

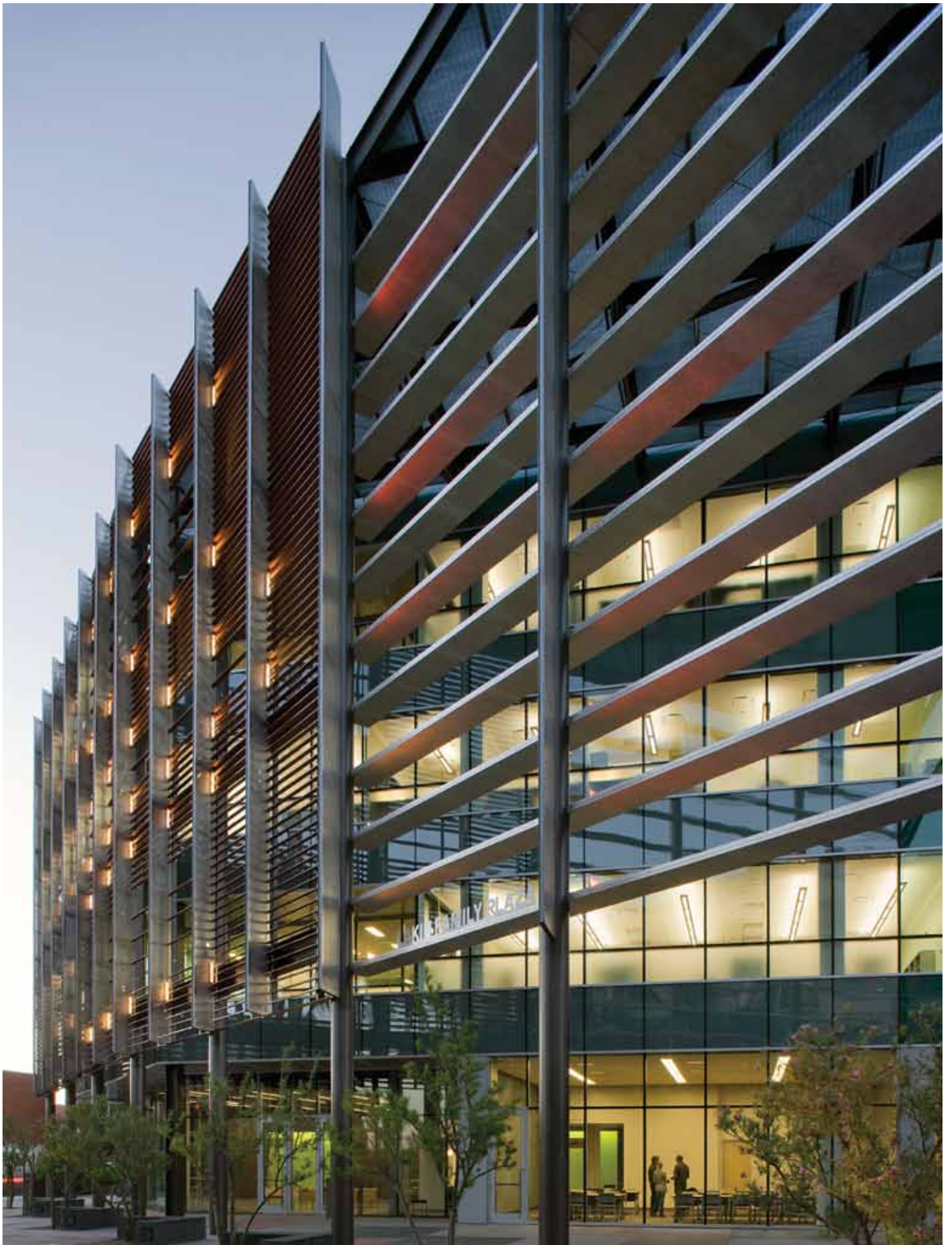


THE JOHN AND DORIS NORTON SCHOOL
OF FAMILY AND CONSUMER SCIENCES



In Pursuit of Unlimited Possibilities
Norton School Strategic Plan
2010-2014

DEVELOPED BY THE
STRATEGIC ADVISORY TEAM
FACULTY AND STAFF



DIRECTOR'S MESSAGE



I am immensely proud of our faculty, staff, and students for having accomplished so much in all areas over the past five years. Without a doubt, one of the greatest of our achievements is the completion of our new facility, McClelland Park, which we all made possible by successfully executing Campaign Cornerstone. Had we not raised \$25M, so generously donated by more than 2,000 alumni, friends, and corporate partners, McClelland Park would simply not have become a reality. And now, having occupied the facility for a year, we have come to fully appreciate the tremendous benefits that McClelland Park provides, whether it be attracting new students and faculty to the program or more grants and contracts. I am also reminded daily of the even greater rewards awaiting us in the years to come. Many of those, however, will depend on our developing a sound plan for the next five years, one that will take us in the right direction and allow us to capitalize on our new facility and a student body that is probably the most talented we have ever enrolled.

A successful strategic plan must incorporate environmental scans. Consequently, in developing this plan, we examined several environmental factors, as well as the University's five-year strategic plan. Certainly economic reality of a continuous decline in state dollars plays a major role in the process. More than ever before, we had to keep in mind the new opportunities afforded by societal trends and demographic factors. And given how rapidly those factors can change, we also had to be flexible in our thinking, willing to re-examine long-established paradigms and priorities and even recent decisions thought to be sound and final.

Why should we plan for the future, then, if that future is so uncertain that we should not expect our plan to remain unaltered? For one, a five-year plan can greatly help to clarify our School's intentions and thus ensure that we are all "on the same page." In other words, it tells us what we all want to do. And it is a collective effort. The current strategic plan has been developed by all of us, not only the Strategic Advisory Team (SAT) members but also all members of the faculty and staff in each unit. In fact, far more important than the strategic-plan document itself is the process by which that plan is developed—the conversation that we have with each other, and the chance to conduct a reasoned argument that results in a melding of the best and brightest ideas. For this reason I am grateful that all members of the School have been engaged in developing our plans, and I am equally glad that we are committed to updating it each year so as to check our progress and also reflect the changing environment.

With this in mind, for the next five years and beyond, we must

- > Build a reputation based on **excellence, innovation, and competitive advantage**
- > Grow in a way that is compatible with an **enterprise model**, and
- > Operate **collaboratively**, with **effectiveness** and **efficiency**
- > Accomplish our goals with **sustainability** in place

In order to accomplish these goals, we must

- > Continue to **strengthen** our **core priorities** of research, teaching, and outreach
- > Identify, market, and invest in **innovative** and **competitive edges** (programs, initiatives, and/or course offerings) that no other entity on this campus can provide
- > Build a stronger **financial foundation** through endowments, grants, contracts, and instructional and outreach revenues
- > Invest in **human capital** and **information technology**
- > Expect **all individuals** to be **responsible for contributing to a self-sustaining and enterprise model**

I want to thank all of you for your excellent contributions to the Norton School's mission and look forward to working with each and every one of you to accomplish our goals.

Soyeon Shim
Director
Fall, 2010

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The Mission of the John and Doris Norton School

To provide high-quality instruction, research, and extension and outreach activities that will strengthen families, communities and the marketplace.

The Vision of the John and Doris Norton School

To create the nation's premier School of Family and Consumer Sciences and offer the best environment for learning, discovering new ideas, and applying knowledge.

Core Values of the John and Doris Norton School

A DIVERSE AND INCLUSIVE COMMUNITY

In the belief that the best new ideas spring from discovering connections between different perspectives, we value a community of people who come from many cultures and want to learn and communicate in an inclusive environment that supports the free exchange of ideas.

EXCELLENCE AND INTEGRITY

In all that we do, we seek to honor our commitments, to take responsibility for our actions, to hold to the highest standards of academic honesty, and to act fairly and justly.

INNOVATION, PARTNERSHIP, AND ENTREPRENEURSHIP

We seek to challenge the status quo and foster individual and collective initiative, creative endeavors and entrepreneurship. Under this guiding principle, we will welcome innovative approaches, and we will expand individual opportunities through collaborative and interdisciplinary efforts, including programs reaching beyond academe to the public and to business and industry, in Arizona, the nation, and the world.



THE JOHN AND DORIS NORTON SCHOOL'S BACKGROUND

The John and Doris Norton School of Family and Consumer Sciences, which is part of the UA College of Agriculture and Life Sciences (CALs), currently consists of two divisions: Family Studies & Human Development and Retailing & Consumer Sciences. Both offer B.S., M.S., and Ph.D. degrees and are ranked among the best in the nation. Together, they host four multidisciplinary research, outreach, and education units: the Cooperative Extension, the Terry J. Lundgren Center for Retailing, the Take Charge America Institute for Consumer Finance Education and Research, and the Frances McClelland Institute for Children, Youth, and Families.

Our new state-of-the-art facility, McClelland Park, which was completed in 2008, has increased the school's prestige and visibility at the UA and helped to shape its future on campus. The Norton School of Family and Consumer Sciences, already considered first rate by its academic peers and the business and community sectors, will reach a new level of excellence this decade and enhance its national reputation. This higher profile will help the Norton School attract and retain both high quality students and distinguished faculty members. Both faculty and students will be able to broaden and deepen their research, academic and outreach agendas and thereby contribute to the school's mission to strengthen families, communities, and the marketplace.

THE UNIVERSITY OF ARIZONA'S FIVE-YEAR STRATEGIC PLAN 2010-2014

For full document, please refer to <http://spbac.web.arizona.edu>

The Mission of the University of Arizona is to improve life for the people of Arizona and beyond through education, research, creative expression and community engagement.

