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**DRAFT  
Strategic Plan  
School of Human Ecology  
University of Wisconsin-Madison  
Robin Douthitt, Dean  
2006-2010**

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- A: Strengths, Weaknesses, Opportunities, and Threats (SWOT) for SoHE
- B: Suggestions for What SoHE Can Stop Doing or Do Differently

## 1. The Planning Process

At its June 17, 2005 meeting, the SoHE Management Team identified as its top priority for 2006 the execution of a quality strategic planning process. This process would result in a clearly defined and operationally focused strategy for SoHE from 2006 to 2010 so that the school may excel in the face of difficult fiscal and institutional challenges.

The process began with an assessment of the progress made during the 2000-2005 strategic planning cycle with a report called "Knowing Your Track Record". Here is an excerpt from the report explaining its function:

*Knowing Your Track Record* provides a benchmark of five years of accomplishments in the School of Human Ecology guided by the strategic plan set in 2000-2001. Faculty and staff remember (sometimes with rolling eyes) strategic planning meetings and processes. But rarely do they allow themselves the time to linger over past achievements and answer questions: "How have we done with our plan? What does our five-year record look like?" A review of a track record requires honestly understanding and appreciating accomplishments while acknowledging limitations and the reality of losses to individuals and departments. The report equally seeks to assist the School as it plans for the next five years.

During a SoHE wide planning retreat held on January 11, 2006, Dean Douthitt used the "Knowing Your Track Record" report to celebrate and to point the way towards future challenges and opportunities that will instruct the 2006-2010 Strategic Plan. The theme of this retreat was "Doing Less With Less" and it therefore emphasized what SoHE will stop doing in order to pursue its priority areas.

This report has grown from the January 11, 2006 planning retreat. It will serve as a starting point for additional conversations and implementation planning. Ultimately, this plan is only valuable to the degree it is pulled from the shelf or computer.

## 2. Mission

To understand the complex relationships and interdependence among individuals, groups and families, and to enhance the quality of people's lives and their environments through interdisciplinary research, creative innovation, teaching, learning and outreach.

## 3. Values and Operating Principles

- We are deeply committed to enhancing development of students.
- We prepare graduates to assume leadership positions in their personal, civic and professional lives.
- We value the complementary relationships of professional and liberal arts education.

- We believe that teaching, research, creative innovation and outreach are enhanced when they are integrated.
- We recognize that all members of the School contribute to its mission.
- We are committed to creating a supportive working and learning environment.
- We value our long history as part of the land grant mission of this university and the contributions of the home economics profession to our current mission.
- We are caretakers of unique university assets, including care facilities for children and a collection of historic textiles that directly contribute to the implementation of our mission and are important to the community.
- We view the university as a community and value our many and diverse connections with other units, departments and disciplines in our programs, research and outreach.
- We believe our endeavors must extend beyond the university into the various public, private, for-profit, not-for-profit and professional communities to which we are related.

#### **4. Vision for the Future**

The vision for SoHE from 2006-2010 is:

**A new building in 2011 that reflects our values**

#### **5. Prioritized Goals for 2006-2010**

The following goals will propel us towards our vision for the future:

The five-year goals and sub-goals below, matched with faculty and staff suggestions for what SoHE can stop doing or do very differently.

##### **1. Open doors of new SoHE building in 2011**

- a. Utilize input of faculty and staff in design of building (Spring, 2006)
  - i. Point person: Dean
- b. Continue fund-raising (on-going)
  - i. Point person: Dean
- c. Design building to facilitate communication, collaboration, and community (on-going)
  - i. Point person:
- d. Utilize pre-school more as a teaching-learning resource (observation, service learning, undergraduate research, etc.)
  - i. Point person: Preschool Advisory Committee

**Measure of success:** ribbon-cutting

## **2. Consolidate majors/programs/departments through collaboration**

- a. Dean to charge Interdisciplinary Studies (IS) and Consumer Science to consider an administrative merger and on-going programmatic collaboration on redesign of the former FCJ major (Spring 2006)
  - i. Point person: Dean, CS and IS Chairs
- b. Examine and document course connections/similarities among departments and increase collaboration in course offerings (Spring, 2006)
  - i. Point person: UPC – Lead person TBA
- c. Review and consolidate names of majors and degrees (Fall 2006)
  - i. Point person: Assoc. Dean for Undergraduate Programs

