, Filene Research Institute, NCCUA).
2. Explore collaboration with UW–Extension’s faculty proposed “office hours.”
3. Form an affiliate outreach committee, with an initial focus on sustaining the webinar series and creating an outreach endowment; seek a named donor for the webinar series.
4. Create a CFS working papers series open to all affiliates’ research (not just CFS projects).
5. Publish a CFS “dissemination guide” for affiliates.
6. Create a Social Work/CFS committee to explore partnership opportunities.

D. Inputs
1. Staff and affiliate input on identifying sustainable models (ending unsustainable activities)
2. External funding for activities that provide public value but are financially challenging to sustain
3. Staff time; incentives for faculty participation

E. Expected outcomes
1. Dissemination efforts involve and reach a wide array of researchers, practitioners, policymakers, and the public to facilitate collaborative solutions that further families’ financial security.
2. CFS will translate its research into high impact resources that promote evidence-based policy and practice and show the value proposition for taxpayers of supporting UW–Madison.
3. The center will identify sustainable funding and revenue generation for its outreach initiatives.

F. Objective metrics
1. Year-over-year increase in reach based on standard web and social media metrics
2. Percent of affiliates who participate in at least one CFS-sponsored dissemination activity per year
3. Year-to-year changes in which affiliates participate (i.e. not just same group of affiliates participating)
4. Impact of a Financial Stability Clinic at UW and in Madison community
Kohl’s Center for Retailing Excellence
Strategic Plan
2013–2017 & Beyond

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 be globally recognized as the “go to” Center for interdisciplinary outreach for human and intellectual capital and solutions to social, business, and ethical problems facing consumers in the marketplace.

2021 Outcomes toward SoHE vision
• Stronger and increased brand presence for Retail program on campus, nationally and internationally
• More fully engaged young alumni, increased private giving
• Full collaboration with logical connections within school and on campus
• Sustainable giving cycle
• Increased provision of “out of classroom” experiences for both students and faculty
• Creation of 3 faculty lines (technical professional skill focus, omni channel focus, consumer research focus)

Strengths
Strong industry ties, experienced and knowledgeable staff, interdisciplinary reach both with affiliates and students

Gaps
Working on relationship with department, cooperation from SAA, major and department brand equity, lacking school recruitment strategy, low number of Retail majors

STRATEGIC GOAL #1: To be one of the top three university programs producing talent for the retail industry.

A. Current situation and gap analysis
1. Weak relationship with CS Department
2. Poor branding and recruiting of students for retail major, seen as a “back-up plan”
3. Lack of graduates and direct admits
4. Lack of tracking to know where we stand

B. Strategies to achieve goal
1. Stronger integration with department through Faculty Director
2. Stronger integration with career services between the center and SAA
3. Develop and implement campus-wide retail initiative

C. Actions (FY13–17)
1. Build upon progress made with Consumer Science Department relationship.
2. Coordinate effort in developing certificate program with department.
3. Develop plan with SAA to recruit and direct admit students.
4. Use SAA to measure impact through commonly accepted analytics.
5. Serve as a resource to department for branding and recruiting students.
D. Inputs
1. Consumer Science Department cooperation
2. SAA consistent measurement, analysis, and reporting
3. Time to develop publicity strategy

E. Expected outcomes
1. Increase pool of student applicants by 60%.
2. Increase number of graduates retail can “claim” either by major or “scholars program” by three times in three years.
3. Self-sustaining cycle, bringing in $2M for program.

F. Objective metrics
1. Placement data needed from SAA
2. Tracking student involvement with the center
3. Number of Retail Initiative Scholars

STRATEGIC GOAL #2: Strong, consistent, multi-faceted funding stream

A. Current situation and gap analysis
1. Piecemeal connections with alumni
2. Lack of tracking graduates
3. Lack of program to engage “young” alumni donors
4. Foundation doesn’t have specific center designation as an option for donations
5. Lack of awareness of department needs

B. Strategies to achieve goal
1. Improve communication with young alumni. (BNE)
2. Build upon connection with students within major and scholars.
3. Unified vision for the future of center within SoHE and accompanying list of financial resource needs.
4. Develop program revenue options.

C. Actions (FY13–17)
1. Develop early engagement plan with students and measure level of commitment to center and SoHE
2. Develop engagement plan with recent alumni to maintain a deep commitment to center and SoHE
3. Use SAA data to measure impact and satisfaction
4. Work with Foundation to update materials so donations can come straight to center
5. In conjunction with Dean’s office, create multi-platform fundraising campaign clearly outlining gift requests
6. Build upon annual Omni Channel Conference

D. Inputs
1. SAA
2. Foundation
3. Dean’s office

E. Expected outcomes
1. Alumni advocating for center and SoHE within industry
2. Increased fundraising from personal sources
3. Alumni connected to goals of center
4. Long-term financial stability

F. Objective metrics
1. Goal of 25% of center funds come from personal donations
2. Increase base of donors by 50%
Covering Kids and Families

Strategic Plan
2013–2017 & Beyond

Mission
Covering Kids & Families – Wisconsin is a statewide coalition of social services professionals, health care providers, school personnel, policy makers, and researchers that works to reduce health disparities, improve individual and population health, ensure full participation in public health insurance and other health programs, and increase access to high quality health care for all residents of Wisconsin.

Vision
All vulnerable or interested residents have easy-to-access, trusted and efficient mechanisms to learn about, enroll in and use health-supporting programs for which they are eligible. Because of Covering Kids & Families, Wisconsin parents, caregivers and children demonstrate better health outcomes, in part because the state has maximized enrollment in health insurance and other programs.

2021 Outcomes
CKF will be one of many partners, including SoHE and UW–Extension, working on developing systems through established school-based and community networks in Wisconsin to contribute to improved resources on family health that may include physical, economic and social well-being.

STRATEGIC GOAL #1: Maintain a relevant and sustainable organization driven by quality research and evidence-informed practice (SoHE Pillar 1)

A. Current situation and gap analysis
1. Sustained organization for ten years
2. Ongoing funding pursuit to maintain current level of staffing
3. Funding shifts and instability have led to staff turnover in the past
4. Singular reliance on grants to support work rather than securing a more diverse funding portfolio
5. Recent focus on appointing staff positions to support organizational needs (e.g., budgetary, communications, evaluation, coalition support)
6. Operating in competitive environment with other Wisconsin community based organizations (CBOs) Situated at research institution, led by university faculty member
7. Long history of presenting organization as unbiased resource and educator which has gained us credibility, even among varying state administrations
8. Reliance on grants reinforces need for comprehensive evaluation to offer evidence of successes, support claims
9. Yet those same grants do not often support full range of evaluation and dissemination activities (e.g., academic papers or conference participation)
10. Broader dissemination needed to further bolster credibility, relevance and encourage sustainability

B. Strategy/ies to achieve goal
1. Strategy 1.1: Adapt to a constantly changing health policy environment while maintaining a clear identity.
2. Strategy 1.2: Evaluate the impact of project work, giving credibility to the organization and its supporters, and to remain consistent with being part of the University of Wisconsin and UW—Extension.
3. Strategy 1.3: Disseminate lessons learned to audiences on local, state, regional, and national levels.
4. Strategy 1.4: Maintain a positive, public profile.

C. Actions (FY13–17)
1. Be flexible in program proposals and work to accommodate shifts in the economic, political and policy environments.
2. Seek and obtain funding from multiple sources for well-defined projects related closely to our mission.
3. Consult established research to inform project work.
4. Engage outside leadership, including academic leaders and state officials, for major projects.
5. Conduct quantitative and qualitative evaluation of all project work.
6. Adjust project work as needed based on evaluation results or new/emerging research; document evaluation and adjustments for internal use and for funders.
7. Promote the School Based Outreach model and other evidence-informed work as an effective community capacity-building strategy.
8. Share information with policymakers, the public, advocates, researchers and other partners.
9. Seek out information and evidenced-informed practices, support and connection to other organizations to further inform project work.
10. Initiate and seize earned media opportunities.
11. Proactively communicate to members, partners and policy makers.
12. Engage in statewide outreach to maintain existing and create new partnerships through conference participation, social media, electronic communication and the sharing of resources and materials.