UA'S THREE PRIORITIES

- > Academic Excellence
- > Access and Success
- > Quality of Life and Societal Impact

UA'S FOUR STRATEGIC DIRECTIONS

- > Expanding Access and Enhancing Educational Excellence
- > Increasing Achievements in Research, Scholarship, and Creative Expression
- > Expanding Community Engagement and Workforce Impact
- > Improving Productivity and Increasing Efficiency



SOME IMPLICATIONS OF THE ENVIRONMENTAL SCAN (MAY 2009) FOR THE NORTON SCHOOL

Source: UA SPBAC (Strategic Planning Budget Advisory Committee)
<http://spbac.web.arizona.edu/sites/spbac.web.arizona.edu>

A) Economic Projections (Globalization and Technology): state budget funding cuts are permanent and this puts a premium on revenue enhancement; forced to be entrepreneurial solutions

- > Online course revenue
- > Exec Ed and graduate certificate programs (for fee)
- > Graduate teacher certification (TCAI)
- > Entrepreneurial approach to collaboration with corporate sector to fund research
- > Greater emphasis on external grants (for research, teaching and outreach)
- > Greater emphasis on enterprise model
- > An opportunity to recruit top students from the state (especially those who typically attend out-of-state universities)
- > Online Master's Degree – community oriented; blended curriculum (FCSC)– core purpose
- > Interdisciplinary undergraduate subject area and/or FCS minor to serve place-bound, degree seeking students
- > Declining flow of high quality graduate students from BRIC countries (Brazil, Russia, India, and China). Need to increase efforts to promote our graduate programs and deliver a high-value product (Cannot count on reliable flow from China, Korea and other Asian nations as their opportunities closer to home are expanding)

B) Demographic Projections and Social Factors: slower population growth and fewer students seeking higher education (less than what was once predicted)

- > UA departments must take some responsibility for better preparing students to attend the UA
- > Greater role for outreach (a competitive advantage of the Norton School)

C) Employment Projections: job and occupation growth patterns put a premium on versatile employees

- > A solid core of skills to facilitate multiple changes in career paths
- > Emphasis on analytical skills (RCSC has already started down this path, and must continue)



D) Technology and Student Characteristics: more remedial needs, greater technology use, financial hardship for many families, greater awareness of religious options (increasing importance of faith as a moral guide)

- > Higher demand for online courses calls for greater access to and greater acceptance of courses delivered online and course-related online socialization opportunities. This can help us to think more broadly about online courses (thus generating revenue for us and affordable access for students) and generally a more innovative, distinctive learning environment to give us a competitive advantage
- > Greater willingness to engage in community service projects (tied in with course instruction) as another way to gain a competitive advantage for our programs
- > Reach out to high school students (e.g., high-school credit online; extension connection to prepare students (e.g., Teen Biz)
- > Our curriculum must be purposeful; "We Teach Business With a Soul"
- > Students who lack sufficient preparation: social issues – not able to socialize and communicate effectively; interpersonal communication with technology and diverse people

E) Technology and the Higher Education Industry – the changing face of the higher education industry and a growing emphasis on lower-cost college alternatives

- > This puts a premium on communicating the value of what we do, especially in terms of our research role
- > 2+2 model for education

F) Health Care, Natural Resources and the Environment – health-related educational program; climate change

- > UA: Environment - #1 Priority; Is there room for us? Norton School – being aware but don't lose focus
- > Opportunities for innovative curriculum focusing on sustainability, responsible citizenship, and social business practice; corporate social responsibility
- > "Consumer-centric focus"
- > Healthy environment; health care: physical and mental health, relationship health, child-life specialist, health & retail; health lifestyles; retailing of spirituality – retail spirituality



NORTON SCHOOL FCS FIVE-YEAR STRATEGIC PLAN FY2010-14



I. TO BUILD A DIVERSE AND PRE-EMINENT ACADEMIC COMMUNITY, THE NORTON SCHOOL WILL:

1. Create a stronger research culture within the Norton School by applying the following strategies and tactics.
 - a. Offer School-wide research seminars (e.g., Weekly, Friday afternoon colloquia and informal celebrations).
 - b. Promote collaboration with non-Norton School programs.
 - c. Promote and endorse a visiting scholar program.
 - d. Develop a research (non-tenure) career track.
 - e. Commission extended research workshops.
 - f. Develop a working-paper series.
 - g. Develop a cross-division research culture.
 - h. Build stronger incentives for grants into APR, P&T, and other reward systems.
 - i. Build infrastructure costs into grants.
 - j. Align graduate student recruitment and admissions with graduate funding. Cross pollinate across the units to create multidisciplinary and interdisciplinary research and projects.

2. Recruit and retain a faculty of scholars from a variety of cultures and backgrounds who are recognized both nationally and internationally.
 - a. Offer a competitive hiring package.
 - b. Market adjustment of pay and benefits whenever possible.
 - c. Offer additional summer fellowship/naming opportunities.
 - d. Recruit eminent scholars and appoint existing faculty members as endowed chairs/distinguished professors to recognize their excellence in research.

3. Help faculty members reach their greatest potential in their teaching, research, and outreach activities.
 - a. Develop a strong national reputation.
 - b. Provide additional coaching/mentoring.
 - c. Provide greater infrastructural support (IT support, staff development/support, space support, grant support, etc.).
 - d. Maintain a collegial environment.
 - e. Expect all faculty to seek extramural grants and funding opportunities.

4. Strengthen and support interdisciplinary collaboration across departments/programs as well as nationally and internationally.
 - a. Seek new opportunities within the CALS and across campus.
 - b. Offer financial and resource incentives and rewards for collaborative and interdisciplinary opportunities for funding.

II. TO ATTRACT TOP QUALITY GRADUATE STUDENTS AND PREPARE THEM TO BE COMPETITIVE IN THEIR FIELD, THE NORTON SCHOOL WILL:

1. Enhance financial resources for graduate student funding.
 - a. Offer competitive assistantships.
 - b. Offer high quality research/teaching experience and summer research fellowships.
 - c. Develop an innovative recruitment strategy that matches core program goals, faculty expertise, and faculty funding opportunities.
 - d. Take advantage of graduate school diversity fellowship programs.
2. Train graduate students to be highly competitive in their fields for their career.
 - a. Strengthen mentor-student relationships.
 - b. Assist students with publications, presentations, grant-writing, and other experiential learning opportunities for professional development.
 - c. Assist graduate students with career development and job search.
 - d. Provide an interdisciplinary learning and research opportunity.
 - e. Train graduate students to be technologically competitive for research and teaching (e.g., online data collection, online teaching).
3. Enhance graduate program productivity through effectiveness and efficiency.
 - a. Integrate and collaborate between the two divisions toward developing a single Ph.D. program with two options.
 - b. Reduce the time-to-degree ratio.
 - c. Limit the number of years of support to a reasonable span.

III. TO RECRUIT TOP UNDERGRADUATE STUDENTS AND PREPARE THEM TO BE COMPETITIVE IN THEIR FIELDS, THE NORTON SCHOOL WILL:

1. Attract students from diverse backgrounds who show high academic promise and a passion for the field.
 - a. Develop recruitment techniques that target such students while they are in high school.
 - b. Recruit from the UA Honors program.
 - c. Build reputation for adhering to rigorous course requirements and high academic standards.
 - d. Participate in campus recruiting events.
2. Enhance the student learning experiences.
 - a. Provide high-quality mentor to honors students and reward faculty members who do so.
 - b. Recognize and support student achievements.
 - c. Demand higher ethical and professional standards from students.
 - d. Provide high quality research opportunities (e.g., FSHD/RCSC 492).
 - e. Enhance professional development through internship and other experiential opportunities (e.g., involvement of early career alumni).
 - f. Provide high quality leadership development activities (clubs and organizations).

3. Integrate technology and environmental changes in curriculum revision.
 - a. Continue a variety of online delivery methods to meet the demands of emerging constituencies through joint efforts of divisions, FCSC, institutes and centers.
 - b. Explore and expand online degree offerings.
 - c. Collaborate within and outside of the School to create an innovative curriculum and competencies that will allow us to lead in contributing to the academic mission of the university (e.g., sustainability, economic opportunities).
 - d. Identify opportunities to incentivize teaching faculty to encourage development of online delivery.
4. Continue to enhance student services.
 - a. Continue to provide efficient, effective, and high quality academic and career advising.
 - b. Empower students to become self-sufficient in navigating through the University system when planning their academic careers.

IV. TO POSITION THE PROGRAM AS A MODEL FOR LINKING SCHOLARSHIP AND CREATIVITY TO SOCIETAL NEEDS AND THE LAND-GRANT MISSION, THE NORTON SCHOOL WILL:

1. Continue to work to align and position Cooperative Extension in Divisional/Institutional missions through the following strategies and tactics
 - a. Develop a comprehensive outreach plan.
 - b. Utilize outreach as a competitive advantage, one that will differentiate the Norton School from other programs.
 - c. Incentivize outreach collaboration (e.g., annual performance review).
 - d. Collaborate on Cooperative Extension funding.
2. Become a program and resource of choice for children, youth, families, consumers, and entrepreneurial programs at the state, national and international levels.
 - a. Promote, restore, and sustain healthy individuals and families, populations, and communities in Arizona and across the nation.
 - b. Partner with individuals, businesses, public entities, and community-based groups.
 - c. Enhance relevance to CALS/University/State priorities.
3. Enhance the state and nation's economic viability and workforce.
 - a. Link curriculum and student development to workforce needs.
 - b. Link research and outreach programs to economic viability of communities.