**Measures of success:** less faculty time spent in meetings/administration, reduced complexity within SoHE, fewer student course waivers due to increased access to courses within SoHE

(Appendix B items: 3, 5, 9, and 18)

## **3. Strengthen Graduate Programs**

- a. Provide multi-year financial incentives to promising graduate students
  - i. Point person: Assoc. Dean for Graduate Programs
- b. Increase number of graduate courses
  - i. Point person: Assoc. Dean for Graduate Programs
- c. Stabilize number of TA-PA-RA lines (prevent further losses)
  - i. Point person: Assoc. Dean for Graduate Programs
- d. Reduce time to degree through mentoring/advising
  - i. Point Person: Assoc. Dean for Graduate Programs
- e. Increase Foundation support of graduate programs
  - i. Point Person: UW Foundation Development Officer
- f. Complete successful program review for SoHE graduate programs in 2009
  - i. Point Person: Assoc. Dean for Graduate Programs

**Measures of success:** more graduate courses and students, shorter average time to degree, enhanced reputation of graduate programs.

## **4. Increase Amount of Non-GPR Funding**

- a. Increase capacity of SoHE to administer faculty extramural grants
  - i. Point Person: Assoc. Dean for Graduate Programs
- b. Submit more extramural grants through SoHE
  - i. Point Person: Assistant Dean for Human Resources and Grant Administration
- c. Increase external sponsorship of activities beyond monetary donations (e.g. businesses inviting SoHE faculty and staff for professional growth events,

- co-sponsoring SoHE events, working more closely with internship sites to identify opportunities, etc.)
  - i. Point Person: Development Program Manager
- d. Offer annual or repeatable conferences, workshops and credit outreach events that generate program revenue.
  - i. Point person: Assoc. Dean for Outreach and Assoc. Dean for Undergraduate Programs
- e. Build private endowment and federal grant support for administrative structure of SoHE Centers
  - i. Point person: Dean and Center Directors
- f. Reward structure that reinforces revenue generating activities
  - i. Point person: Chairs

**Measures of success:** an increasing number of funded projects run through SoHE.

(Appendix B items: 6, 10, 14, 19, 26, and 35)

## **5. Streamline and enhance administrative infrastructure**

- a. Identify what administrative processes can be done by campus units other than SoHE (2006) – Dept. Administrative Assistants, Business Office, and Dean’s staff
  - i. Point person: Dean’s Executive Assistant
- b. Seek feedback from all faculty and staff on customer satisfaction and performance standards for current administrative services (business, human resources, dean’s staff, SAA, etc.)—what is working well and what can be changed, improved or streamlined (Fall, 2006)
  - i. Point person: Assoc. Dean for Graduate Programs
- c. Use web technology to enhance administrative services and processes (e.g. how can we use web technology to enhance our ability to submit and administer extramural grants?) (2006)
  - i. Point person: Director of Academic Technology
- d. Revise SoHE committee structure to eliminate the need for every department to be represented on every committee and other simplifications as appropriate (Spring, 2007)
  - i. Point person: Boyd Rossing, Cynthia Japer (APC liaison)

**Measures of success:** Increased satisfaction with administrative services, more paper processes replaced with on-line transactions, increase in administrative processes handled outside SoHE, fewer faculty/staff hours spent in school-wide committee work.

(Appendix B items: 7, 8, 12, 20, 23, 27, 30, and 32)

## **6. Initiate Faculty Succession Planning**

- a. Create scenario with input from departments of which faculty will be retiring in the next five years and create a plan for future program directions (Fall, 2007)
  - i. Point person: SAC, Dean
- b. Continue recruiting faculty and staff from underrepresented groups to increase diversity.
  - i. Point person: Equity Comm. Chair, Asst. Dean for SAA & Alumni Relations
- c. Study current department chair model of rotation every three years, identify alternatives from among campus and national models, SoHE governance document and implement desired changes (Fall, 2008)
  - i. Point person: Boyd Rossing
- d. Create a process to identify and utilize alumni, Board of Visitors, campus leaders to teach selected classes or courses to provide flexibility before or during transitions.
  - i. Point person: Asst. Dean for SAA & Alumni Relations

