Norton School Strategic Plan

Norton School of Family and Consumer Sciences

2019-2025

The Norton School's Purpose: **to produce future executives and leaders in the professional field of family and consumer sciences, namely, executives in retailing/consumer businesses and human and health service sectors; to put research into practice in order to strengthen families, communities and the marketplace.**

The Norton School's Vision: **to become globally prominent in education and research in the field of family and consumer sciences; to produce the most highly prized graduates in the global economy; to become a magnet for public funding, private support, and collaborative research groups and research-based programs dedicated to solving problems that involve family systems, human health, and consumer sustainability.**

The Norton School's Mission: **to provide high-quality instruction and research, and also extension and outreach activities that will 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.**
Schools: please complete for each unit within the school as well as the school as a whole.

1) Definitive statement about the difference you are trying to make in the world. You may have one purpose statement that encompasses all areas—your overall, as well as teaching, research and service purposes, or up to four purpose statements (describe each separately). Likewise, units within schools may have one or up to four purpose statements.

- **To provide students with the best opportunities to achieve their career and professional goals and enhance their overall well-being.**
- **To find viable solutions to social problems facing families and consumers.**

2) What will the outcome be once your unit's vision has been fulfilled?

- **At least 25% of alumni (10+ years out) serving as successful executives, educators, and/or leaders in chosen field.**
- **50% increase in annual expenditures ($12M in FY21 from $8.2M in FY12)**
- **internships and/or research positions available to all juniors**
- **The most B.S. degrees granted through online/distance programs (zero to N=150-200 by 2021)**
- **All centers/institutes 100% self-sufficient financially**
- **One or two new centers/initiatives launched and financially self-sufficient**
- **A 50% increase in the number of national faculty awards and student awards (currently 1-3 per year to 2-5 per year)**
- **100 of full professors recognized through endowed positions**
- **100% increase in endowments ($50M by 2021)**
- **A central role for the CALS commerce and online initiatives**
- **A closer alignment with CALS21 priorities for research and extension (global commerce, the health sciences, informatics (big data) as well as environmental sciences related to water, energy, food consumption/food safety, and natural resources in solving societal grand challenges**

4) What must be done to fulfill your unit's purpose?
- **We must gain relief from the financial situation (3.3:1 to 2.5:1).**
- **We must achieve a better faculty-to-student ratio (currently 1:50 to 1:35).**
- **We must hire new faculty members with expertise (e.g., informatics, health science)**

NORTON GOAL ONE: Achieve global prominence in retailing undergraduate education; become the school best known for producing retailing and business leaders (through the unified efforts of the RCSC academic program, the Terry J. Lundgren Center, and the TCA Institute)
Please note that all goals must be specific, measurable, achievable, affordable, realistic, time-bound (i.e. you need to put a time by which you will achieve the goal in the statement). Limit to one page per goal.

A. **Current situation** (i.e., problem to overcome/opportunity to capitalize on) **and gap between current situation and desired situation**
   1. Insufficient funding for teaching, experiential learning and advising
   2. Insufficient number (about 18%) declaring RCSC as their pre-major among incoming freshmen.
   3. Insufficient funding for the Terry Lundgren Center staffing
   4. Insufficient teaching staff
   5. Overly large classes (currently 45-60 for upper division courses; acceptable size: 40-45)
   6. Small number of tenured/tenure-track faculty and ongoing faculty retention issues
   7. Undergraduate students competitiveness as compared to business students on campus

B. **Strategy/ies to achieve goal** (list if more than one)
   1. Create state-funded professor-of-practice positions to be responsible for providing excellent undergraduate learning experiences
   2. Use professor-of-practice positions to provide more experiential learning opportunities
   3. Raise endowment funds to support RCSC academics and Terry J. Lundgren Center operations
   4. Increase the Center's partnership support
   5. Recruit globally to acquire prominent retail firms as partners.
   6. Involve young alumni in student-alumni network to aid student development
   7. Offer competitive salaries to top-performing faculty members
   8. Require FCSC 301 (Communication and Critical Thinking) as part of the undergraduate requirement.