D. Inputs
1. Feedback from existing partners regarding new directions, new funding streams
2. Existing communication/coalition support staff time
3. New funding to support connection to new networks
4. Existing evaluation/issuement lead staff time
5. CKF Director/PI dedicated time
6. New funding to further support expanded research time and dissemination

E. Expected outcomes
1. Expanded diversity of funding sources
2. Expanded network of those tuning into CKF and information/material it has produced
3. Increased committed resources (funding, staffing) to evaluation and dissemination
4. Documented success in the field as shown through evaluation and dissemination
5. Increased ability to fold evaluation findings back into winning proposals to funders for new projects and support

F. Objective metrics
1. Annual accounting of budget and funding stream – total dollars, total number, type, and source
2. Trends in staffing – total number, FTE, and primary duties
3. Trends in dissemination – type and number and whether initiated by CKF or invited
4. Trends in network growth – number engaged, source, content of interest

STRATEGIC GOAL #2a: Provide support and resources to schools and communities on access, coverage and outreach related to public health insurance and other programs (SoHE pillar 5)

A. Current situation: Covering Kids & Families seeks to build capacity of school staff to be resources to families in their district who are uninsured. Nearly all uninsured children in Wisconsin are eligible for enrollment in BadgerCare+ - yet tens of thousands remain uninsured for all or part of each year. CKF maintains current resources available for all online visitors, provides local training for funded partners and responds to troubleshooting efforts from project partners who are trying to resolve student and family health coverage issues. CKF is currently supported to work in three of 12 Cooperative Education Service Agencies (CESAs), building on past projects districts throughout the state, multiplying the number of school districts engaged from 17 to over 100.

• Gaps and opportunities: In addition to building knowledge and resources around BadgerCare+ for Children and Families in Wisconsin school districts there will soon be demand to reach and educate partners and families about the Health Insurance Exchanges coming with the next phases of the Affordable Care Act (ACA). This can be facilitated by connecting SoHE faculty networks, including Extension faculty, with CKF Coalition members and partners, sharing community engagement techniques to build systems in the community for this conversation, and also for other family health issues in areas of SoHE faculty expertise.

Current Situation: CKF is also supported by a grant from Wisconsin Dept. of Public Instruction to assist School Food Authorities (SFAs) with increasing their capacity to consistently run the federally required direct certification (DC) process as efficiently and frequently (at least quarterly) as possible, including successfully matching students who are categorically eligible for free or reduced price meals due to their family’s receipt of FoodShare or W–2 benefits. Ultimately, DPI hopes to increase statewide DC rate for both public and private schools.

• Gaps and opportunities
  1. Successful implementation of the DC project also relies on layers of coordination with federal USDA rules, and partners in the Department of Children and Families and DPI.
  2. Many individuals and organizations are unaware that Free Lunch is another benefit to families participating in FoodShare, W–2, or FDPIR. There is a need to increase communication with schools, county enrollment agencies, DPI and community partners to ensure the free school meal benefit is known and visible to those who are eligible.

STRATEGIC GOAL #2b: Provide schools, community organizations and other supporters with non-partisan, reliable information on healthcare coverage systems, options and policies in Wisconsin and nationally.

A. Current situation: In the presence of rapidly changing policy activities, consumers, especially those in vulnerable situations, may be unaware of implications and impacts of state and federal policy changes to programs they use.

• Gaps and opportunities: While CKF is intimately involved with healthcare policy, there is an opportunity to collaborate in other arenas, such as education, child care, lending, and food policy with SoHE and Extension faculty.

Current situation: CKF seeks to increase internal knowledge of broad topics in health policy and related legislation and more discreet knowledge of the elements of health policy that influence families and communities.

• Gaps and opportunities: Preserving neutral messaging in the presence of a great volume of policy events, the bias of political opponents and the balance of federal and state political activity in this moment of implementing the ACA.

Current situation: CKF provides avenues of communication to partners and coalition members to deliver valuable messages to families and community stakeholders.

• Gaps and opportunities: Project plan may come into conflict with current political events. Established priority planning to respond to critical new events as they relate to project partners can be improved.

Current situation: SBO projects rely heavily on relationships with school personnel, including in-person training or visits to secure SBO activity in a particular school or district. Close relationships are also confirmed sources of success for information dissemination.
B. Strategies to achieve goals

1. Assess current policies, modifications and new legislation that promote and support health insurance options for vulnerable populations, including public health coverage.

2. Develop and maintain strong partnerships with key stakeholders invested in public health.

3. Through the policy group, increase the recognition by state policy makers (legislators and administrators) that CKF is a resource on public health policy, in particular public health insurance.

4. Build capacity within Wisconsin public schools and other organizations in contact with uninsured and/or vulnerable children and families to create more efficient, effective, and sustainable ways to connect them to health coverage and programs including, but not limited to, FoodShare, National School Lunch, financial literacy, child development information and parenting.

5. Establish thoughtful criteria for selecting agencies, local and national resources and others as reliable, desirable sources of information that CKF will reference and adapt for project and statewide dissemination.

6. Prior to and during a project, collect input from school professionals, community partners and families to choose optimal methods and frequency of outreach, include feedback loop for ongoing input.

7. Strengthen partnerships through the project budget: Extend a certain part of the budget to the school partner for advising on outreach materials and/or carrying out identified outreach to families.

C. Actions (FY13–17)

1. Participate in related health care policy workgroups/ad hoc committees at state and local levels.

2. Participate in national, state and local coalitions that are relevant to public health care policy.

3. Partner with state and local agencies and stakeholders to identify data that will support investment in public health insurance and public health infrastructure.

4. Share information from our stakeholders with CKF supporters via meetings, conference calls, webinars, list serve posts, and links on the CKF website, the CKF blog and other social media outlets.

5. Facilitate connections among local organizations.

6. Provide technical assistance to families and partners as they attempt to enroll themselves or others in public health programs.

7. Enhance and expand online access to resources, including SoHE faculty, for partners, organizations, and individuals to find easy-to-use, high-quality, up-to-date information to assist children and families who lack health coverage and access to other needed programs and benefits.

8. Participate in national CKF and other national health care policy advocacy organization meetings and/or conference calls and attend appropriate national conferences.

9. Encourage CKF partners to do their own advocacy on the policy recommendations endorsed by the Policy Group.

10. Seek specific recommendations for new partner relationships from Steering Committee and other coalition groups, including personal introductions to key members of the new resource.

11. Establish working group comprised of SoHE faculty, UW–Extension faculty and CKF staff and Coalition members to develop outreach activities and plans.

D. Inputs

1. Feedback from coalition and project partners regarding new directions, new funding streams

2. Additional funding to support on the ground work of project partners

3. Plan staff task assignments within a project, such as materials research and development, training, communication, partner relationships, and more.

4. Formal relationship planning with SoHE and UW–Extension faculty

E. Expected outcomes

1. More developed relationships with key stakeholders and partners

2. Communication methods monitored for effectiveness

3. Materials and communication adapted for both currency and value to the consumer

4. Increased enrollment in public program participation, approaching estimates of fully enrolled eligible population. (This will vary by program and is reliant on state data for measurement.)

F. Objective metrics

1. Number and quality of resources recommended by coalition members and committees

2. Survey or other method to measure outreach material effectiveness

3. Number of CKF representation on association boards, committees

STRATEGIC GOAL #3: Provide support and resources to schools and communities on access, coverage and outreach related to public health insurance and other programs driven by quality research and evidence-informed practice. (SoHE Pillar 8)

A. Current situation and gap analysis (e.g., problem to overcome/opportunity to capitalize on) and gap between current situation and desired situation

1. Sustained organization for ten years

2. Seven years of working directly with schools and community-based organizations building specific, tangible, localized/individualized capacity to assist families with health coverage in the real world of coverage options and challenges families face

3. Many instances utilizing students as student hourlies, PAs, volunteer interns, CARS internships and SMPH field work placements across CKF’s ten years of program work; only one instance where the student was SoHE-based

4. Long history of presenting organization as unbiased resource and educator which has gained us credibility, even among varying state administrations; demonstrated utility of both broad-based and niche-filling role UW–based organization can play in policy world

5. Reliance on grants reinforces need for comprehensive evaluation to offer evidence of successes, support claims, providing additional real-world opportunities for professional development of academic staff and students

6. The amount and depth of fieldwork CKF conducts is not particularly typical for a University-based project; field partners sometime do not recognize or understand we are part of the University, much less SoHE, instead confusing us with the state departments of Health Services and Public Instruction or a CBO
B. Strategy/ies to achieve goal

1. Strategy 3.1: Build capacity within Wisconsin public schools and other organizations in contact with uninsured children and families to create more efficient, effective, and sustainable ways to connect them to health coverage.