(Appendix B items: 11 and 17)

**Measures of Success:** Programs within SoHE remain strong

7. **Create a Model of Professional Student Advising Where Faculty Serve as Career Mentors for Students and SAA Provides Academic Advising**
  - a. Examine models of advising and mentorship on campus (Business, CALS, etc.) and at other universities
    - i. Point person: Asst. Dean for SAA & Alumni Relations
  - b. Create and pilot a professional advisor structure and processes that best meet the needs of SoHE students while enabling faculty to serve as mentors and/or advisors (Fall, 2008)
    - i. Point person: Asst. Dean for SAA & Alumni Relation
  - c. Provide on-going training and support for students, faculty and staff for utilizing DARS for student advising (Fall, 2006)
    - i. Point person: Asst. Dean for SAA & Alumni Relations
  - d. Continue recruiting and retaining a diverse student body
    - i. Point Person: Asst. Dean for SAA & Alumni Relations

**Measures of Success:** Less faculty time spent on waivers/substitutions, reduced time to degree, fewer appeals for waivers, SoHE percentages of underrepresented students continue to lead campus, continuing and increased satisfaction of alumni with advising in SoHE, underrepresented student graduate at same or higher rate than majority students.

(Appendix B items: 4, 15, and 31)

8. **Continue to communicate, both internally and externally, the work we do.**

- a. Utilize interns from new major that will replace FCJ to generate media interest in SoHE and write features.
  - i. Point person:

**Measures of Success:** Continued high number of articles about SoHE in state and local media, increased awareness within SoHE of programs and people

(Appendix B items: 25)

## 9. Continue SoHE Assessment for strategic planning and to evaluate internship program

- a. Use assessment information for strategic planning
  - i. Point Person: Assoc. Dean for Undergraduate Programs
- b. Use assessment information to evaluate role of internship within the curriculum
  - i. Point Person: Assoc. Dean for Undergraduate Programs and Asst. Dean for SAA & Alumni Relations

**Measures of Success:** Data on student learning outcomes are available for internship program and all SoHE majors.

## 6. Implementation

A “point person” is assigned to each annual goal. The role of the point person is to ensure that the goal is moving forward, to connect people who are working on related aspects, to get the goal moving if it gets stuck, and to report on progress. It is assumed that many others will be involved in each goal. Note that the role of point person may be assigned to a committee.

### Collaboration as our Key Strategy

For all the goals proposed above, the key strategy is collaboration, within SoHE, with other campus units and departments, and with alumni and external constituencies. Collaboration is a stated SoHE value. As noted in *Knowing Your Track Record*, as the school has reached out to other campus resources, it has been able to see gains. The governance structure which was new five years ago is cited as an example. We have many things to accomplish in the coming five years and we will not try to accomplish them in isolation, but will work together, internally and externally to ensure success.

**Appendices:**

**A: Strengths, Limitations, Opportunities, and Threats for SoHE**

Strengths:

- Learning how to say “No”
- Courageous Dean - advocate
- Integrate with extension
- Faculty ability to adapt to new ideas
- Outreach scholarship
- Fundraising ability
- Mission statement opportunities
- Technology (web based)
- Alumni, friends
- Take advantage of UW campus resources and reputation
- Non profit sector
- Government sector
- Societal need increase
- Faculty connections
- Using career paths
- Programs in collaborations (opportunities)

Limitations:

- Aging
- External funding is changing
- Number of courses less than others
- Lack of SoHE \$
- Lack of administrative support in department
- Lack of TA funding
- Lack of willingness by people to change nature of what we do
- Poor facilities
- Fewer alumni down road
- Lack of time
- Working with regulations of state government
- Overtaxed alumni (too much giving)

Threats:

- Increasing priorities of external funding (donors)
- Loss of hope for future because prior efforts (planning) didn't show results (unrealistic goals)
- Further mandates by legislature and state
- University could step in and make additions to structure
- Graduate assistance will become more expensive
- Tighter grant fund @ fed. levels
- First review of human ecology graduate program