V. TO ACHIEVE A STRONG FINANCIAL FOUNDATION, THE NORTON SCHOOL WILL:

1. Create and implement an enterprise model for all members of Norton School.
 - a. Develop a culture of entrepreneurship and self-sustainability through individual and collective responsibility.
 - b. Identify new and innovative funding sources and empowering all individuals (faculty, appointed personnel, post docs, grads and staff) to seek funding in support of research, teaching, outreach, student training/professional development, and operation.
 - c. Reward those individuals who are successful in acquiring internal and/or external grants.

2. Increase revenue opportunities through the online delivery of various instructional and outreach programs.
 - a. Become an innovative leader in delivering online programs on campus and nationally.
 - b. Continue to look for grant opportunities to expand online programs.
 - c. Continue to expand online instructional programs (summer, winter, academic outreach, gen ed, service courses, certificates, exec ed, etc.).
 - d. Work toward offering high quality online degree programs (e.g., Interdisciplinary program, FCSC minor, Master's degree, etc.).
 - e. Re-apply for student fee programs to support professional programs in both majors.
 - f. Increase summer internship programs for both majors.

3. Launch a school-wide endowment campaign, MyLegacy Campaign.
 - a. Launch a quiet phase of an endowment campaign:
 - i. 5-year goal: toward \$35 million (including the current endowment of approx. \$20 million)
 - ii. 10-year goal: toward \$50 million
 - b. Establish an endowment goal for each unit.

4. Build stronger alumni connections.
 - a. Establish alumni relationships early on by providing students with opportunities to connect with the programs and faculty members before they graduate.
 - b. Build stronger connections with early career alumni.
 - c. Increase alumni involvement.
 - d. Enhance communication between faculty, staff, students, and alumni.
 - e. Establish new alumni award programs and donor recognition programs.

5. Partner with private sectors, non-profit sectors, and/or private foundations in support of teaching, research and outreach.
 - a. Establish an endowment goal for each unit (e.g., FMI, TJL, TCAI, etc.).
 - b. Ensure that funds to support FMI, TJL, TCAI, and Cooperative Extension units also support the central mission of the Norton School.

6. Establish a stronger foundation for funding sustainability and infrastructural development.
 - a. Work toward the creation of a multi-year advance budgeting model that will allow the School to develop a sustained funding model for future investment.
 - b. Continue to invest in an infrastructure (business support, grant support) that supports research, teaching, outreach and sponsored projects centrally and in partnership with TJL, TCAI, FMI, and Cooperative Extension.
 - c. Develop a human capital infrastructure that supports funding and new opportunities through the training, hiring, and retaining of high quality individuals (e.g., online instructional training of graduate students, hiring and developing online professionals, research (non-tenure) track faculty positions).

VI. TO INCREASE RECOGNITION AS AN EXCELLENT UNIT THAT IS RELEVANT TO THE MISSION OF THE UNIVERSITY AND TO THE COMMUNITIES, THE NORTON SCHOOL WILL:

1. Build a reputation and establish a brand based on high quality programs, scholarly merits, excellence and/or innovativeness.
 - a. Focus on excellence and high quality programs and setting higher standards for faculty, students, and staff performance and productivity.
 - b. Create and promote niche programs based on competitive advantages.
 - c. Create a regular press release (e.g., once a month with a three-month rolling plan) to highlight student, faculty, and alumni accomplishments.

2. Develop a strategic and consistent branding plan targeted for specific audiences.
 - a. Norton School brand for campus-wide and college-wide audiences.
 - b. RCSC or FSHD brand with the Norton School for similar disciplines on campus.
 - c. FMI, TJL, TCAI, Cooperative Extension branding with the UA for national audience.
3. Design, fund, support, communicate and implement a strategic and integrated overall marketing communication plan to strengthen the Norton School identity.
 - a. Develop a state-of-the-art website with effective publicity and a specific, targeted audience in mind.
 - b. Develop consistent branding and appearance for all publication materials across the units/center/institutes.
 - c. Produce and disseminate e-Norton News.
 - d. Use print media in elevators, on hallway walls, on monitor screens, and on classroom walls to convey School core values, mission and vision statements.
4. Highlight and showcase the diversity that characterizes the teaching, research, extension and outreach of the School and its relevance to the many communities it represents.

VII. TO CREATE A HIGH-PERFORMING ORGANIZATION (HPO), THE NORTON SCHOOL WILL:

1. Focus on developing a strong core of leadership among the members of the Strategic Advisory Team.
 - a. Expect transformational leadership (as opposed to transactional leadership) from all SAT members.
 - b. Build strong organizational leadership capacities through coaching, leadership development opportunities, and empowerment.
 - c. Promote individual leadership skills among all members of the Norton School.
2. Develop and implement strategic plans based on vision and mission.
 - a. Complete a 5-year plan by Spring 2010.
 - b. Review and adjust the plan annually so as to reflect environmental scanning.
3. Promote team work, community building, engagement, and commitment.
 - a. Develop school-wide mechanisms to promote community building (e.g., Fall & Spring, School-wide meetings, floor-level social opportunities, building access).
 - b. Create a new intellectual culture for school-wide colloquia (e.g., Friday colloquia and socials).
 - c. Create more inclusive divisional/institute/center-wide meetings that include non-academic faculty members.
4. Create an enterprise model and build financial strengths through individual and collective responsibilities (see Section V for the financial foundation).
5. Reward faculty, staff, and students for excellent performance.
 - a. Continue to refine annual performance evaluation so as to reflect excellence.
 - b. Continue to adopt, whenever possible, a merit-based salary adjustment system.
 - c. Promote career progression for all personnel.
 - d. Recognize personnel excellence via college, university, and other award opportunities.
 - e. Recognize student excellence via a recognition program.

STUDENT SERVICES CENTER FIVE-YEAR STRATEGIC PLAN FY2010-14



MISSION OF THE NORTON SCHOOL STUDENT SERVICES CENTER

To provide a mentoring and informative environment that consistently encourages the expansion of student knowledge, skills, and experiences

VISION OF THE NORTON SCHOOL STUDENT SERVICES CENTER

To create the most effective student services center with a reputation of empowering students to become the nation's highest achievers in their educational, personal, and career goals

GOALS AND STRATEGIES OF THE NORTON SCHOOL STUDENT SERVICES CENTER

I. ENCOURAGE THE DEVELOPMENT OF STUDENTS' SELF-RELIANCE AND AUTONOMY:

1. Provide tools and information for students to hone their decision making skills
 - a. Strengthen SSC website for comprehensive information and links
 - b. Create weekly web-letter of announcements to minimize emails to students
2. Establish high standards and hold students accountable for their own learning and progress through the program
 - a. Require students to bring a current Academic Advisement Report to advising meetings and teach them to understand them in the future
 - b. Hold students to high ethical and professional standards
 - c. Communicate standards and prepare students for success at the U of A early in the program (information sessions, first year colloquia)
 - d. Enforce pre-major requirements
 - e. Actively recruit Honors and other high achieving students

II. COMMUNICATE CLEAR, CONSISTENT, COMPREHENSIVE EXPECTATIONS AT EVERY STEP OF A STUDENT'S ACADEMIC PATH:

1. Collaborate with FSHD and RCSC for programmatic changes in order to create and disseminate clear messages about the curriculum, procedures and policies students will be held to
2. Continue to enhance the SSC website including detailing a timeline of a student's recommended plan of study and steps to successfully completing that plan
3. Encourage students to schedule academic advising appointments every semester so progress can be monitored
4. Regularly hold information sessions about the requirements and application process for the pre-majors and majors
5. Create an ombudsman contact for student and parent access for clarity on issues

III. IDENTIFY AND PROMOTE PATHWAYS TO PROFESSIONALISM:

1. Create a package for program fee opportunities (OPP – Opportunities for Professional Preparation)
2. Continue to provide the highest quality student mentorship in all academic and professional arenas
3. Create and offer career workshops and other professional development events for students in all phases of their program
4. Promote and strengthen the internship programs
5. Offer a 'scaffolding' experience for students including first year colloquium, along with upper division colloquia to enhance students' professionalism, leadership, and preparedness for their major
6. Offer graduate school preparedness and career counseling. Provide and encourage students to seek out opportunities that will give them a competitive advantage in their future endeavors
7. Offer special events for diverse populations (e.g., Honors students)
8. Promote and support undergraduate research opportunities. Collaborate with faculty and institutes to offer and market such opportunities

IV. STRENGTHEN LEADERSHIP, INITIATIVE, AND PROFESSIONAL DEVELOPMENT THROUGH STUDENT ORGANIZATIONS' ENGAGEMENT IN NETWORKING, SERVICE, AND MENTORSHIP

1. Provide opportunities for upper classmen to serve as mentors to incoming freshmen
2. Recognize and highlight student achievement
3. Obtain student success feedback by reintroducing an exit survey and tracking students after graduation

V. BECOME THE PREMIERE FCS ONLINE DEGREE PROGRAM IN THE COUNTRY:

1. Develop online FCSC Bachelor's degree program to meet the needs of a changing higher education industry
2. Work with community colleges to develop 2+2 programs
3. Develop more online classes for Summer and Winter to accommodate traditional and nontraditional student needs
4. Integrate new technology into the curriculum
5. Create an advising infrastructure for online student cohorts
6. Establish a reputation for high quality online education

ARIZONA COOPERATIVE EXTENSION: FAMILY AND CONSUMER SCIENCES FIVE-YEAR STRATEGIC PLAN FY2010-14



Through Arizona Cooperative Extension outreach programs, the John and Doris Norton School of Family and Consumer Sciences (FCS) seeks to improve the quality of life for people of all ages and the economic vitality of the State of Arizona. In response to the Land-Grant University mandate and the needs of Arizona, the Norton School and the community at-large will work together to strengthen families, communities, and the marketplace at both the state and national levels. We will do this in partnership with the University of Arizona Cooperative Extension's Family Consumer Health Sciences and 4-H Youth Development faculty, as well as, the three institute/centers within the Norton School: Take Charge America Institute for Consumer Financial Education and Research, Frances McClelland Institute for Children, Youth and Families, and Terry J. Lundgren Center for Retailing.

