

## 2021 Strategic Plan – Never Settle

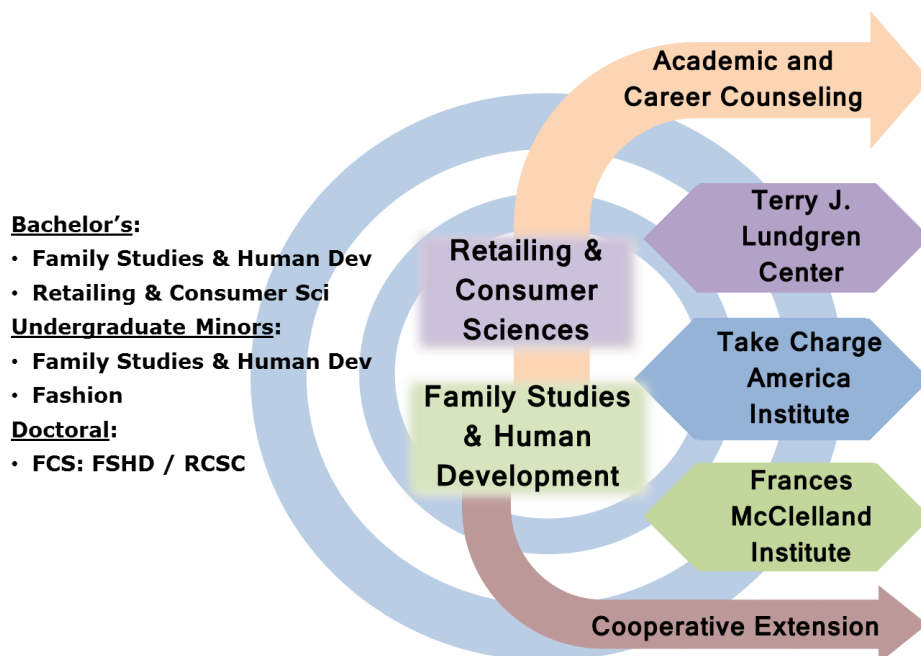
Submitted by: Norton School Faculty and Staff  
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Note: The process by which the Norton School and Division plans were developed:

- The School Interim Director and the School’s Strategic Advisory Team (SAT) reviewed the May, 2012 CALS 2021 Strategic Plan Phase III document, and fall 2011 program review strategic planning documents.
- The development of Strategies and Actions related to teaching (engaging) were the focus of the August 2013 School retreat.
- The Interim Director integrated prior strategic plans into the Never Settle plan; faculty and key personnel were asked to provide input.
- The Interim Director revised the plan based on input and submitted to CALS, September 2013.

Norton School Organizational Chart, Fall 2013



# Norton School of Family and Consumer Sciences

## Norton School 2021 STRATEGIC PLAN (Fall 2013)

The Norton School's Purpose: **Strengthen families, communities, and the marketplace through practical research, community and business partnerships, and education of future leaders in family and consumer sciences.**

The Norton School's 2021 Vision: **to be globally prominent in education, research, and community and business partnerships in the field of family and consumer sciences; to produce graduates highly prized in the global economy; to be a magnet for public funding, private support, and partnerships dedicated to solving social problems for families, communities, and the marketplace.**

The Norton School's Mission: **to provide high-quality education, research, cooperative extension programs, and community and business partnerships that strengthen families, communities and the marketplace.**

The Norton School's Shared Values: **a diverse and inclusive community; excellence and integrity; innovation, partnership, and entrepreneurship; a collaborative ethos.**

### Purpose:

- To engage students to achieve their career and professional goals.
- To find innovative solutions to social problems facing families, communities, and the marketplace.

### Outcomes of Vision:

- Increased percentage of graduates pursuing careers in chosen field
- 50% increase in annual expenditures (indexed to faculty FTE)
- Internships and/or research positions available to all students
- Increase number of B.S. degrees granted through online/distance programs
- Strong rate of transfer enrollments from Arizona Community Colleges with timely degree completion
- Closer alignment in teaching and research and cooperative extension with CALS21 priorities

### What must be done to fulfill your unit's purpose?

- Hire at minimum 4 new tenure-track faculty members (2 per program)
- Close curriculum gaps to continue offering competitive and adaptive education
- Recruit a dynamic permanent director for the School
- Recruit outstanding faculty and staff
- Recruit outstanding graduate and undergraduate students
- Sustain a culture of inclusion, excellence, innovation, entrepreneurship, and diversity