- Difficulty of attracting internship students
- Lack of salary for faculty
- We are not matching diversity to external world
- State and federal policies that decrease ability to create diversity

Opportunities:

- Administrative structure and support (central)
- Dean's ability to attract internal and external funding
- Adaptive, innovative ability to seize opportunities
- Research outreach and teaching
- Hiring of high quality faculty and staff
- Self limit our goals
- Continue supporting #1 operating principles of supporting students
- via internship program which is a model
- Communicate in a humane way to move forward
- Attract high caliber graduate students with multi year funding
- Open communication – newsletter, email
- Danger of relying on soft money need to be light on our feet
- Re-energizing standing committees
- Importance of collaboration to generate resources (alumni, other schools and colleges)
- Values guide decisions
- Streamline governance committees, included faculty and staff on them
- Technology to enhance learning, administrative functions
- Enhanced understanding of outreach (e.g. using service learning to accomplish student learning)
- Continue creativity and optimism to adapting
- Much better organization with Division of labor among administrative support staff (more clarity on who to go to for what) – People have had more professional development to help them do their work
- Maintaining/preserving faculty autonomy
- More able to look at, deal with budget in open way (vs. not knowing anything about it)
- Retreats and food

**B: Suggestions for What SoHE Can Stop Doing or Do Differently**

These are arrayed according to strength of agreement as to whether items merit further study and action. Numbers in parentheses following each item indicate number of votes indicating feasibility for consideration.

**Do differently**

1. Reduce general SoHE meetings until there is something important to meet about (27)
2. Develop and document standard procedures for administration and support (26)
3. Reduce majors through consolidation (25)
4. Use professional academic advisors from SAA and group advising (23)
5. Look across majors from School-wide perspective to see potential of sharing courses, research, collaboration (23)
6. Partner with others to generate revenue (credit programs and off campus) (22)
7. Encourage integration of technology in areas beyond teaching/learning – so everyone uses technology (22)
8. Identify what functions can be done by other units on campus rather than SoHE (22)
9. Consider departmental mergers along with major mergers (22)
10. Reward structure should reinforce revenue generating activities (21)
11. Think about how we rotate department chairs every 3 years – not enough time to figure it out and really provide leadership over time. What other campus models are there? (21)
12. Annual vs. 2X/year for Impact document (hard copy) (19)
13. 10% budget cut – what campus-wide activities can we also reduce 10%? (18)
14. Enhance internship programs by working closer with employing companies (16)
15. Change way we deal with transfers – more group advising vs. one-on-one (14)
16. Limit number of non-SoHE students in courses (14)
17. Provide incentive to retain staff (14)
18. Adjust culture in departments in favor of collaboration (13)
19. Look for opportunity to generate program revenue (ex. conferences, institutes) (13)
20. Reduce copy costs (volume) and explore UW-extension for mail (13)
21. Administrative requirements of campus – benefit of time and energy investment is not clear – Can we say no to campus and system-wide required activities? How? (13)
22. Preschool could be used more to support teaching/learning (11)
23. When department is doing too much, then need to find way to reduce expendable duties (11)
24. 10% cut in GPR should result in 10% fewer undergrad and graduate enrollments (11)
25. How do we enhance public view of SoHE (get name out) (9)
26. Increase salary savings by bringing in external grants (11)

27. Administrative staff stop tasks unless there is a direct dollar benefit (8)
28. Strategize to meet multiple goals (ex. outreach) (7)
29. Create "Ask SoHE" service to share practices (5)
30. Not make mandatory that each department is represented on committees (5)
31. Faculty members to be involved in group advising along with SAA advisors (5)
32. For making decisions: Meetings have standard process of having University structure, policies presented up front (prework) to avoid unnecessary brainstorming and discussion (4)
33. Balance [workload] between faculty with joint positions with other units and 100% SoHE, extension faculty (4)
34. Spending more carefully (wants vs. needs) (3)
35. Coordinate agency contacts (to reduce overlap of contacts, so someone knows what's going on (3)
36. Positions that support School, combine/back-up (2)
37. Not overlapping duties (redundancy) (2)