PROGRAMMATIC ASSESSMENT

The School's faculty is dedicated to innovative and collaborative research and programs. Given the limited number of extension specialists and agents, it is critical that we focus on a few select programs and grow those programs by building capacities and leveraging extramural resources. The programs that are identified as core programs are early childhood, positive youth development, and financial literacy.

GOALS AND STRATEGIES FOR ACHIEVING THE OUTREACH MISSION

Specific goals and strategies are enumerated below.

I. BUILD A DIVERSE AND PRE-EMINENT ACADEMIC COMMUNITY, FCS EXTENSION IN PARTNERSHIP WITH THE NORTON SCHOOL WILL:

1. Recruit and retain a diverse group of campus and county faculty recognized nationally and internationally for quality research and outreach programs.
2. Foster collaborations among campus and county faculty members in research and outreach activities through professional development, coaching, and mentoring both through face-to-face meeting and the use of technology (e.g., "Online Poster Sessions").
3. Participate in the recruitment and training of diverse, top-quality graduate students for the purpose of preparing the next generation of Extension faculty (e.g., Internship Program for Undergraduate and Graduate Students in Extension).
4. Strengthen and support inter/multi-disciplinary collaborations, research, programs, and funding at local, county, state, national, and international levels (e.g. funding that supports both campus and county faculty).
5. Provide opportunities for county extension faculty to form partnership with Take Charge America, Frances McClelland Institute, and the Terry Lundgren Center on outreach grants and activities.
6. Provide opportunities for county extension faculty to collaborate with the faculty in the Norton School on applied research projects.
7. Provide opportunities for county extension faculty to increase their expertise through formal and non-formal educational opportunities and access to new research and materials that result from funded research and outreach grants.

II. INCREASE THE RECOGNITION OF AZ COOPERATIVE EXTENSION AS A LINK BETWEEN RESEARCH AND PRACTICE IN MEETING THE NEEDS OF THE CITIZENS OF THE STATE OF ARIZONA, FCS EXTENSION IN PARTNERSHIP WITH THE NORTON SCHOOL WILL:

1. Collaborate with the Frances McClelland Institute to promote and disseminate research outcomes from its emerging initiatives such as fathers, parenting and families (FPF).
2. Collaborate with the Take Charge America Institute for financial and economic outreach educational programs (e.g., FEFE) both statewide and nationally.
3. Collaborate with Terry J. Lundgren Center to promote and disseminate research outcomes from emerging initiatives such as consumers, environment and sustainability initiative (CESI).
4. Strengthen the linkages among Cooperative Extension and CALS outreach programs (e.g., strengthen communication through the use of technology that fosters sharing of expertise).
5. Promote and support research, evaluation, and programmatic outreach initiatives in response to the needs of the community related to children, youth, adults, families and their environments.
6. Strengthen the working relationships between campus and county faculty in recognition of the importance of bi-directional sharing of knowledge and expertise through face-to-face meetings and the use of technology (e.g., online in-services that feature both campus and county highlights).
7. Provide opportunities to county based faculty to participate in grant funded projects.

III. TO BE RECOGNIZED AS THE PREMIER RESOURCE FOR APPLYING RESEARCH-BASED INFORMATION ON CHILDREN, YOUTH, ADULTS, FAMILIES, COMMUNITIES, ENVIRONMENT, AND THE MARKETPLACE TO PROGRAMS AT THE STATE, NATIONAL, AND INTERNATIONAL LEVELS, FCS EXTENSION IN PARTNERSHIP WITH THE NORTON SCHOOL WILL:

1. Build capacity in the area of early childhood while advancing the on-going strength in youth development.
2. Establish a high priority in securing federal grants which will be leveraged to expand our capacity to make an impact at the state level, while positioning us as a nationally competitive program.
3. Translate relevant research-based information into a form useful to the public.
4. Conduct research on emerging issues identified by county faculty, community members and others.
5. Develop key ways to use technology to provide research-based information to county faculty, community members, and others locally, statewide, nationally, and internationally.

FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION

FIVE-YEAR STRATEGIC PLAN

FY2010-14



The Division of Family Studies and Human Development (FSHD) offers B.S., M.S., and Ph.D. degrees and maintains active research, outreach, and extension programs. In addition, the Frances McClelland Institute (FMI) for Children, Youth, and Families facilitates multidisciplinary research and outreach on critical issues facing children, youth, and families. The mission of the Division of Family Studies and Human Development is to provide excellence in research, teaching, and outreach that strengthens families and human development across the lifespan. Our vision is to become the premier program in Family Studies and Human Development through timely and diverse scholarship.*

* Our scholarship includes research, teaching, and research-related outreach/Cooperative Extension. Our foci in family studies and human development include an understanding of the role of cultural, contextual, biological, relational, and individual factors in human development and families.

GOALS FOR RESEARCH AND RESEARCH-RELATED OUTREACH

I. TO BUILD AND MAINTAIN A DIVERSE AND PRE-EMINENT COMMUNITY OF SCHOLARS WITH A COMMITMENT TO UNDERSTANDING AND STRENGTHENING FAMILIES AND HUMAN DEVELOPMENT, THE FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION WILL:

1. Recruit, hire, and retain nationally and internationally recognized family and human development scholars from diverse backgrounds and perspectives.
2. Re-evaluate and refine our core research areas to better reflect current research directions and faculty foci.
3. Continue to recognize and support accomplishments in research and research-related outreach.
4. Maintain an awareness of diverse populations in our work.
5. Maintain a viable, collegial, and intellectually stimulating working environment.

II. TO DEVELOP A NATIONAL AND INTERNATIONAL REPUTATION FOR EXCELLENCE IN BASIC AND APPLIED RESEARCH ON FAMILIES AND HUMAN DEVELOPMENT, THE FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION WILL:

1. Develop and effectively disseminate up-to-date information regarding faculty research and research-related outreach activities.
2. Re-evaluate and refine our core research areas to better reflect current research directions and faculty foci.
3. Provide environmental support for high quality, high impact publications and grant submissions.

4. Maintain a focus on best methodological research practices in our work.
5. In collaboration with Cooperative Extension, develop mechanisms for facilitating greater interplay between research findings and applications.
6. Work with FMI to strengthen interdisciplinary collaborations across departments/programs as well as nationally and internationally.
7. Work with FMI to develop and sustain access to community-based research settings.
8. Recognize and support individuals and programs that link scholarship to the needs of children, youth, families, and communities.
9. Increase integration, at the research and scholarship level, between the FSHD and RCSC divisions, and build a culture of communication between the two divisions.

III. TO BUILD A STABLE, GROWING, AND DIVERSIFIED FUNDING BASE TO SUPPORT RESEARCH AND RESEARCH-RELATED OUTREACH PROGRAMS OF THE DIVISION, THE FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION WILL:

1. Work in collaboration with FMI to:
 - a. Facilitate and support faculty grant-writing.
 - b. Facilitate and support donor development.
2. Continue to explore innovative strategies and opportunities for revenue generation.

GOALS FOR UNDERGRADUATE EDUCATION

I. TO ATTRACT UNDERGRADUATE STUDENTS WHO ARE DIVERSE IN THEIR BACKGROUNDS, ACADEMICALLY PROFICIENT, AND DEMONSTRATE COMMITMENT TO THE FIELD, THE FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION WILL:

1. Develop and implement optimum recruitment and information dissemination strategies to attract top students from diverse backgrounds to the FSHD major.
2. Continue to recruit and mentor honors students.
3. Build a reputation for high academic standards and rigorous course requirements.
4. Maintain our reputation for offering high quality student services.
5. Build a reputation for offering high quality professional development opportunities, including community-based internships and research experiences.

II. TO PROVIDE UNDERGRADUATE STUDENTS WITH THE KNOWLEDGE, SKILLS, AND PERSPECTIVES NEEDED TO BECOME EFFECTIVE PROFESSIONALS, SCHOLARS, AND ADVOCATES FOR FAMILIES FROM DIVERSE BACKGROUNDS AND INDIVIDUALS OF ALL AGES, THE FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION WILL:

1. Enhance the student learning experience by:
 - a. Providing opportunities for student-faculty interaction and mentoring.
 - b. Implementing learner-centered instructional approaches.
 - c. Offering high quality professional development opportunities, including internships, research experiences, and career advising.
 - d. Develop and offer a course in Leadership, Ethics, and Professional Practices for all FSHD majors.
 - e. Providing professional development opportunities for FSHD instructors in innovative instructional methods, including cutting-edge technology-based approaches.
 - f. Recognizing and supporting student achievements.
2. Orient students to the goals, expectations, and ethical standards of the profession.
3. Support and expand the role of FSHD student organizations.
4. Explore undergraduate student training opportunities in collaboration with the Frances McClelland Institute and Cooperative Extension.