2. Strategy 3.2: Build capacity within Wisconsin public schools and other organizations in contact with vulnerable children and families to create more efficient, effective, and sustainable ways to connect them to programs including, but not limited to, FoodShare and National School Lunch.

3. Strategy 2.2: Actively engage in programs, policy, outreach and administration of efforts including and beyond Medicaid and BadgerCare+ that affect Wisconsin residents’ access to quality health care.

4. Strategy 1.2: Evaluate the impact of project work, giving credibility to the organization and its supporters, and to remain consistent with being part of the University of Wisconsin and UW–Extension.

C. Actions (FY13–17)

1. Activity: Provide information and training to local personnel so they are better informed about BadgerCare+ and other health programs and better able to assist children and families enroll, either through on-site assistance or referral to other local agencies.

2. Activity: Provide localized materials and assistance with developing and implementing plans for identifying and providing outreach and enrollment assistance to uninsured children and their families.

3. Activity: Facilitate connections among local organizations.

4. Activity: Provide technical assistance to families and partners as they attempt to enroll themselves or others in public health programs.

5. Activity: Enhance and expand online access to resources for partners, organizations, and individuals to find easy-to-use, high-quality, up-to-date information to assist children and families who lack health coverage and access to other needed programs and benefits.

6. Activity: Increase School Food Authorities’ capacity to directly certify children for school meals as effectively and frequently as possible.

7. Activity: Make available clear, concise and compelling information about Wisconsin’s public benefits programs and the agencies through which families apply for those programs.

8. Activity: Closely monitor and participate in discussions related to Federal Health Reform, health insurance exchanges and other efforts that affect and/or wrap around Medicaid and BadgerCare+.

9. Activity: Recognize that access to coverage doesn’t necessarily equate to access to quality care; monitor and participate as possible in efforts related to dental care, health literacy, health disparities and the social determinants of health

10. Activity: Consult established research to inform project work.

11. Activity: Engage outside leadership, including academic leaders and state officials, for major projects.

12. Activity: Conduct quantitative and qualitative evaluation of all project work.

13. Activity: Adjust project work as needed based on evaluation results or new/emerging research; document evaluation and adjustments for internal use and for funders.

D. Inputs

1. Detailed program proposals and work plans that include specific courses of action, measurable deliverables and an emphasis on evaluation.

2. Organizational strategic plan for next 1–2 years in context of 5- and 10-year vision.

3. Existing Evaluation/Dissemination lead staff time.

4. CKF Project Director, Project Coordinator and general organizational culture that values and emphasizes real-world activities informed by scholarly and internally-generated evidence, staff autonomy and collaboration and professional development, all to directly and indirectly impact individual and population health throughout Wisconsin.

5. New funding to further support expanded research time and dissemination; nimble program design and frameworks that remain relevant in a constantly shifting policy, administrative and cultural dynamic.

6. Coordination and communication throughout SoHE to foster keener understanding of work CKF does, how it fits with the mission of SoHE and the opportunities for collaboration.

7. Continued translation of CKF program work and lessons learned to materials and outreach suitable for broader audiences, including individuals, families and policy-makers.

E. Expected outcomes

1. Expanded network of those tuning into CKF and information/material it has produced; better understanding of connection to and relevance of UW–Madison and SoHE.

2. Increased committed resources (funding, staffing) to evaluation and dissemination.

3. Increased opportunities for students to be a part of these evaluation, dissemination, policy and program work.

4. Increased ability to fold evaluation findings back into ongoing program work for continual program improvement.

5. Increased understanding among stakeholders of integration with and impact on real-world systems, opportunities, challenges and solutions.

F. Objective metrics

1. Trends in dissemination – type and number and whether initiated by CKF or invited.

2. Number and depth of formal collaborations with other UW and SoHE units.

3. Trends in Coalition growth – number engaged, source, content of interest.

4. Trends in grant received.

5. Trends in media coverage – type, number, topics covered.
The Policy Institute for Family Impact Seminars

Strategic Plan
2013–2017 & Beyond

Mission
The institute brings researchers and policymakers together to promote the use of research evidence and provide opportunities for dialogue across party lines to build better public policy for families, broadly defined to include growing the state economy, early childhood development and care, health care, jobs, long-term care, youth workforce success, etc.)

Vision
The School of Human Ecology with leadership provided by the Policy Institute for Family Impact Seminars will become the national hub for studying how to increase research utilization in policymaking; for teaching the next generation of students how to build relationships with and communicate research evidence to policymakers; and for advancing evidence-based policy decisions in a time of historic polarization and partisanship.

2021 Outcomes:

For Faculty and Students
- 100 researchers will be trained each year at professional conferences on how to communicate research to policymakers.
- 10 state seminars sites will establish a two-way exchange each year between 300 university students who will serve as interns in legislatures and 15 retired legislators who will serve as policy fellows at universities.
- 8 state seminar sites will sponsor de-briefings each year for 150 researchers and graduate students following a Family Impact Seminar to discuss in what ways the speaker presentations were effective and how they could be improved.
- 5 national webinars will be held annually for researchers and students on how to communicate research to policymakers.
- 2 states will capitalize on the existing relationships established with policymakers to conduct studies on research use in policymaking, development of research/policy connections, the potential of family issues to overcome partisanship, etc.

For Policymakers
- 80 Family Impact seminars will be held for an estimated 4,000 state policymakers across the country each year
- 40 universities will establish Family Impact Seminars in their states (up from
the current 22 sites) to inform evidence-based policy decisions; policymakers will report Seminar information is high-quality, objective, timely, and useful in policy decisions (e.g., each year, 5 states will provide evidence of Seminar information being used in policy decisions).

- 15 effective seminar speakers will be featured in 5 national webinars each year for policymakers and their staff
- 15 states will use social media to capitalize on the research-based, policy relevant information that the Family Impact Seminar sites are already producing
- 5 states will use videos of seminar speakers in bipartisan, bicameral legislative causes or legislative study committees
- 5 states will work with interested policymakers and committee chairs to become “champions” for how to more deliberately and consistently bring the family impact and racial equity lens to policy decisions
- 3 states will work collaboratively with policymakers to establish a legislative caucus to facilitate a process for overcoming partisanship and polarization

STRATEGIC GOAL #1: We are committed to taking the successful Family Impact Seminar model, currently operated by universities in 22 states, to scale in all 50 states. We are building an ambitious and unprecedented initiative of developing state-by-state capacity for evidence-based policymaking on family issues. We are capitalizing on the seminars’ solid reputation as a trusted knowledge broker on a range of policy issues across a number of diverse states. The Institute connects and supports each state’s leadership.

A. Current situation and gap analysis
1. Families are a cornerstone for raising productive workers in a sound economy and responsible citizens in a strong democracy. Yet even strong families can be harmed by stressful conditions—the inability to find a job, secure quality child care, afford health insurance, and send their kids to good schools. Today many families are struggling. Public policy creates the conditions for families to fulfill the responsibilities they perform for the benefit of their members and the good of society.
2. Policy decisions could be better if policymakers viewed issues through the family impact lens. Policies have proven to be more effective and efficient if they leverage the contributions that families make to society.
3. The Family Impact Seminars were recently recognized by the Harvard Innovations in Government Program as a proven, cost-effective model for turning research into better policies for families.
4. The Family Impact Seminars are a “natural laboratory” for teaching students and faculty about communicating research evidence to policymakers.