**ENGAGING - Undergraduate: Achieve prominence in FCS undergraduate education: retailing and business leaders (RCSC); student placement in professions (medicine, law, social services) and graduate schools (FSHD)**

**A. Current situation and gap between current situation and desired situation**

1. Strong training and reputation
2. Curriculum gaps in current critical sector needs (RCSC – e-commerce, supply chair, food retailing; FSHD - health)
3. Insufficient base state funding for teaching, experiential learning and advising
4. Insufficient funding for teaching assistantships; non-availability of RCSC graduate students
5. Insufficient awareness of majors among incoming freshmen
6. Overly large classes (FSHD); Under-enrollment in major and upper-division (RCSC)
7. Strong, revenue-positive online/distance degree program options with significant growth potential
8. Strong culture and support for student clubs
9. Strong experiential learning components
10. Small number of tenured/tenure-track faculty

**B. Strategies to achieve goal**

1. Recruit a minimum 2 tenure-track faculty in each program: strengthen scholarship and engagement
2. Hire assistant professor of practice to teach high-enrollment lower division courses
3. Raise endowment funds for student support services and programs
4. Address curricular gaps (RCSC – e-commerce, supply chair, food retailing; FSHD – health)
5. Identify innovative recruitment strategies to attract top (high GPA) students into pre-majors
6. Identify and remove barriers to movement from pre-majors to majors, and barriers to time to degree
7. Explore innovations to extend reach of core and auxiliary program options beyond UA campus
8. Explore partnerships (e.g., cross-listed courses) with CALS programs (AREC; Nutrition) and Eller; pipeline courses in general education format
9. Utilize tenured faculty for upper division courses and research / application experiences
10. Identify and publicize career tracks / options (especially FSHD)
11. Adjust faculty teaching appointments commensurate with administration / research productivity
12. Engage in competitive analysis and broad vision discussions about role and purpose of contemporary instruction innovations
13. Monitor metrics (e.g., ABOR) and assessment tools; identify metrics that align with our Norton goal

**C. Actions**

**Time Period (Fiscal Years)**

- |   |         |
|---|---------|
| 1. Monitor and sustain high level of student services effectiveness   | FY14-17 |
| 2. Revise Peer Review criteria to incentivize / reward grant activity; inclusion of new educational technologies in support of teaching / mentoring | FY14-17 |
| 3. Sustain endowment campaign (especially Terry J. Lundgren Center)   | FY14-20 |
| 4. Secure base funding for teaching and mentoring   | FY14-20 |
| 5. Recruit top incoming freshmen; improve time to degree  | FY14-20 |
| 6. Offer experiential learning (internships, practicums, directed research) to all students   | FY14-20 |
| 7. Track student internship and permanent placement (with CALS)   | FY14-20 |
| 8. Strategically employ social media / communications   | FY14-20 |
| 9. Reach out to AZ high school teacher / counselor associations   | FY14-20 |
| 10. Recruit tenure-track faculty with expertise in gap areas of curriculum  | FY15-17 |
| 11. Reach community college populations through innovative teaching strategies  | FY15-20 |

**D. Inputs needed to achieve the goal**

1. Faculty lines sufficient for base curriculum needs
2. Base funding for teaching and advising
3. Integration and collaboration of Program and Center faculties
4. Development and fund allocation to support innovation strategies (e.g., blended courses)
5. UA/CALS infrastructure support for tracking alumni and graduate placement

### **E. Objective metrics that will be used to track progress towards attaining goal**

1. Percentage of incoming freshmen declaring Norton pre-majors
2. Program retention / graduation rates
3. GPA of students admitted to pre-majors / majors
4. Percentage of students receiving position offers in their field prior to graduation
5. Percentage of students admitted to professional programs / graduate school prior to graduation
6. Number of retailing corporations serving on the TJL Center Corporate Advisory Board
7. Total amount of endowment in support towards Engaging goals
8. Number of Arizona Community College: partner articulations; transfers to online and campus degrees; transfers who graduate
9. Percentage of students with experiential learning opportunities (e.g., internships); percentage of courses with significant experiential learning component; percentage of courses that employ social media / communications components
10. Percentage and number of B.S. degrees granted via online and distance programs

### **ENGAGING - Graduate: Sustain prominence in graduate education**

#### **A. Current situation and gap between current situation and desired situation**

1. RCSC concentration currently suspended due to shortage in research faculty positions
2. FSHD: strong training and reputation (NSF, Doris Duke Graduate Fellowships); Unsustainable funding model (limited long-term UA or CALS graduate research assistance)