III. TO ENSURE TIMELY PROGRESS TOWARD AND SUCCESSFUL COMPLETION OF UNDERGRADUATE DEGREE REQUIREMENTS, THE FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION WILL:

1. Establish an FSHD pre-major and GPA requirement for all students seeking entry to the FSHD major.
2. Continue to provide efficient, effective, high quality academic advising to FSHD students.
3. Continue to effectively manage FSHD course enrollments and class sizes.
4. Make FSHD courses more available by increasing online, winter/summer, and distance learning offerings.

IV. TO BUILD A REPUTATION FOR DEVELOPING EMERGING PROFESSIONALS AND SCHOLARS WHO ARE WELL-PREPARED FOR POST-BACCALAUREATE TRAINING AND SERVICE TO THE PROFESSION, THE FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION WILL:

1. Create and effectively disseminate up-to-date information on the Division, its faculty, and our academic programs.
2. Maintain strong communications and relationships with local, regional, and statewide organizations relevant to families and human development.

3. Maintain and cultivate relationships with other graduate programs both on-campus and at peer institutions.
4. Promote involvement of FSHD students in activities that showcase their academic work, service contributions, and professional skills.
5. Maintain contact with and recognize alumni of our academic programs.

V. TO ACTIVELY EXPLORE OPPORTUNITIES TO EXPAND THE FINANCIAL BASE FOR THE UNDERGRADUATE PROGRAM, THE FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION WILL:

1. Continue to pursue internal and external grants to build upon our record of financial support for undergraduate education.
2. Expand our revenue-generating/self-sustaining course delivery mechanisms.

GOALS FOR GRADUATE EDUCATION

I. TO ATTRACT, RECRUIT, AND RETAIN TOP QUALITY GRADUATE STUDENTS WHO ARE DIVERSE IN THEIR BACKGROUNDS AND PERSPECTIVES AND COMMITTED TO WORKING AS FAMILY AND HUMAN DEVELOPMENT SCHOLARS AND PROFESSIONALS, THE FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION WILL:

1. Implement targeted recruitment strategies to attract more applicants to the graduate program.
2. Implement optimum recruitment strategies to achieve and maintain a high-quality and diverse student body.
3. Develop and effectively disseminate up-to-date information about the FSHD Division, faculty scholarship, and the graduate program.
4. Offer funding at a level that is competitive with our peer institutions.

II. TO PROVIDE GRADUATE STUDENTS WITH THE KNOWLEDGE, SKILLS, AND PROFESSIONAL ATTITUDES NEEDED FOR FUTURE CAREER SUCCESS, THE FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION WILL:

1. Provide more opportunities in the graduate curriculum for students to develop and practice the skills of the profession (e.g., teaching, grant writing/management, manuscript writing, undergraduate mentoring).
2. Provide graduate students opportunities to teach both in the classroom and online.
3. Continue to strengthen methodological and statistics training by maintaining our course offerings and supplementing them with relevant workshops.
4. Emphasize a core set of program competencies that all students learn and share in common.
5. Provide opportunities for stable, yet varied, research, teaching, and outreach experiences.
6. Create more opportunities for informal scholarly interactions among students and faculty.
7. Encourage, recognize, and support student initiative and scholarly productivity.

III. TO BUILD A STABLE, GROWING, AND DIVERSIFIED FUNDING BASE TO HELP SUPPORT THE GRADUATE PROGRAM, THE FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION WILL:

1. Encourage, recognize, and support graduate students in obtaining their own funding and/or working collaboratively with faculty on grant writing.
2. Provide information on internal and external funding sources for graduate student research; and provide resources to support grant writing.

IV. TO BUILD A NATIONAL REPUTATION FOR DEVELOPING EMERGING SCHOLARS WHO ARE WELL-PREPARED FOR PROFESSIONAL CAREERS, THE FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION WILL:

1. Maintain contact, network with, and recognize alumni of our graduate program.
2. Create and effectively disseminate up-to-date information on the Division, our graduate program, and faculty and graduate student scholarships.
3. Maintain and cultivate relationships with other graduate programs.
4. Provide opportunities for and promote student involvement in activities that showcase their academic achievements, scholarly accomplishments, and professional skills.

V. TO CAPITALIZE ON THE INTERDISCIPLINARY OPPORTUNITIES THAT THE UNIVERSITY OF ARIZONA AFFORDS, THE FAMILY STUDIES AND HUMAN DEVELOPMENT DIVISION WILL:

1. Continue to build integration between the two divisions that comprise the Norton School in ways that will benefit graduate students.
2. Encourage graduate students to attend scholarly colloquium sponsored by the Frances McClelland Institute and by other units on campus.
3. Seek out opportunities via Extension for graduate students to gain applied research experience.
4. Encourage students to participate in the interdisciplinary Frances McClelland Institute initiatives.
5. Encourage and facilitate opportunities for training and research in other academic units at the university that develop a student's career goals.

FRANCES MCCLELLAND INSTITUTE FOR CHILDREN, YOUTH, AND FAMILIES

FIVE-YEAR STRATEGIC PLAN

FY2010-14

WHO WE ARE:

The Frances McClelland Institute for Children, Youth, and Families serves as a catalyst for cross-disciplinary research on children, youth, and families at the University of Arizona. Our research initiatives address questions important to the development and well-being of contemporary children, youth, and families, with the goal of improving basic understanding to enhance the lives of the people of Arizona and the world.

WHAT WE DO:

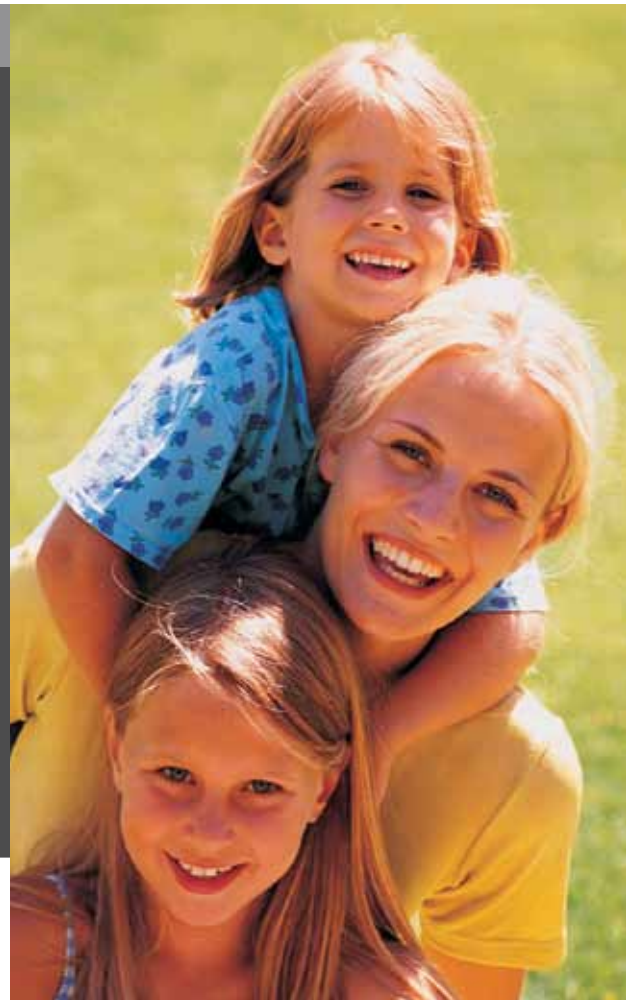
We conduct research on children, youth, and families through cross-disciplinary initiatives that engage experienced and emerging scholars in active collaboration. Our initiatives include research on child and adolescent development, parenting, close relationships, and family life across the lifespan. We translate the results of our research for community application and public use.

OUR VISION:

We envision communities that support and value children, youth, and families, and in which the highest quality research is brought-to-bear on issues important to them. We will be a premier research institution on children, youth, and families.

HOW WE MEASURE OUR LEGACY:

- > Publication of high quality original scientific research on children, youth, and families
- > Acquisition of significant extramural funds for research aligned with Institute initiatives
- > Resource development through donor relationships
- > Engage scholars at all levels in collaboration within and across Norton School and UA disciplines
- > Visibility through high-profile and in-demand colloquia, workshops, trainings, academic and community presentations
- > Impact through credible, well-used and in-demand resources for the public
- > Eminence based on state, national and international reputation (based on all of above)



STRATEGIC PLAN:

Our work will be guided by initiatives (areas of focus and priority): we will identify and provide leadership for working groups on contemporary topics related to children, youth, and families.