C. **Actions**
   1. Create state-funded professor-of-practice positions
   2. Recruit top-notch incoming freshmen
   3. Launch the endowment campaign in support of the Terry J. Lundgren Center
   4. Provide more support for teaching and mentoring
   5. Launch the Young Alumni Initiative
   6. Track student internship and permanent placement record
   7. Require FCSC 301 (Communication and Critical Thinking)

D. **Inputs needed to achieve the goal** (do not limit to financial inputs)
   1. Existing faculty lines (when vacant)
   2. Funding for teaching and advising
   3. Funding for faculty salary adjustment
   4. Integration of Division and Center faculties and collaboration between the two
   5. Endowment earnings

E. **Objective metrics that will be used to track progress towards attaining goal**
   1. Percentage of incoming freshmen declaring RCSC as a pre-major
   2. GPA of students admitted to the major
   3. Percentage of students receiving position offers prior to graduation
   4. Number of top global retailing corporations serving on the TJL Center Corporate Advisory Board
   5. Total amount of endowment in support of RCSC/TJL Center

NORTON GOAL TWO: Provide nationally recognized family studies and human development undergraduate education measured in terms of students placed in professional (pre-med, pre-law, MSW) positions, top graduate schools (Ph.D) and the human services sector.

Please note that all goals must be specific, measurable, achievable, affordable, realistic, time-bound (i.e. you need to put a time by which you will achieve the goal in the statement). Limit to one page per goal.

A. **Current situation** (i.e., problem to overcome/opportunity to capitalize on) **and gap between current situation and desired situation**
   1. Insufficient funding for teaching, experiential learning and advising
   2. Insufficient number (about 10%) declaring FSHD as their pre-major during their first year of college
   3. Insufficient funding for RAs and TAs
   4. Overly large classes (currently 60-100 for upper division courses; acceptable: 50-60)

B. **Strategy/ies to achieve goal** (list if more than one)
   1. Create state-funded professor-of-practice positions to be responsible for providing excellent undergraduate teaching and experiential learning experiences
   2. Utilize tenure-track/research oriented positions for upper division courses and research experiences. Use professor-of-practice positions to provide more experiential learning opportunities
   3. Raise the endowment funds to support FSHD academics and research experiences
   4. Involve young alumni in student-alumni network to aid student development
   5. Continue to invest in internship/research learning opportunities.
   6. Require FCSC 301 (Communication and Critical Thinking) as part of the major.
   7. Adjust teaching appointment levels of tenured faculty commensurate with administration / research productivity.
   8. Adjust number of student credit hours / students taught / numbers of instructors to align with financial investment from CALS for undergraduate instruction.
   9. Continue to raise private funds in support of programs.

C. **Actions**
   1. Create state-funded professor-of-practice positions
   2. Recruit top-notch incoming freshmen
   3. Continue to seek private funds
   4. Launch the Young Alumni Initiative
   5. Track student placement record
   6. Require FCSC 301 (Communication and Critical Thinking) as part of the major.

D. **Inputs needed to achieve the goal** (do not limit to financial inputs)
   1. State funding for current instructional costs (from tenure vacant lines)
   2. Funding for faculty salary adjustment
   3. Endowment earnings
   4. New faculty hiring

E. **Objective Metrics that will be used to track progress towards attaining goal**
   1. Percentage of incoming freshmen declaring FSHD as a pre-major
   2. GPA of students admitted to the major
   3. Percentage of students receiving position offers prior to graduation
   4. Total amount of endowment in support of FSHD academic and student development programs

NORTON GOAL THREE: Achieve national and global prominence for the Ph.D. program in FCS with two concentrations

Please note that all goals must be specific, measurable, achievable, affordable, realistic, time-bound (i.e. you need to put a time by which you will achieve the goal in the statement). Limit to one page per goal.