#### **B. Strategies to achieve goal**

1. Recruit 2 tenure-track faculty in each program
2. Explore RCSC graduate education options (e.g.: minor in retail technology)
3. Create culture & provide training for fellowship- and grant-writing and scientific publication
4. Recruit top students
5. Raise / allocate private funds for graduate fellowships
6. Align program to CALS21 and UA goals – health sciences; big data; consumer / retail sciences related to environment, food, energy, water, and natural/bio resources

#### **C. Actions**

#### **Time Period (Fiscal Years)**

- |   |           |
|---|-----------|
| 1. Offer competitive assistantships   | FY14-FY20 |
| 2. Provide opportunities for teaching experience in multiple modes                    | FY14-FY20 |
| 3. Offer high quality research/teaching experiences and summer fellowships            | FY14-FY20 |
| 4. Develop an innovative recruitment strategy   | FY14-FY20 |
| 5. Reduce time-to-degree – incorporate expectation into student annual review         | FY14-FY15 |
| 6. Allocate funds to support development of RCSC graduate options                     | FY14-FY20 |
| 7. Prioritize School funding for graduate students with past external funding success | FY15-FY20 |

#### **D. Inputs needed to achieve the goal**

1. Gift and endowment earnings / allocations
2. Faculty grants
3. Faculty reward system for mentoring and financially supporting graduate students
4. New faculty hires with necessary expertise for achieving CALS21 priorities

#### **E. Objective Metrics that will be used to track progress towards attaining goal**

1. GRE scores; undergraduate GPA
2. Time-to-degree
3. National awards (e.g., NSF / Doris Duke fellowships)
4. Publication and teaching records and associated metrics
5. Student placement record

**INNOVATING: Sustain, strengthen, and expand funded research, outreach, and partnering activities that address grand challenges for families, communities and the marketplace**

**A. Current situation and gap between current situation and desired situation**

1. Heavy teaching loads for research-appointed faculty (significant inequity in CALS)
2. Significant disparity among the faculty with respect to grant records
3. Strong infrastructure for many needs (e.g., state-of-the art Lang Laboratory) but insufficient staffing

**B. Strategies to achieve goal**

1. Encourage research emphases on health, big data, mobile / technologies
2. Align research with priorities of potential funders (CALS21 and UA priorities, NIH/NSF/USDA priorities, major foundation priorities)
3. Encourage and reward interdisciplinary collaboration in School, CALS, and UA; explore alignment opportunities with AREC
4. Reallocate state salaries to support teaching and extramurally-funded research programs / reduce faculty teaching loads based on research productivity
5. Assess research and grant activity and reward high-achieving faculty members
6. Strengthen the pre/post grant services infrastructure
7. Realign all research endowments to faculty with achievements in grant-funded research and demonstrated scientific productivity / impact
8. Secure funding for Cooperative Extension faculty positions (youth development; evaluation; financial literacy)
9. Develop metrics for Cooperative Extension and outreach program impacts

**C. Actions**

**Time Period (Fiscal Years)**

- |   |         |
|---|---------|
| 1. All research-appointed personnel sign-up for Google Scholar profiles; PIVOT; ResearchGate; etc.  | FY14    |
| 2. Revise the Peer Review criteria to include a system to incentivize / reward Collaboration, faculty grant activities, and scientific impact | FY14-15 |
| 3. Continue to strengthen pre/post grant services infrastructure  | FY14-15 |
| 4. Continue to raise private funds / build industry partners for research infrastructure  | FY14-20 |
| 5. Partner in CALS to develop Cooperative Extension / outreach metrics  | FY14-20 |
| 6. Strategically employ social media / communications to share successes  | FY14-20 |
| 7. Institute/Center funded research: FMI – sustain; TCAI – augment; TJLC – identify new models or opportunities for research footprint        | FY14-20 |

**D. Inputs needed to achieve the goal**

1. State-funded traditional faculty lines in emphasis areas and Cooperative Extension faculty lines
2. Excellent business center
3. Faculty understanding of resource culture; commitment to interdisciplinary collaboration and UA/CALS priorities

**E. Objective Metrics that will be used to track progress towards attaining goal**

1. Number and amount of extramural grants obtained for research and outreach
2. Faculty productivity index, citations, publications, awards
3. Social impact metrics for extramurally-funded research and program activities
4. Number of School, CALS, and UA collaborators
5. Number of faculty affiliates associated with Norton Center/Institutes

**PARTNERING: Sustain, strengthen and expand partnerships that address grand challenges for families, communities and the marketplace**