I. WE WILL:

1. Attract and support the development of initiatives
2. Support and sustain initiatives in the development of goals, objectives, activities, and resource needs
3. Host/lead initiative working groups
4. Invest Institute's physical, financial, and human resources based on initiative promise and success
5. Secure grant and private funding for research programs and projects, and secure indirect costs from grant-funded projects to support Institute and initiatives

II. INITIATIVES WILL BE CHARACTERIZED BY:

1. A clear scope, leadership structure, and measurable objectives
2. Reasonable resource needs and realistic intended outcomes
3. Cross-disciplinary collaboration and training

III. INITIATIVES WILL BE EXPECTED TO:

1. Identify a chair (or co-chairs) to serve for 2 year renewable terms on the Institute Strategic Initiative Team, the governance committee to advise the Director
2. Acknowledge Institute support in all presentations, publications, and activities
3. Secure additional extramural funding for the initiative and the Institute
4. Provide annual reporting on the activities and accomplishments of the initiative, and the use of Institute resources
5. Maintain regular contact about the activities of the initiative, and be responsive to Director requests for information: provide updated information for Institute communications; notify Director of successes (publications; successful grant acquisition) and challenges as they occur
6. Engage in self and Institute evaluations/review every two years
7. Participate in donor and fund development for the Institute (expectation: at least annually)

IV. IN SUPPORT OF INSTITUTE INITIATIVES WE WILL:

1. Develop organizational infrastructure/accountability systems to guide the work of the Institute, its resources, and its initiatives. Accountability systems will include guidelines related to Institute initiative grants, publications, staffing and space use
2. Provide collaborative mentoring/training to improve research on children, youth, and families
 - a. Offer statistical / methods workshops
 - b. Provide statistical / methodological consultation
 - c. Host speaker series related to Institute goals and initiatives
 - d. Support collaborative mentoring (senior, junior, and student scholar collaboration)
 - e. Provide support for specialized training related to initiatives (e.g., grants workshops)
3. Communicate/disseminate research accomplishments
 - a. Develop and maintain web presence and visibility
 - b. Publicize research findings/successes
 - c. Translate results for community application/publicize impact

HOW THE FRANCES MCCLELLAND INSTITUTE WAS ESTABLISHED:

In 2006, the Institute for Children, Youth, and Families was named in honor of Frances H. McClelland (UA '44), an inaugurating board member of the Institute, for her commitment and efforts to improve the lives of children and enhance the well-being of families. By recognizing Frances McClelland in this way, we can ensure that she will be remembered in perpetuity for her belief in the importance of the well-being of children and families for a successful society.



RETAILING AND CONSUMER SCIENCES DIVISION

FIVE-YEAR STRATEGIC PLAN

FY2010-14



THE MISSION OF THE RCSC DIVISION

To provide world-class education on the business of retailing by integrating excellent instruction with cutting-edge research on consumer behavior and retail management.

THE VISION OF THE RCSC DIVISION

To be the program of choice globally for studying consumers and the business of retailing.

GOALS FOR UNDERGRADUATE EDUCATION

I. TO BECOME A MODEL FOR UNDERGRADUATE UNIVERSITY EDUCATION IN THE 21ST CENTURY, THE RCSC DIVISION WILL:

1. Communicate upfront our standards and expectations for academic, professional, and ethical conduct to students interested in the RCSC undergraduate program.
2. Require students to successfully complete a comprehensive and challenging core curriculum in the business of retailing along with innovative elective courses that provide them with a deeper understanding of consumers in different contexts.
3. Offer students academic preparation and credit for internship experiences that provide them with realistic job previews and a competitive edge within the retailing industry.
4. Provide students with opportunities for the application of theory through case study analysis and applied research in class projects, independent studies, and practicums.
5. Provide and mandate academic advising for both pre-majors and majors to guide them towards degree completion as outlined in our recommended 4-year plan of study.

II. TO ATTRACT AND RECRUIT WELL-PREPARED UNDERGRADUATE STUDENTS FROM DIVERSE BACKGROUNDS, THE RCSC DIVISION WILL:

1. Engage in a branding and PR campaign to raise awareness of our program among high school students and their counselors nationally, as well as UA and PCC freshman.
2. Develop innovative strategies for targeting diverse student populations who are interested in pursuing careers within the retailing industry.
3. Award a variety of merit and need-based scholarships to high-potential students.

III. TO PROVIDE WELL-QUALIFIED GRADUATES FOR THE RETAILING INDUSTRY, THE RCSC DIVISION WILL:

1. Support the efforts of the Terry J. Lundgren Center for Retailing to develop the leadership and professional skills of our students through involvement in student organizations and other extracurricular activities.
2. Support the efforts of the Terry J. Lundgren Center for Retailing to expose students to industry leaders through classroom speaking engagements and other sponsored events.
3. Support the efforts of the Terry J. Lundgren Center for Retailing to nurture relationships with and seek feedback from college recruiters in the retailing industry.
4. Continually review and revise our curriculum to meet the changing needs of the retailing industry.

IV. TO MAINTAIN OUR REPUTATION FOR EXCELLENCE IN UNDERGRADUATE EDUCATION ABOUT CONSUMERS AND THE BUSINESS OF RETAILING, THE RCSC DIVISION WILL:

1. Engage in a branding and PR campaign to raise awareness of our program among the retailing industry.
2. Support the efforts of the Terry J. Lundgren Center for Retailing to disseminate information about our program accomplishments to college recruiters and company executives in the retailing industry.
3. Support the efforts of the Terry J. Lundgren Center for Retailing to contact and build relationships with our alumni.

GOALS FOR GRADUATE EDUCATION

I. TO BECOME A MODEL FOR GRADUATE UNIVERSITY EDUCATION IN THE 21ST CENTURY, THE RCSC DIVISION WILL:

1. Require students to successfully complete an innovative and challenging curriculum that addresses contemporary issues in consumer behavior and retail management.
2. Provide students with a recommended plan of study for degree completion in 4-5 years.
3. Offer students opportunities for teaching through assistantships with faculty and instruction assignments for undergraduate online and classroom courses.
4. Offer students opportunities for basic research through assistantships with faculty, term projects, and an independent study for mentored research.
5. Offer students opportunities for consulting through involvement in applied consumer research sponsored by the Terry J. Lundgren Center for Retailing and the Take Charge America Institute for Financial Education.
6. Maintain a supportive and stimulating learning environment that is respectful of students' individuality and personal commitments.
7. Mentor students' professional development by encouraging their involvement in grant writing and research seminars, extending them the opportunity to co-author papers with faculty, and providing them with financial support to attend and present their research at academic and industry conferences.

II. TO ATTRACT AND RECRUIT WELL-PREPARED GRADUATE STUDENTS FROM DIVERSE BACKGROUNDS, THE RCSC DIVISION WILL:

1. Engage in a branding and PR campaign to raise awareness of our program among undergraduate students internationally.
2. Develop innovative strategies for targeting diverse student populations who are interested in careers involving academic teaching and research on consumers and the business of retailing.
3. Provide competitive assistantships that are supplemented with scholarships to cover tuition, health insurance, and other educational expenses.

GOALS FOR RESEARCH AND OUTREACH

I. TO DEVELOP A GLOBAL REPUTATION FOR EXCELLENCE IN CONSUMER BEHAVIOR AND RETAIL MANAGEMENT RESEARCH, THE RCSC DIVISION WILL:

1. Build commitment for our Consumers, Environment, and Sustainability Initiative (CESI) by partnering with academic, community, government, and industry constituents to secure resources for teaching, research, and outreach programs on sustainable consumption.
2. Expand our reputation for expertise in consumer financial decision-making by supporting the teaching, research, and outreach programs of the Take Charge America Institute for Financial Education.
3. Encourage faculty to explore and secure resources for applied consumer research with industry partners of the Terry J. Lundgren Center for Retailing and the Take Charge America Institute for Financial Education.
4. Promote faculty professional development by hosting research seminars, providing financial support for faculty to attend and present their research at academic and industry conferences, and encouraging faculty to secure grants/gifts in support of their research.



THE TERRY J. LUNDGREN CENTER FOR RETAILING FIVE-YEAR STRATEGIC PLAN FY2010-14



THE VISION OF THE TERRY J. LUNDGREN CENTER FOR RETAILING

Through a strong partnership with business and industry, the Terry J. Lundgren Center for Retailing seeks to create the foremost, globally recognized center for the study of retailing and consumer sciences that provides education, research and outreach benefiting students, faculty, industry and consumers.

THE MISSION OF THE TERRY J. LUNDGREN CENTER FOR RETAILING

Through collaborative efforts with the retail and retail-support businesses, the mission is to educate and develop students as leaders of retail and other consumer-oriented businesses, to conduct cutting edge scholarly research on important issues facing the industry and to deliver outreach activities that provide economic and social benefits to U.S. and global consumers.

I. TO BUILD A DIVERSE AND PRE-EMINENT ACADEMIC COMMUNITY, THE LUNDGREN CENTER FOR RETAILING WILL:

1. Identify partners and/or funds to support market adjustments; additional summer fellowship/naming opportunities.
2. Provide funds for faculty development in teaching, research, and outreach opportunities.
3. Promote graduate program through publications and events.
4. Continue to promote collaboration through student organizations such as FRLA or SIFE Team.
5. Attract top-notch faculty and students to the Lundgren Center.

II. TO SIGNIFICANTLY INCREASE STUDENT NUMBERS, ACHIEVEMENT, PERSISTENCE AND GRADUATION RATES, THE LUNDGREN CENTER FOR RETAILING WILL:

1. Continue to recruit top-notch students from high schools nationwide and undeclared majors at the UA during their freshmen year.
2. Continue to strengthen the curriculum to enhance students' analytical, financial, and communication skills.
3. Continue to raise the admission standard to the professional phase of the program.
4. Provide research opportunities for undergraduate and graduate students by garnering research funds and/or by involving them with real-life research issues.
5. Offer special topic, short-courses or seminars and professional development opportunities for RCSC students to help them become competitive nationally (e.g., business analysis training, business communications, leadership).

6. Actively recruit SIFE members and new RCSC majors from other programs on campus (i.e., Meet your Major event and Club Fair).
7. Provide Honors credit academic coursework and research opportunities to increase enrollment of Honors students in major.
8. Support funds to increase the number and the caliber of faculty, staff, and students.