B. Strategies to achieve goal
1. Expand the presence of Family Impact Seminars to reach all 50 states.
2. Ramp up the number of Family Impact Seminars executed in state capitols by becoming more efficient through strategies such as leveraging the use of technology and social media.
3. Strengthen the quality and effectiveness of the seminars by systematically building on best practices.
4. Leverage the seminars to teach faculty and students about effectively communicating research to policymakers.

C. Actions
1. Develop a course to teach students about research/policy connections (e.g., how to conduct a Family Impact Seminar, the use of social media for communicating research to policymakers on a “real-time” basis, etc.).
2. Organize “de-briefings” after a seminar for faculty and graduate students to learn how to communicate research evidence to policymakers in their area of expertise.

3. Continue to build partnerships in the planning of seminars with state legislators, high-ranking state agency officials, the leaders of nonpartisan legislative service agencies, and researchers across campus.

4. Sponsor a fundraising event at the school with retired Extension and Family Living administrators and educators hosted by the Dean and a donor who has already made a $50,000 commitment.

D. Inputs
1. Continuing commitment to a Family Policy Extension Specialist with expertise in applying evidence to policy decisions for families, consumers, and communities
2. To make it manageable to do “double duty” in (a) conducting a Family Impact Seminar and (b) teaching students how to communicate research to policymakers, a portion of a Faculty Associate will be needed to help facilitate the course; to fully prepare students with the knowledge, skills, and attitudes needed to write for and work with policymakers; and to ensure that seminar materials prepared by students are of the highest quality.
3. Assistance from the Dean to continue current funding of the Wisconsin Family Impact Seminars by the School of Social Work, the College of Letters and Science, and the School of Human Ecology

E. Expected outcomes
1. This high impact scholarship (Pillar #1) demonstrates to state policymakers SoHE’s commitment to solving real societal problems by providing high-quality, objective research on topics they identify.
2. Students and researchers will learn by “doing” policy in the REAL WORLD (Pillar #8).

F. Objective metrics
1. Number of policymakers reached (e.g., legislators, legislative staff, Governor’s Office staff, agency officials, etc.)
2. Policymakers’ reports of increasingly positive attitudes toward the university, toward the value of research in their work, and the use of research in policy decisions
3. Increased knowledge, skills, and attitudes of faculty and students about how to build relationships with policymakers and communicate research evidence to them
4. Securing of a commitment of sustainable university funding for the Wisconsin Family Impact Seminars

STRATEGIC GOAL #2: We are committed to disseminating the knowledge that we are generating through the seminars about how to create better dialogue between researchers and policymakers. We use this knowledge and experience to train professionals who want to learn what it takes to communicate research findings to policymakers in the timely, accessible, and nonpartisan format they prefer.

A. Current situation and gap analysis
1. Policymaking is less effective, more fragmented, and increasingly polarized in recent years. But it doesn’t have to be that way. There are better ways of doing public policy.
2. Policy decisions could be more effective if evidence was used to invest in programs that work and cut those that don’t. Policymakers so routinely request research evidence that it has been called an evidence-based movement. Yet policymakers do not have enough staff or time to gather research on all the complex issues they face, while universities, a prominent research engine, are seldom on the radar screens of policymakers.
3. In a democracy, decisions are made through debate and compromise among diverse interests. Today, legislators have few opportunities to get to know their colleagues on the other side of the aisle. Policymaking could be less polarized if opportunities were provided for neutral, off-the-record dialogue that can build the relationships needed to overcome partisanship
4. Because few studies exist of research use in policymaking, W. T. Grant is making significant funding available.

B. Strategies/ies to achieve goal

1. Growing the number of professionals with the knowledge, skills, and attitudes to effectively build relationships with and communicate research evidence to policymakers
2. Researchers and students will be trained by seminar staff at professional conferences, by policymakers in sessions organized in states across the country, in debriefings of Family Impact Seminars, and through webinars.
3. Students will be placed as interns in legislative offices by Family Impact Seminar sites across the country, and retired policymakers will be recruited to serve as fellows at universities.
4. Research studies will be conducted on the utilization of social science research in public policy decisions.

C. Actions

1. Facilitate the contributions of a newly formed board that includes two former governors; an ambassador; two foundation presidents; the former President of Child Trends; a senior fellow at the National Conference of State Legislatures (NCSL); a former Republican state legislator (who recently raised $6 million for a private university); the chairman of the board of Common Cause in Wisconsin (who previously ran a successful, grassroots gubernatorial campaign); a policy-minded researcher who has raised over $40 million of funding and received the first Klaus J. Jacobs Research Prize; a recipient of the prestigious Steven Gold Award from NCSL and the Association for Public Policy Analysis and Management, etc. To date, the Board has offered to contact 24 individuals, 8 foundations, 4 businesses, and two organizations about possible support for the Institute.
2. Form a SoHE think tank of policy-minded researchers and graduate students to help grow and expand this effort to build evidence-based policy decisions in aging, food, financial education, health, housing, etc.

D. Inputs

1. A faculty line focused on the use of research in policy decisions for families, consumers, and communities
2. Interest of departments, faculty, and students in receiving real-world policy training and experience
3. Assistance of a faculty associate or SAA to help organize and manage student internships at the legislature

E. Expected outcomes

1. SoHE will have gained a reputation across the state and nation as a respected brand (Pillar #2) for the study, teaching, and application of research for building better policy decisions for families.
2. Because of the uniqueness of this work and the interest of individuals and foundations in evidence-based policy, faculty will generate revenue and secure sustainable funding (Pillar #6) in the next five years; the allocation of a SoHE faculty line to policy studies will signal to funders the university’s commitment, which will jumpstart the Institute’s ability to secure external funding and shorten the time to sustainability.

F. Objective metrics

1. Number of faculty/students able to exhibit the knowledge/skills needed to communicate research to policymakers
2. Number of students provided with real-world policy experience and the number of policy jobs students secure
3. The number of studies conducted and papers published on research utilization in policymaking
4. The amount of external funding raised to support this work and the ability to achieve sustainability in five years
Outreach Planning Council

Strategic Plan
2013–2017 & Beyond

Mission

To promote, recognize and support national and international outreach and engagement by serving as a hub for funding, awards, and continuing education in the school.

Vision

Be nationally and internationally recognized as a leader in community outreach and engagement.

In the text that follows, please note that “O/E” is used in place of the phrase “outreach and community engagement.”

2021 Outcomes

• 100% new hires have an outreach component in their appointment letters.
• 60% of faculty/staff have given O/E presentations (department, community, UW, etc.).
• 50% of faculty/staff have applied for or received funding for O/E.
• Faculty have posted their work on the Wisconsin Ideas website.
• Increased amount of funding for faculty/staff doing international outreach and engagement
• Increased number of funded international projects
• Increased number of publications related to O/E methods or teaching pedagogies
• SoHE is known nationally and internationally for our great outreach and engagement research and education.
• OPC has dedicated space that is recognized across campus as a central location for resources and education on outreach and engagement.
• Centers are fully integrated with OPC’s outreach and engagement efforts.

STRATEGIC GOAL #1: Expand funding opportunities for faculty and staff who engage in outreach.

A. Current situation and gap analysis

Currently, the restrictions on the Meta Schroeder Beckner Endowment fund are such that we are limited in our abilities to award outreach efforts that extend beyond those that pertain specifically to families and households. As a result, many excellent national international outreach projects go unnoticed and unrewarded.