**A. Current situation and gap between current situation and desired situation**

1. Strong partnerships with private funders
2. Outstanding business partnerships (TJLC) and strong NGO / local K-12 education partnerships (TCAI, FMI, Cooperative Extension, Student Services)
3. Strong Cooperative Extension partnerships but small capacity and infrastructure
4. Gaps in curriculum and expertise for focal partnership needs (health sciences; retail analytics and technology)
5. Strong network of alumni and friends who promote and support our work and offer connections

**B. Strategies to achieve goal**

1. Encourage and reward collaboration and partnerships with industry and other stakeholders
2. Secure funding for Cooperative Extension faculty positions (youth development; evaluation; financial literacy)
3. Develop metrics for Cooperative Extension and outreach program impacts
4. Sustain / build relationships with business, community groups, government, and alumni/supporters
5. Develop strategic plan for development

**C. Actions**

**Time Period (Fiscal Years)**

- |   |         |
|---|---------|
| 1. Increase communication and collaboration in the School regarding teaching, research, and Extension projects and internships to maximize relationships    | FY14-20 |
| 2. Revise the Peer Review criteria to include a system to incentivize / reward partnering   | FY14-15 |
| 3. Continue to strengthen pre/post grant services infrastructure, and business systems and policies / procedures to facilitate entrepreneurial partnerships | FY14-20 |
| 4. Continue to raise private funds to support Institutes and Center and partnering opportunities  | FY14-20 |
| 5. Partner in CALS to develop Cooperative Extension / outreach metrics  | FY14-20 |
| 6. Identify key partnering prospects across sectors (business, community, government), prioritize, and plan partnership building                            | FY14-20 |
| 7. Enact development plan; support Council of Alumni and Friends activities; sustain Norton Advisory and Center/Institute Boards                            | FY14-20 |

**D. Inputs needed to achieve the goal**

1. State-funded traditional faculty lines and Cooperative Extension faculty lines
2. Excellent business center and clear policies and procedures for partnering
3. Excellent development staff in School, CALS, and UA to support goals

**E. Objective Metrics that will be used to track progress towards attaining goal**

1. Number and amount of extramural gifts, grants, and contracts
2. Number of School, CALS, and UA partnerships
3. Numbers of partnerships with business, community group, and government organizations

**SYNERGY: Build and sustain an effective, efficient, entrepreneurial infrastructure for change**

**A. Current situation and gap between current situation and desired situation**

1. Thin but stabilizing staff infrastructure; extraordinary staff and appointed personnel
2. Sophisticated communications / public relations staff and outstanding results
3. Strong network of alumni and friends who promote and support our work and offer connections
4. Extraordinary history of and reputation for development
5. Culture that recognizes, supports and actively seeks diversity

**B. Strategies to achieve goal**

1. Encourage and reward strategic communications
2. Sustain / build relationships with business, community groups, and government
3. Support Council of Alumni and Friends; nurture Norton Advisory Board; nurture Center/Institute boards
4. Develop strategic plan for development
5. Sustain dynamic leadership at all levels
6. Discern our distinct local knowledge and contributions, and associated role for global applications
7. Engage in broad vision discussions about role and purpose of contemporary higher education challenges, possibilities and innovations
8. Identify outreach successes and synergies, and highlight through strategic communications
9. Learn from other models of synergy in CALS, UA and other institutions

**C. Actions**

**Time Period (Fiscal Years)**

- |  |         |
|--|---------|
| 1. Revise the Peer Review criteria to include a system to incentivize / reward collaboration; partnering; strategic communications | FY14-15 |
| 2. Identify key partnering prospects across sectors (business, community, government), prioritize, and plan partnership building   | FY14-20 |
| 3. Enact development plan; support Council of Alumni and Friends activities; Sustain Norton Advisory and Center/Institute Boards   | FY14-20 |
| 4. Strategically employ social media / communications to share successes   | FY14-20 |
| 5. Acknowledge and reward outstanding staff and appointed personnel  | FY14-20 |

**D. Inputs needed to achieve the goal**

1. Faculty and staff contribution to culture of diversity and synergy
2. Excellent development, business, IT, and communications staff in School, CALS, and UA to support goals

**E. Objective Metrics that will be used to track progress towards attaining goal**

1. Number and amount of extramural gifts, grants, and contracts
2. Number of School, CALS, and UA partnerships
3. Numbers of partnerships with business, community group, and government organizations (and how they relate to grants/donations)
4. Number of alumni in network (active on boards; communications) and alumni donations
5. Number and impact of public media stories/outreach
6. Trajectory of faculty synergistic activities, e.g., collaborations and strategic communications