III. TO POSITION AS A MODEL FOR LINKING SCHOLARSHIP AND CREATIVITY TO SOCIETAL NEEDS AND LAND-GRANT MISSION, THE LUNDGREN CENTER FOR RETAILING WILL

1. Offer online courses and professional development opportunities for students seeking retail education outside the University of Arizona.
2. Jointly identify research issues through faculty and industry that can be addressed through scientific inquiry.
3. Provide outreach services of mutual benefit to the Lundgren Center and the retail community through opportunities for business interaction, placement of students and real-world experiences for both students and faculty.
4. Seek financial support for student research projects as well as experiential learning opportunities.
5. Increase awareness on campus of the breadth of business opportunities and careers available in the retail industry through educational programs, publications and conferences.
6. Develop support for on-going faculty professional development opportunities to assist faculty in staying abreast of the rapidly changing retail business environment.
7. Develop executive education focus through online course offerings and the creation of the Lundgren Leadership Institute.

IV. TO ACHIEVE A STRONG FINANCIAL FOUNDATION, THE LUNDGREN CENTER FOR RETAILING WILL:

1. Develop and nurture corporate partnerships with the Lundgren Center for Retailing to ensure financial security, growth potential and administrative support.
2. Launch an endowment campaign in 2010 with a goal of \$10 million by 2015, \$20 million by 2020.
3. Launch online professional development courses that generate revenue to support the core mission of the Lundgren Center.

V. TO INCREASE RECOGNITION AS A RESEARCH UNIT COMMITTED TO AN OUTSTANDING EDUCATIONAL EXPERIENCE AND CONNECTED TO ITS COMMUNITY, THE LUNDGREN CENTER FOR RETAILING WILL:

1. Highlight/showcase, through various outlets, student and faculty research output.
2. Design, fund, support, communicate and implement a strategic integrated marketing communication plan to strengthen the Lundgren Center for Retailing identity.
3. Strengthen relationships with alumni and professionals in the field using alumni receptions, direct mail, social networking tools and other forms of new media.

TAKE CHARGE AMERICA INSTITUTE FOR CONSUMER FINANCE EDUCATION AND RESEARCH FIVE-YEAR STRATEGIC PLAN FY2010-14



THE MISSION OF THE TAKE CHARGE AMERICA INSTITUTE

Create research-based educational outreach programs that will improve the effectiveness of personal financial education and ultimately shape consumer financial decisions.

THE VISION OF THE TAKE CHARGE AMERICA INSTITUTE

Position the Institute as one of the leading academic authorities in the U.S. on financial decision-making, financial socialization, financial education and the financial capabilities, especially for youth and young adults.

I. TO BUILD A PREEMINENT RESEARCH PROGRAM ON YOUTH FINANCIAL CAPABILITIES, THE TAKE CHARGE AMERICA INSTITUTE WILL:

1. Create and maintain a Research Advisory Council with nationally recognized scholars and policy-makers to provide advice for the Institute's research programs.
2. Continue the sponsorship of a longitudinal study of college students and the short-run and long-run effects of financial education and other factors on their consumer financial behaviors later in life.
3. Contribute to the literature on consumer finance by publishing research findings in refereed journals, edited volumes and other refereed outlets.
4. Build partnerships with firms and organizations in the financial services industry to create and support applied research projects on financial choices and decisions.
5. Build and maintain prominent working relationships with national experts in consumer finance by presenting research at national conferences, sponsoring or organizing national symposiums and inviting eminent scholars and experts in consumer finance to the Institute.
6. Generate significant external research grants and contracts.
7. Establish an Institute research seed grant program to facilitate multidisciplinary research programs.

II. TO BE A NATIONAL AUTHORITY IN OFFERING UNIQUE AND SIGNIFICANT FINANCIAL EDUCATION OUTREACH PROGRAMS FOR YOUTH, TCAI WILL:

1. Create a national reputation for the Family Economics and Financial Education (FEFE) curriculum program that builds on its unique teacher focus, and training programs.
 - a. Sharply expand state-level teacher training opportunities nationwide.
 - b. Raise the visibility of the FEFE national training conference(s) through a strategy of national promotion, enhanced venue, nationally recognized speakers and a widely recognized competitive grant program for attendees.

- c. Develop and launch a strategy to target selected states (including Arizona) and foster relationships with state education leaders and teachers to position FEFE as the “preferred” curriculum.
 - d. Develop a national “promotional” campaign to raise awareness of FEFE’s availability, unique features and success stories.
2. Develop and launch new Institute websites that incorporate Web 2.0 technology (social networking; simulations; interactive features) to support and enhance outreach programs.
 - a. FEFE Educator site: to provide high quality communication, networking and customer service to FEFE educators.
 - b. Consumer Jungle/youth-oriented website: interactive student website to extend classroom learning and evolve to be a trusted ongoing source of information for users.
 - c. FEFE and Consumer Jungle Facebook pages and other platforms in popular social media environments, to drive traffic to the FEFE and Consumer Jungle dedicated websites.
3. Create the second generation of FEFE curriculum, including recommendations for curriculum “core essentials,” an expansion of scope to include K-12 lessons, and revisions of lesson plans to accommodate both these essential concepts and the Consumer Jungle website.
4. Develop and commission a research/evaluation program to document the effectiveness and impact of the FEFE curriculum and materials.

III. TO BECOME A LEADING AUTHORITY ON FINANCIAL EDUCATION IN THE FORMAL UNIVERSITY SETTING, TCAI WILL:

1. Expand the formal general education course focusing on consumer and personal finance (INDV102) to become one of the most well-known, high quality general education courses at the UA campus. The annual enrollment of the course should be doubled in five years using several delivery methods (in-class; online) and offerings (daytime/evening/weekend classes, summer/winter sessions).
2. Develop and offer non-credit courses in personal finance that target special needs of diverse populations, including professional development for K-12 teachers nationwide. These courses should be financially self-sustaining.
3. Offer higher level consumer finance courses, such as upper division RCSC courses, graduate seminars and independent study. The purpose of these courses is to train student researchers in consumer finance. Some of these courses could be open to students outside of the University of Arizona through the online format.
4. Support and expand existing financial education workshops offered by the Credit-Wise Cats, a college student financial education team.
5. As opportunities arise, partner with state and national organizations to promote financial education to diverse and under-served populations, such as after-school programs and programs for low income consumers.

IV. TO ACHIEVE THE STRONG FINANCIAL FOUNDATION NECESSARY TO SUPPORT NATIONAL VISIBILITY, TCAI WILL:

1. Work closely with the Norton School administration and the TCAI Advisory Board to plan and use the endowment funds and other supporting funds from TCAI effectively.
2. Diversify and expand the Institute’s national funding base by nurturing partnerships with financial service companies, foundations and government agencies.
3. Foster relationships and awareness of TCAI financial education efforts with policy makers in the state of Arizona and nationally.

OFFICE OF ECONOMIC EDUCATION FIVE-YEAR STRATEGIC PLAN FY2010-14



THE MISSION OF THE OFFICE OF ECONOMIC EDUCATION

Create research-based educational outreach programs that will improve the effectiveness of economic education so as to improve economic decision-making.

THE VISION OF THE OFFICE OF ECONOMIC EDUCATION

Position the OEE as one of the leading academic authorities in the U.S. on economic education, especially for youth and young adults.

I. TO BUILD A PRE-EMINENT RESEARCH PROGRAM ON ECONOMIC EDUCATION, THE OEE WILL:

1. Create and maintain a Research Advisory Council with nationally recognized scholars and policy-makers to provide advice for the office's research programs.
2. Contribute to the literature on the effectiveness of economic education by publishing research findings in refereed journals, edited volumes and other refereed outlets.
3. Generate significant external research grants and contracts.

II. TO BE A LEADING AUTHORITY IN OFFERING UNIQUE AND SIGNIFICANT ECONOMIC EDUCATION OUTREACH PROGRAMS FOR TEACHERS, THE OEE WILL:

1. Create and launch a new graduate plan of study for an MS in Family and Consumer Sciences, Concentration in Personal Finance and Economic Education, and build a national reputation for innovative content and exceptional delivery.
2. Integrate the Personal Finance courses and OEE Workshops with TCAI's personal finance outreach program, the Family Economics and Financial Education (FEFE) project.
3. Develop and launch new OEE websites to support and enhance outreach programs.
 - a. OEE Online site: provide high quality communication, networking and customer service to economic educators.
 - b. Economics Teaching Lab site: provide high quality and easily implemented economic style experiments for K-12 teachers, complete with step-by-step visual debriefings.
 - c. High School Syllabus Project site: Allows for the independent creation of semester-long or year-long courses in economics and personal finance. This tool integrates standards, published lessons, and teacher interests.
 - d. OEE Research: Host invited posts on recent research in economic education and recruit for current classroom research projects.
4. Develop a research/evaluation program to document the effectiveness and impact of the OEE curriculum and materials.

III. TO BECOME A LEADING AUTHORITY ON ECONOMIC EDUCATION IN THE FORMAL UNIVERSITY SETTING, THE OEE WILL:

1. Create a national reputation for the MS in Family and Consumer Sciences, Concentration in Personal Finance and Economic Education.
 - a. The 33 credit hour, content-rich program will be taught by the best available professors, initially only offered in the summers.
 - b. Enrollment goal per summer is 100 teachers, with a goal of 40 teachers graduating per summer starting in 2012. (15 graduating in 2011).
 - c. The OEE will raise scholarships for local teachers, with a special emphasis on helping fill the gap created by the 2012 Arizona mandate for a high school economics course.
 - d. The MS degree will eventually stand alone, with courses offered year round, and be integrated with dual majors on campus.
 - e. Current and future teachers may need non-traditional delivery methods. MS course delivery will be designed with this flexibility in mind (condensed courses, hybrid, online, evening/weekend/summer classes).
2. Develop and offer non-credit courses, certificate programs and workshops in economic education that target special needs of diverse populations, including professional development for K-12 teachers nationwide. These programs will be used to recruit for the MS program and to keep teachers engaged in continuing education after the MS program.