B. Strategies: We will expand funding opportunities by:

1. Expanding the Meta Schroeder Beckner Endowment beyond families and households (or obtain additional funds elsewhere).
2. Emphasizing the value of community partners (possibly through shared awards) when awarding the “Excellence” award.
3. Acquire additional funding to award outreach efforts that extend beyond families and households to embrace “social housekeeping” that originates in communities and its associated organizations.
4. Expand funding for international and national projects.
5. Reserving a portion of every funding source (i.e. endowments and grants) to provide administrative support for outreach work in the school.
C. Actions

1. OPC will work with UW Foundation and donor to expand Beckner funding beyond families/household and national projects. FY13
2. Revise award criteria to emphasize community partnerships and provides evidence to indicate the partner’s willingness to actively engage with SoHE faculty and staff. FY13
3. Invite representatives from UW Foundation, and the SoHE grants office, to discuss additional funding options that can be pursued by OPC. FY13
4. Develop a plan to identify funding mechanisms and distribute these mechanisms to colleagues. FY13–14
5. Fund more international projects through funds we are able to garner as the result of our efforts in #3 and #4. FY15–17
6. Support a 0.5 FTE position to support the Council’s administrative efforts. FY17

D. Inputs

1. Faculty/staff time and leadership
2. 1.0 FTE support staff for all OPC functions (not just to meet this goal)
3. “Support” from SoHE RSP (research & grants)

E. Expected outcomes

1. Sustainable funding and revenue generation (pillar #6) is realized through our efforts to build more financial support for research that not only engages community, but is more likely to lead to addition funded research and community partners who are willing to make financially contributions to our school.
2. By orienting more funds toward engaged university-community partnerships, we encourage collaborations (pillar #5) that are more likely to result in high impact (pillar #1) solutions to real societal problems.
3. Global partnerships (pillar #7) that result from international collaborations are supported by expanding our efforts to fund and award a broader range of projects.

F. Objective metrics

1. By 2017, double the amount of O/E funding for national and international projects.
2. By 2015, have identified and procured funding sources for international O/E.
3. The number of faculty receiving grant awards for outreach and engagement increases 50% by 2017.
4. By 2017, greater diversity of funded projects including Extension projects, evaluations, participatory action research, community-based participatory research, consultations and research reviews.

STRATEGIC GOAL #2: Strengthen our school’s collective outreach identity in ways that embrace all of its units.

A. Current situation and gap analysis:

Currently, our school’s outreach efforts are scattered and loosely defined. Yet, our outreach efforts and research methods associated with them are what make our school unique and distinct. We wish to capitalize on our strengths as community-oriented researchers, teachers and service providers and make it central to our school’s identity and related efforts.

B. Strategies

1. Using a strategic plan to focus and guide our decision-making processes and advance the outreach mission of our school.
2. Heightening the school’s awareness that outreach is not limited to Extension’s work.
3. Acquiring dedicated space and staffing for an office of community outreach & engagement that is housed with the Centers.
4. Living up to our mission statements and understand how each member of the school interfaces with it.
5. Facilitating campus-community O/E and serving as a resource for best outreach and engagement practices.
6. Including an outreach component, broadly defined, in all faculty hires (and associated letters).
7. Viewing UW Extension (not just campus-based specialists) and SoHE as equal partners in supporting and advancing our outreach mission.
8. Formally recognizing the amazing international work of faculty and staff.

C. Actions

1. Change name of council to include term “community engagement”!
2. Include center representatives as council members.
3. Obtain greater prominence of outreach and community engagement projects on SoHE website.
4. Host an annual meeting for all faculty/staff to showcase their outreach and community engagement efforts.
5. Put best practices on website.
6. Refocus luncheon topics to best practices.
7. Convene an annual meeting with Cooperative Extension to determine their needs and how the School might be able to help them.
8. Change title and responsibilities of the Associate Dean (of Outreach) to be Associate Dean for Outreach and Research. Would require drafting a letter to the Dean. (2013-2014)
9. Profiling faculty/staff who do outreach/engagement, i.e. digital newsletter, website.
10. Identify and send O/E news leads to SoHE Communications Specialist for developing and disseminating through both SoHE and campus web pages and publications. Encourage that they be highlighted on the UW home page (not just Ag.) (mobile UW, too).
11. Create an IRB (Citi-like) O/E training for all students as part of a SoHE core course.
12. Incorporate an O/E session into graduate students’ orientation (new faculty/staff too).
13. Identify projects that represent the school’s outreach and community engagement identity and create an incentive (e.g. lottery) for showcasing them on the Wisconsin Idea website.

D. Inputs

1. 0.25 FTE Position and Funding for Associate Dean of Outreach and Research
2. Engaged OPC members
3. Different governance structure
4. Dedicated space.
5. Training Coordinator (partial responsibility of 1.0 FTE) to a. Develop web content b. Online O/E training program c. Coordinate annual meetings and instructional events

E. Expected outcomes

1. An efficient, responsive, mission-driven administrative structure (pillar #9) is built by bringing together several outreach units under the umbrella of an Associate Dean of Outreach and Research.
2. Trained and oriented faculty and students who understand what outreach and engagement means and espouses its principles through research, teaching and services that will build our reputation as a highly recognized and respected brand for outreach and engagement. (pillar #2)
3. A stronger web presence and visibility to the public will also contribute to building a highly recognized and respected brand. (pillar #2)
4. Dedicated space and staffing within the centers space will heighten the importance of outreach and engagement in our school; thereby, stressing the importance and central function of our school as a high impact organization capable of solving real society problems. (pillar #1)
3. Encouraging faculty and staff to think of community engagement and outreach as a collective set of terms and activities.

4. Evaluating tenure with criteria that include a strong engagement component.

5. Reaching national and international audiences in our outreach and community engagement activities.

F. Objective metrics

1. OPC has one meeting per year for all SoHE faculty and staff to provide input on our efforts.

2. OPC has a new name to reflect is expanded and more prominent function within SoHE.

3. Center representative(s) is/are actively engaged as OPC member(s).

4. Improved web content with greater and more depth of information.

5. Best/diverse practices of O/E featured at educational activities (e.g., OPC luncheons) and on website.

6. All stakeholders are present at an annual meeting that is held to gather their input and recommendations for the school’s outreach and community engagement efforts.

7. Faculty/staff have a shared understanding (i.e. elevator speech version) of outreach and engagement.

8. IRB (CITI-like) O/E training is available and completed by all SoHE faculty and students.

9. New faculty/staff/undergraduate and graduate student orientations includes a session about O/E.

10. Associate Dean of O/E and Research (25% FTE) is in place by 2015.

11. New hiring letters that contain an O/E component are used for every new hire beginning 2016.

12. Increased number of O/E news stories appearing in SoHE and campus web pages and publications.

13. Dedicated space/functional office for O/E is located within the centers by 2014.

STRATEGIC GOAL #3: Foster and promote community engagement as a companion to outreach.

A. Current situation and gap analysis:

Currently, “outreach” is typically defined as university faculty sharing their expertise in academic knowledge and research methods. Two typical forms of outreach are when researchers teach their area of expertise to non-traditional audiences off campus or act as consultants with community groups. Recently, this view of outreach and the term itself have come under critique because more attention is given to equal collaborations between university and community partners and new methods of translating knowledge into applications. This new view of outreach is forging awareness that up-to-date information about contemporary social matters and effective applications of knowledge to practice requires new methods and new kinds of partnerships between university and communities. Moreover, this view acknowledges the importance of research faculty and academic staff participation in projects that promote the well-being of families and communities. In addition, more and more teaching practices are being developed to promote students’ engagement with communities. With our school’s focus on community and family well-being, our definition of outreach must expand to also promote active engagement with stakeholders in all of our efforts (research, teaching and service). The guiding principle is that by promoting collaborative partnerships and engagement, we are able to conduct research that is more likely to have practical application that benefits communities and families, while at the same time contributing to research and teaching scholarship.

B. Strategies

1. Working more closely with our centers to promote and disseminate the school’s outreach and community engagement efforts.

2. Strengthening partnerships and collaborations with off-campus/community groups and organizations.

3. Encouraging faculty and staff to think of community engagement and outreach as a collective set of terms and activities.

4. Through off-campus events and partnered activities with the Morgridge Center, we showcase the outreach and community engagement activities of students and faculty, therefore, building a highly recognized and respected brand (pillar #2) and demonstrating the school’s high impact for solving real societal problems (pillar #1).

5. Student’s poster sessions centered on human ecology perspectives (pillar #3) that embrace outreach and community engagement will help to create a highly recognized and respected brand (pillar #2) for our school.

6. Tenured faculty whose research, teaching and service embraces outreach and engagement will serve to strengthen a respected brand (pillar #2) and create students imbued with a human ecology perspective (pillar #3) and are capable of solving real world problems (pillar #8).