IV. TO ACHIEVE THE STRONG FINANCIAL FOUNDATION NECESSARY TO SUPPORT NATIONAL VISIBILITY, THE OEE WILL:

1. Work closely with the Norton School administration, the Take Charge America Institute and the OEE Advisory Board to create an endowment and other supporting funds.
2. Diversify and expand the OEE's funding base by nurturing partnerships with financial service companies, foundations and government agencies.
3. Develop a national "promotional" campaign to raise awareness of OEE's availability, unique features and success stories.



FCS STAFF FIVE-YEAR STRATEGIC PLAN FY2010-14

The Norton School staff will provide exceptional technical and administrative support and services to faculty, students and the community in teaching, research and outreach. The staff will partner with faculty and administration in support of the School's mission.

I. TO BUILD A DIVERSE AND PRE-EMINENT ACADEMIC COMMUNITY, THE NORTON SCHOOL STAFF WILL:

1. Continue professional development and have a knowledge/understanding of the academic fields and goals of the faculty, researchers, staff, students, and different service areas (research, teaching, and outreach/extension).
2. Contribute abilities through the integration of a diverse skill base of staff members.
3. Integrate and disseminate outreach activities to students, faculty, and staff.

II. TO SIGNIFICANTLY INCREASE STUDENT ACHIEVEMENT, RETENTION, AND GRADUATION RATES, THE NORTON SCHOOL STAFF WILL:

1. Provide high-quality assistance to all students.

III. TO POSITION AS A MODEL FOR LINKING SCHOLARSHIPS AND CREATIVITY TO SOCIETAL NEEDS AND THE LAND-GRANT MISSION, THE NORTON SCHOOL STAFF WILL:

1. Continue to be instrumental in facilitating the position of the school for outreach by coordinating activities and events as they relate to the land-grant mission.
2. Support the faculty, researchers, staff, and students in their collaborative goals.

IV. TO ACHIEVE A STRONG FINANCIAL FOUNDATION, THE NORTON SCHOOL STAFF WILL:

1. Positively represent the Norton School, the CALS/UA community through communication and their presence at University and non-University functions.

V. TO ENSURE CONTINUED GROWTH AND ADDED VISIBILITY, THE NORTON SCHOOL LEAD STAFF WILL:

1. Demonstrate exemplary supervisory leadership in guiding and mentoring junior staff members to grow professionally in their positions.
2. Bridge connections between faculty, researchers, staff, and students in all divisions and centers of the Norton School.

VI. TO INCREASE RECOGNITION AS A RESEARCH UNIT COMMITTED TO AN OUTSTANDING EDUCATIONAL EXPERIENCE WHICH IS CONNECTED TO ITS COMMUNITY, THE NORTON SCHOOL STAFF WILL:

1. Continue to support the staff's commitment to the School's research mission.



NORTON SCHOOL

INTEGRATED MARKETING COMMUNICATIONS PLAN



GOAL:

Lay a strong foundation for national awareness-building and strengthen public perceptions of the Norton School as a whole, and of its component centers, institutes and programs through integrated marketing and public relations exposure.

Components:

1. Family Studies and Human Development program
2. Retailing and Consumer Sciences program
3. Cooperative Extension program
4. Take Charge America Institute for Consumer Financial Education and Research
5. Frances McClelland Institute for Children, Youth, & Families
6. Office of Economic Education
7. Terry J. Lundgren Center for Retailing

Objectives:

1. Publicize the work of outstanding academic and research associates both inside the region and nationally through both professional journals and consumer publications, as appropriate
2. Create news through the hosting of special academic, research and/or community-related events, announcement of milestones, campaigns, etc.
3. Position Norton School as the go-to educational resource for expertise in all our focus areas
4. Enhance the school's reputation among editors and journalists by positioning select staff and researchers as expert resources
5. Strengthen the school's local/regional partner relationships
6. Provide ongoing general PR, media and event-related support and outreach to ensure top-of-mind awareness and visibility among target audiences

Deliverables:

1. Identify relevant subject areas such as fatherhood, adolescent development, relationship dynamics, credit-card regulations, fashion, and global retailing
2. Develop lists of potential academic/research speakers for outside events and conferences
3. Work with each institute/center in identifying key dates and events and motivate targeted audiences with carefully created messaging
4. Coordinate press releases for major events and activities
5. Nurture involvement of alumna (where our students are working) who would make effective PR/media/marketing ambassadors for the school (through integrated outreach)
6. Highlight outreach efforts targeted at high-visibility events such as the Global Retailing Conference and the Family Economics and Financial Education conference, speaker series, etc.
7. Work with public relations experts to produce strategic briefs at key events
8. Highlight faculty work through academic and research initiatives

NORTON SCHOOL STRATEGIC LEADERSHIP

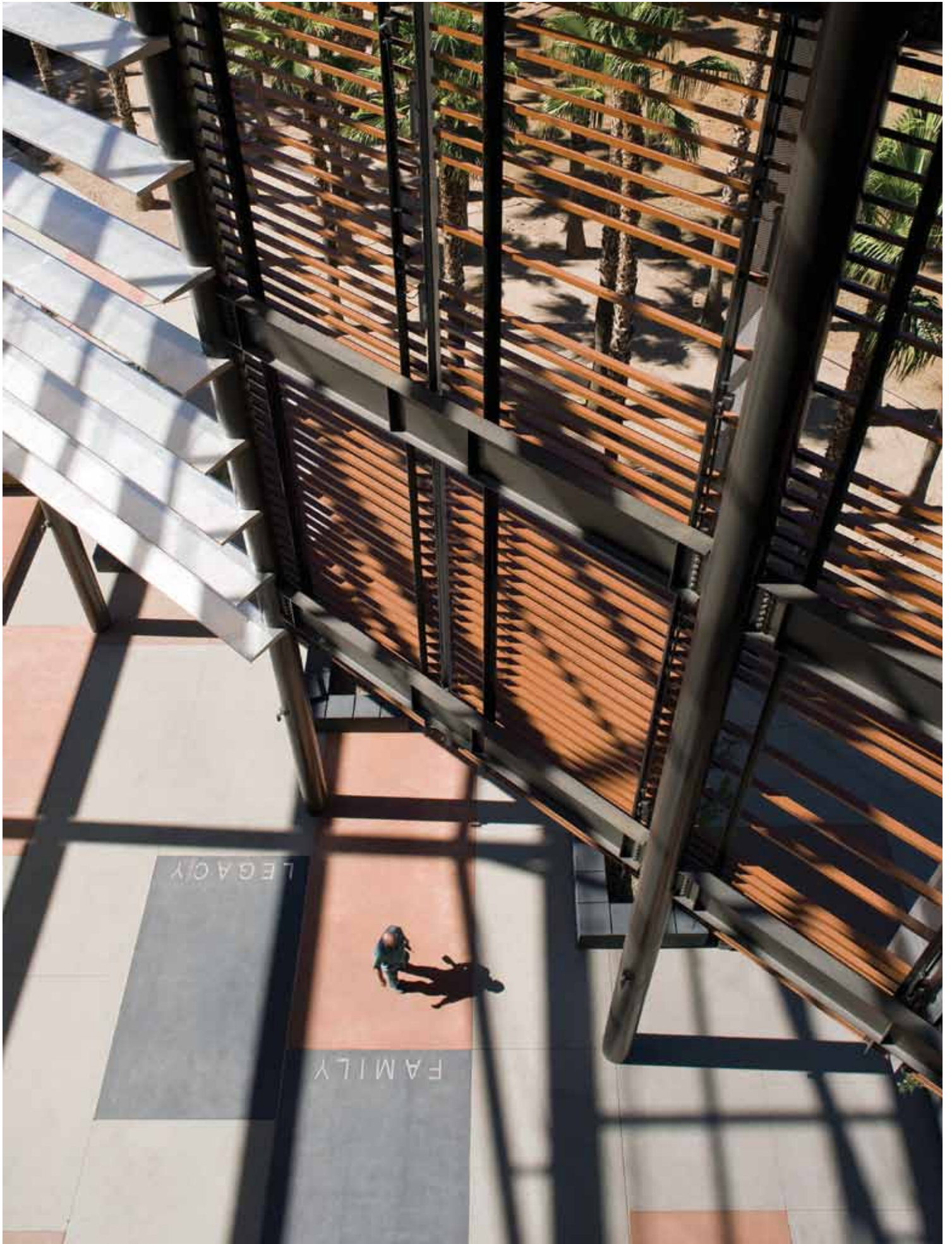
FACULTY TEAM

Anita Bhappu
Lynne Borden
Melinda Burke
Amy Chandler
Stephen Russell
Soyeon Shim
Michael Staten
Angela Taylor

STAFF TEAM

Kimberley Brooke
Paige Jacobson
Robert Lanza
Julie Longstaff





LEGACY

FAMILY



 John & Doris
Norton School
FAMILY AND CONSUMER SCIENCES

 THE UNIVERSITY
OF ARIZONA
College of Agriculture
and Life Sciences