F. Objective metrics

1. The number and content of OPC events and activities are aligned with our strategic goal to foster and promote engagement. (2017)

2. Double the number of funded projects with actively engaged community partners By 2017.

3. Host an annual poster session to highlight for O/E projects (faculty, staff and student work). (2013-2017)

4. 70% of graduate students will have O/E dissertations that are symbolically and publically recognized (e.g. cords, certification, on transcript). (2017)

5. Provide five awards/scholarships annually to students who do O/E theses/dissertations. (3 awards by 2015, 5 awards by 2017)

6. Use the SoHE kiosk to announce community partners’ involvement w/ students/faculty/staff at major events (grad breakfast, student org). (2013)


8. Centers facilitate successful matchmaking between O/E projects and a community partner(s) (at least one project identified per center) by 2014.
Cooperative Extension and SoHE

Strategic Plan
2013–2017 & Beyond

Mission
Cooperative Extension in the School of Human Ecology uses expertise in research, programming, and program evaluation to provide public value to government and non-profit entities throughout the state. Consistent with the Cooperative Extension Purpose Statement, we “teach, learn, lead and serve, connecting people with the university and engaging with them in transforming lives and communities.”

Unit
UW–Extension, Cooperative Extension, within the School of Human Ecology

Vision
Cooperative Extension in the School of Human Ecology is acknowledged by both governmental and non-profit sectors in Wisconsin as the premier source of useful, research-based knowledge on issues related to the well-being of families, individuals, and communities. Cooperative Extension is a thriving, well-known and sought-out educational resource that reflects the rich diversity of the state.

2021 Outcomes
- Partnership between SoHE and Cooperative Extension support a hub of applied research and outreach in social and human sciences, having the potential of high impact for solving real societal problems (SoHE Pillar #1).
- Linking SoHE as a highly recognized and respected brand with University of Wisconsin-Extension’s highly recognized and respected brand (SoHE Pillar #2)
- Scholarship resulting from evaluation projects will contribute to SoHE and Cooperative Extension’s highly recognized and respected brands (SoHE Pillar #2)
- Strengthened connections with diverse stakeholders and collaborators in support of family and community well-being (SoHE Pillar # 5)
- Offering graduate students the opportunity to “work in the real world” (SoHE Pillar #8) settings via Cooperative Extension opportunities (SoHE Pillar #8)
- Graduate students who have acquired real world experiences will be hired by local, state, national and international employers. (SoHE Pillar #8)
- Student and community member’s program development and evaluation capacity will be built through the aligned certificate program which, in turn, will contribute to sustainable funding and students’ employability in the real world. (SoHE Pillars #6 and #8)

STRATEGIC GOAL # 1: To ensure that Cooperative Extension in the School of Human Ecology is acknowledged as the premier educational resource, integrating research with community-based knowledge to explore new solutions and practical application, and innovation in teaching, research, and outreach resource of useful knowledge on issues related to the well-being of families, individuals, and communities. Programs and initiatives provide significant public value to communities, government and non-profit entities, in Wisconsin and nationally.

A. Current situation and gap analysis
1. Current SoHE faculty and academic staff with integrated Extension appointments excel in their scholarly work focused on priority needs of Wisconsin families and communities. Many of the current integrated Extension faculty are senior members of the school and with their retirement will leave significant gaps in Cooperative Extension’s applied research and educational program capacities.
2. SoHE faculty with non-Extension appointments conduct programs of research relevant for Cooperative Extension’s program needs, but effectiveness could be improved through integrating their work with Cooperative Extension.

3. There is a lack of flexibility in shifting Extension funds from integrated appointments in support of the work of non-Extension SoHE faculty. This limits both Extension and SoHE’s ability to respond to emerging opportunities.

4. Graduate students are often attracted to SoHE because of the School’s reputation for the blending of research and application, but only a small proportion of admitted graduate students have been directly involved Cooperative Extension programming during their graduate program.

5. SoHE recruitment and retention of graduate students of color could be strengthened. Cooperative Extension seeks to hire graduate students as project assistants in support of its work in the states’ diverse communities.

6. Given the apportioned FTE associated with integrated faculty appointments, the investment of Cooperative Extension in SoHE represents one of the best opportunities for leverage in hiring new faculty.

B. Strategies to achieve goal

1. Target new faculty hires so that programs of research are aligned as closely as possible with the programmatic needs of Cooperative Extension; also include the expectation that new Extension faculty will seek funding to support graduate students in Extension work.

2. Annually review the programs of research of SoHE faculty without Extension appointments to discern if there are potentially mutually beneficial connections between their scholarly work and Cooperative Extension programs.

3. Develop new, flexible funding strategies with Cooperative Extension to align emerging priorities with SoHE faculty expertise that can be mutually beneficial.

4. Build transparent planning and accountability into the IIA process that will enable greater flexibility for both partners to respond to emerging opportunities.

5. Create a competitive, floating partial FTE in Cooperative Extension, to fund years in which selected resident faculty could move their basic scholarship into application (similar to the model that was used with Prof. Roberts in HDFS).

6. Develop and implement departmental policies that enable integrated faculty to apportion their service assignments in ways that reflect the proportional split of their appointments (e.g. 25% HDFS/SoHE, and 75% Extension).

7. Introduce SoHE graduate students to Cooperative Extension by (a) providing opportunities to work on Extension projects, (b) including the work of Cooperative Extension specialists and Cooperative Extension Program areas in the new student orientation, and (c) involving graduate students in statewide Extension-led professional development and conferences.

8. Heighten the school’s awareness that outreach is not limited to Extension’s work.

9. View Cooperative Extension (not just campus-based specialists) and SoHE as equal partners in supporting and advancing our collective outreach mission.

C. Actions

1. Recruit and hire proposed new Extension specialist, focused on early care Education and parenting. FY14

2. Recruit and hire 2–4 specialists, as vacancies occur, as appropriate to state needs assessment and program priorities of Cooperative Extension and SoHE. FY15–17

3. Provide shared support (Cooperative Extension and SoHE) for graduate students per year. FY15–17

4. Convene an annual meeting with Cooperative Extension to review state Extension priorities and potential SoHE collaboration potential. FY15–17

5. Explore strengths and limitations associated with change in title and responsibilities of Associate Dean (for Outreach) to include Outreach and Research. FY15

6. Support and integrate guest speaker opportunities of county- and state-based Extension professionals into ongoing graduate and undergraduate courses. FY15–17

D. Inputs

1. Faculty programs of research supportive of the programmatic needs of Cooperative Extension

2. Mutually agreed (Cooperative Extension and SoHE) upon faculty lines resulting from the retirement and/or resignation of Extension specialists

3. Funding for graduate students with interests centered on translating research into practice and programs with public value

4. SoHE provided $16,500 to be used as a 25% match in leveraging the hiring of a new integrated Extension specialist whose specialty area address a high priority area for Cooperative Extension Family Living Programs: Early parenting, early care and education, and/or child development. This hire would, or could, complement the School’s Family Well-Being and Mind-Body-Relationships Initiative by having a focus on programs to cultivate kindness, empathy and other pro-social characteristics in children and their families. Hire is projected for FY14.

5. Retain/redirect (from vacancies) SoHE funding of $34,000-$68,000 to be used as a 25% match in leveraging the hiring 2–4 tenure-line faculty to fill integrated appointment vacancies in FY15-FY20; position focus to be determined by priority-setting and mutual agreement with Cooperative Extension.

E. Expected outcomes

1. Faculty programs of research (Extension and resident appointments) that have the potential of having a high impact for solving real societal problems (SoHE Pillar #1)

2. Offering graduate students the opportunity to work in the real world (SoHE Pillar #8) settings via Cooperative Extension opportunities

3. Strengthened connections with diverse stakeholders and collaborators in support of family and community well-being (SoHE Pillar # 5)

4. Linking SoHE as a highly recognized and respected brand with University of Wisconsin-Extension’s highly recognized and respected brand (SoHE Pillar #2)

F. Objective metrics (UW metrics and SoHE metrics)

1. Number and/or proportion of SoHE faculty involved in Cooperative Extension programs. Goal: 25% increase

2. Number of graduate students receiving financial support from Extension-related work. Goal: 50% increase

3. Number of graduate students directly involved in Cooperative Extension-related work: Goal: 50% increase

4. Cooperative Extension metrics focused on effective and efficient, responsive educational programs meeting state’s needs

STRATEGIC GOAL #2: To create and implement structures and systems that capitalize on the SoHE partnership with UW--Extension, Cooperative Extension, and provide opportunities for graduate students to translate research to practice in ways that serve community needs.

A. Current situation and gap analysis

1. Strengthen partnership with Cooperative Extension, provide practice-based learning opportunities for graduate students that better prepare them for their professional roles in a world that emphasizes accountability, and serve an increasing need for community-based non-profit organizations and Cooperative Extension to build their program development and evaluation capacities so that they can sustain their efforts to be better accountable to funders and the communities they serve.
2. Graduate students are often attracted to SoHE because of the school’s reputation for the blending of research and application, but only a small proportion of admitted graduate students have been directly involved in Cooperative Extension programming during their graduate program.

B. Strategies to achieve goal

1. Create a “consulting service” for community organizations (e.g. non-profits and Cooperative Extension) that is provided by graduate students who are coached by faculty and faculty affiliates with expertise in program development, volunteerism, board development, risk management, fund development and evaluation.

2. Introduce SoHE graduate students to Cooperative Extension by (a) providing opportunities to work on Extension projects, (b) including the work of Cooperative Extension specialists and Cooperative Extension Program areas in the new graduate student orientation, and (c) involving graduate students in statewide Extension-led professional development and conferences.

3. Create educational products with Cooperative Extension which build community capacity, strengthen programs, and align research with best outreach practices.

4. Support integrated approaches to solving design, program development, implementation and evaluation challenges faced by Cooperative Extension.

C. Actions

1. Engage in conversations among relevant stakeholders in Cooperative Extension and SoHE to develop the idea, determine a “home” for the service, and identify strengths, weaknesses, opportunities, and challenges. FY13

2. Visit sites, such as the University of Minnesota, which have similar consulting services. FY13

3. Determine and/or form advisory and administrative teams. FY13

4. Develop a “business” plan for a fee-based consulting service, self-sustained in 3 years. FY13

5. Develop a “field course” that would allow students to get credit for their service. Alternatively, students might be paid by the organizations seeking their services. FY13

6. Develop and implement a certificate program in evaluation so that students and community member can become recognized for their expertise in evaluation. FY14

7. Create student and community application processes and forms. FY14–17

8. Develop a website for the services. FY14

9. Implement trial services with a small number of students and projects. Spring–15

10. Evaluate trial services. Summer–15

11. Modify services according to evaluation results and implement full service. FY16

12. Evaluate implementation of full service. FY16

13. Begin planning phase for community-driven database that could be used for research. FY16

14. Provide shared support (Cooperative Extension and SoHE) for graduate students. FY14–17

15. Align student projects with identified state and national priorities of Cooperative Extension programs. FY14–17

D. Inputs

1. SoHE faculty and staff; Cooperative Extension faculty and staff; SoHE Centers; graduate students; local evaluation consultants; SoHE affiliate faculty; office space (needed); administrative home (needed)

2. Seed money (amount to be determined by business plan) made available through mechanisms, such as the campus’ Innovation awards or credit outreach funds; Travel funds for site visits.

3. Graduate students with interests centered on translating research into practice and programs with public value

E. Expected outcomes

1. Scholarship resulting from evaluation projects will contribute to SoHE and Cooperative Extension’s highly recognized and respected brands. (SoHE Pillar #2)

2. Graduate students who have acquired real world experiences will be hired by local, state, national and international employers. (SoHE Pillar #8)

3. Student and community member’s program development and evaluation capacities will be built through the aligned certificate program which, in turn, will contribute to the service’s sustainable funding and students’ employability in the real world. (SoHE Pillars #6 and #8)

4. Small “contracts” will help us to be sustainable by providing funding for graduate students, but large ones will generate revenues that will build resources that can be used to recruit more students. (SoHE Pillar #6)

5. Partnerships formed and strengthened will contribute to an inclusive, welcoming environment and likely lead to additional grants and contracts from interested partners. (SoHE Pillar #10)

F. Objective metrics

1. # of requests, # evaluation projects completed, and # publications per year, # awarded certificates

2. Revenue generated covers program expenses, by 2017, excess revenues of up to $5000/year to support students

3. 10–12 faculty or affiliates who are willing to mentor and coach 5–10 graduate students per year provide consulting service with 80% of graduate student consults are hired by their employers because of their evaluation experience

4. Cooperative Extension metrics focused on effective and efficient, responsive educational programs meeting state’s needs
Vision
To be the campus model of leadership, collaboration, and innovation in advancing the OneSoHE21 vision and strategic priorities.

2021 Outcomes
An engaged and dedicated community of alumni, corporate and foundation partners/donors as measured by:

- Branded SoHE events to engage, inform and excite alumni and friends.
- Increased number of SoHE alumni and corporate partners involved in the SoHE’s teaching, research, outreach and creative innovation mission as members of advisory boards, attendance/involvement in alumni events, and student/faculty interactions.
- Robust and consistent annual giving program measured by alumni participation rate and donor retention.
- Robust major gift program resulting in increased number of endowments to support student and faculty excellence and sustain programmatic priorities.
- Highly recognized SoHE brand
- Impactful communication plan to inform, engage, inspire and excite alumni, friends, campus and community partners and corporate stakeholders.

STRATEGIC GOAL #1: To have the highest level of engaged alumni on campus.

A. Current situation and gap analysis
1. No current statistics to measure level of engagement.
2. Efforts are uncoordinated.
3. No documentation of current level engagement – who/how faculty are currently engaging alumni in some capacity (guests lectures, internships, etc.).
4. No established program for facilitating engagement on/off campus.

B. Strategies to achieve goal
1. Initiate signature events (fall & spring) to bring alumni to Nancy Nicholas Hall.
2. Develop career-related programs to capitalize on alumni expertise/experience.
3. Institute recognition program to honor/celebrate alumni achievement.
4. Hold alumni events in key regional areas — Chicago, Milwaukee, NYC, Twin Cities.

C. Actions
1. Launch inaugural Homecoming event. FY13
2. Conduct survey of former interns. FY13
3. Develop alumni “speakers bureau.” FY13–15
4. Launch Spring “Back to School” event. FY14
5. Institute alumni recognition program. FY14–20
6. Create mentoring/job shadowing program. FY14–20

D. Inputs
1. Involvement of current faculty/staff relationships with alumni
2. Capitalize on current WAA – Alumni Weekend, Grandparents University
3. Utilize communication tools/technology to identify/engage alumni
4. BoV involvement in regional initiatives
5. Integrated team meetings with WAA, UWF with SoHE staff
E. Objective metrics
1. Using inaugural event as baseline, alumni attendance for campus events doubles.
2. Number of alumni involved with campus activities – guest lectures, mock interviews, internship sponsorship, etc. increases by 25%
3. Increased number of alumni serving on Center advisory boards
4. Increased attendance at regional events

STRATEGIC GOAL #2: Involve faculty/staff in advancement/stewardship and alumni engagement activities.

A. Current situation and gap analysis
1. No previous expectation of faculty to engage in advancement activities
2. Faculty relationships undocumented
3. No incentive for faculty to engage in advancement activities

B. Strategies to achieve goal
1. ReVOLT and ALT each identify development goal.
2. Leverage SOHE communication tools to provide celebrate success across all units.
3. Engage emeritus/retired faculty/staff in meaningful and appropriate ways especially with respects to alumni engagement and stewardship.

C. Actions
1. Dean announces development successes and identifies individuals involved in effort. FY12
2. Dean conducts development workshops. FY13
3. Dean initiates “Dear Colleagues” quarterly update. FY12
4. Faculty populate database of current relationships. FY13
5. Dean develops incentive program for faculty involvement in development activities. FY13–15
6. Emeritus/retired faculty are invited to all school events. FY13
7. Emeritus/retired faculty maintain alumni contacts and help identify alumni for engagement. FY14–20

D. Inputs
1. Integration/coordination of Advancement staff activities
2. Sustained faculty/staff involvement
3. Utilization of UWF expertise/assistance (Marketing/Communications, Event Planning)
4. Regular and scheduled team meetings with UWF, WAA and SoHE staff

E. Objective metrics
1. Number of faculty involved in development activities
2. Number of faculty involved in stewardship activities

STRATEGIC GOAL #3: Develop robust annual giving program to achieve 25% participation rate.

A. Current situation and gap analysis
1. Participation rate has been declining (4.58% in 2011, 7.83% six-year avg.).
2. Highest rate (2006): 10%

B. Strategy/ies to achieve goal
1. Solicit challenge grant to provide matching dollars if target participation rates are achieved annually.
2. Initiate reunion class campaign, including graduating seniors to develop a culture of giving, celebrate results at fall signature event.
3. Facilitate on-line giving via SoHE website.
4. Actively promote “Share the Wonderful” campaign and communicate impact of annual gifts.
5. Engage BOV in Leadership Annual Giving solicitations and assistance coordinating class reunion campaigns.

C. Actions
1. Create cool name/brand for senior class giving campaign (the $1K Club yearly or monthly gifts over defined time period). FY14
2. Use SoHE website and social media to highlight impact of annual gifts. FY13
3. Create internal SoHE team to advise/assist with annual giving efforts. FY13

D. Inputs
1. Redesign of SoHE website.
2. SoHE staff and volunteers to coordinate reunion class giving campaigns.
3. Integrate with alumni engagement efforts.
4. Work with SAA to identify “student leader” alumni.

E. Objective metrics
1. Increased participation rate of 5 –10% annually
2. Increased donor retention by virtue of annual gift renewals

STRATEGIC GOAL #4: Create $50 million endowment with outright and estate gifts.

A. Current situation and gap analysis
1. Current market value of SoHE endowments: $12 M
2. Current estimated annual endowment income: $515,740
3. Endowment of $50M would increase annual income to $2M.

B. Strategy/ies to achieve goal
1. Seek major gift to name School of Human Ecology — $25 M (50% outright gift from one person/family, leveraging naming gift to raise additional $12.5 M for other naming opportunities.
2. Seek major gift to name SoHE Deanship ($5M outright as a challenge to raise additional $5M towards programmatic endowments).
3. Launch Legacy (Deferred/Estate) Campaign of $20M.
4. Complete 100 Women Wall of Honor Campaign (50 x $100,000 = $5M).

C. Actions (Initiate all FY 2013 with annual/ongoing analysis)
1. Identify top 5 potential donors working with UWF President and Principal Gifts Team members.
2. Create concept/story line – branding of excellence, destination program, projecting and advancing SoHE mission.
3. Hold annual “sneak peek” meeting with key campus partners (UWF, WAA, WARF, UW–University Relations) for their input but also enlist assistance of individual “thought leaders.”
4. Brand campaign to name deanship to convey opportunity to double the impact (Five for Five — $5M deanship endowment for 5 – $1M endowed professorships).
5. Identify/develop relationships with top 50 prospects for individual deferred and/or estate gifts and/or outright gifts for 100 Women initiative.
6. Create web page about Legacy campaign with link to UWF Gift Planning website.
7. Partner with UWF Gift Planning staff and/or Personal Finance faculty to conduct annual alumni workshops on deferred/estate gift options (could be a regular “Back to School” session).

D. Inputs
1. Assistance of UWF Gift Planning team to identify/solicit SoHE prospects
2. Redesign of SoHE website to included deferred/estate gift tab
E. Objective metrics
1. Book/Market value of SoHE endowments as is at or above $50M.
2. The 100 Women Wall of Honor initiative is completed.
3. Named gifts for SoHE/deanship have been secured.

STRATEGIC GOAL #5: Seek opportunities for named centers, chairs, professorships and partnerships with corporations ($5M for named center, $10 M for Preschool Laboratory).

A. Current situation and gap analysis
1. Only one named center (Retailing Excellence Naming gift due for renewal in 2023)
2. Two Bascom Hill Professorships
3. One endowed center directorship (Ctr. for Integrative Design), 4 needed
4. No named chairs

B. Strategy/ies to achieve goal
1. Coordinate effort with Legacy campaign outlined in Goal #4.
2. Pursue incremental corporate/foundation gifts to build partnerships.
3. Identify/cultivate assistance of alumni with executive level positions.

C. Actions
1. Identify corporate/foundation prospects. FY13, Ongoing
2. Implement two engagement models: campus/community leaders vs. individual thought leaders/influencers. FY13, Ongoing

D. Inputs
1. Integration advisory board recruitment efforts for each center
2. Cooperation and engagement of UWF/CPR, OCR and WARI to assist with developing partnership, WAA as a secondary but critical partner

E. Objective metrics
1. Number of endowed professorships increased to six.
2. Named centers increased to three.
3. Dollar increase in amount dedicated to supporting/sustaining established center activities
4. Increased number of corporate/foundation funded projects/programs

STRATEGIC GOAL #6: Engage BoV members more strategically.

A. Current situation and gap analysis
1. BoV committees need to be aligned with development/advancement goals.
2. BoV recruitment needs to include analysis of gift capacity/potential and/or capacity to identify/influence major gift initiatives.
3. BoV expectations need to be aligned with advancement goals.
4. Limited representation of national/international corporations.
5. No planful system in place to insure dean’s personal relationship with individual members.

B. Strategies to achieve goal
1. Identify and implement interactive events for BoV engagement.
2. Launch core regional programs managed by BoV members to complement alumni engagement goals.
3. Develop E-Newsletter to align with BoV engagement strategy.
4. Dean develops meaningful relationships with individual board members.

C. Actions
1. Analyze/determine gift capacity/spheres of influence of current members.
2. Identify/recruit candidates with experiences/expertise aligned with major gift campaigns, including 100 Women Wall of Honor initiative.
3. Conduct survey to identify communication preferences.
4. Conduct annual assessments of BoV satisfaction.
5. Implement communications strategy per survey results.
6. Develop yearly calendar for Dean’s touch points with individual members.

D. Inputs
1. Current BoV members support engagement strategy/expectations.
2. SoHE/UWF staff positioned to support/assist with engagement initiatives

E. Objective metrics
1. Implementation of 3 regional BoV-sponsored “branded” alumni engagement events
2. BoV “satisfaction” scores indicate high level of engagement.

STRATEGIC GOAL #7: Create a highly recognized SoHE brand on campus, nationally and internationally. (SoHE means different things to different people but always infers excellence, respect, community and engagement.

A. Current situation and gap analysis
1. No clear SoHE brand – faculty, staff, students and alumni tend to define school in terms of specific degree program
2. Reference to “formerly home economics” frequently used to provide understanding of program areas.
3. Alumni do not readily identify themselves as Human Ecology alumni.

B. Strategy/ies to achieve goal
1. Research other UW–Madison unit brand strategies.
2. Draft RFP for creating a SoHE branding/communication plan.

C. Actions
1. Review WSOB, School of Veterinary Medicine plans.
2. Review results of UW Communications and WAA alumni surveys.
3. Include best uses of social media, email and other electronic publications.
4. Review school/department websites in light of brand.
5. Consider optimal hard copy mailings of Impact magazine, holiday letter, etc.
6. Encourage faculty/staff to report grant/project successes.
7. Encourage students/SAA to report student achievements.

D. Inputs
1. Expertise, data from University Communications
2. Information from WSOB, Veterinary Medicine
3. Resources to contract for branding/communications plan
4. Resources to implement branding communications plan

E. Objective metrics
1. SoHE is operating from a 2-year branding/communications plan that incorporates multiple media and included benchmarks and timeline.
2. School/department websites and all other communications reflect brand/communications strategy.
3. Faculty/staff and students report more successes/accomplishments to communications staff.
4. Number of SoHE stories on UW–Madison home page, UW–Madison news page, in On Wisconsin, UW publications, local and national media increases by 100% in three years.
a. Social media follower/members increase as follows (in each case these amounts would double current levels): Facebook to 300 members; Twitter to 500 followers; LinkedIn to 1,000 members in 3 years.