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

FSHD concentration
1. GRE scores – V557 Q623
2. GPA – 3.58
3. Recent success in receiving NSF Graduate Fellowships – 3 in two years
4. Unsustainable funding model (too heavy on soft funding)
5. 100% placement (but mostly toward teaching oriented institutions)

RCSC concentration – Currently halted new admissions; planning for a minor program

B. **Strategy/ies to achieve goal** (list if more than one)

1. Restructure RCSC grad program and integrate it toward a single degree within the Norton School. Promote RCSC minor across campus to attract non-FCSC students to classes
2. Make the GRA/GTA stipends more competitive to be on part with campus
3. Train students to write grants and publish scholarly papers
4. Train students to apply for fellowships (e.g., NSF fellowships)
5. Provide research oriented faculty members with time to mentor graduate students.
6. Recruit top quality students
7. Continue to raise private funds for graduate fellowships.
8. Contribute to CALS21 goals – health sciences, environmental & consumer sciences related to food, energy, water, and natural/bio resources, infomatics, and the role of consumers and families in solving societal grand challenges

C. **Actions**
1. Halt the new admissions for RCSC Ph.D. program
2. Restructure the RCSC Ph.D integrate with the FSHD program under one degree.
3. Offer competitive assistantships(using gift funds)
4. Offer high quality research/teaching experiences and summer fellowships
5. Develop an innovative recruitment strategy, one that matches core program goals, Faculty expertise, and faculty funding opportunities
6. Reduce the time-to-degree ratio – incorporate expectation into student annual review
7. Provide an interdisciplinary learning and research opportunity

D. **Inputs needed to achieve the goal** (do not limit to financial inputs)
1. More faculty discussion in both divisions
2. More endowment earnings
3. More faculty grants
4. Curriculum revision
5. Faculty reward system for mentoring graduate students
6. 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; GPA
2. Time-to-degree records
3. Student placement record; national awards (e.g., NSF fellowships)
4. Number enrolled in the FSHD option and RCSC minor and courses

NORTON GOAL FOUR: Provide the most innovative, high quality, and locally relevant online degrees

Please note that all goals must be specific, measurable, achievable, affordable, realistic, time-bound (i.e. you need to put a time by which you will achieve the goal in the statement). Limit to one page per goal.

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

   1. First cohort of Yuma Arizona Western College students (N=6) for FSHD
   2. Recruitment of second cohort of Yuma Arizona Western College students (estimates N=15) for FSHD
   3. First cohort of fashion minor (N=40+) with a wait list for RCSC
   4. Insufficient support for teaching, advising, and field internship/practicum supervision/coordination

B. **Strategy/ies to achieve goal** (list if more than one)

   1. Assess the current pilot program with a goal to determine its viability and effectiveness.
   2. Offer a field practicum and internship programs
   3. Expand program (offer a free-standing FCSC online degree program) with emphases in children, youth and families and consumers/entrepreneurship.
   4. Identify collaborators for the FCSC online degree proposal
   5. Seek private funding to support online degree programs and student scholarships.

C. **Actions**

   1. Assess the current pilot program (FSHD AWC online & Fashion minor)
   2. Offer a field practicum and internship programs
   3. Develop capacity and stabilize online teaching staff
   4. Identify collaborators for the FCSC online degree proposal
   5. Expand (offer a free-standing FCSC online degree program)
   6. Seek private funding in support of online teaching

D. **Inputs needed to achieve the goal** (do not limit to financial inputs)

   1. Stabilized state funding for online teaching faculty members
   2. Funding for student mentoring and advising
   3. Administrative and financial support for the new FCSC online degree program

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

   1. The number of students enrolled
   2. The number of degrees conferred annually
   3. The number of students with internships and field experience
   4. The number of online alumni who remain connected

NORTON GOAL FIVE: **Double funded research and outreach activities related to consumers, families, and communities**

Please note that all goals must be specific, measurable, achievable, affordable, realistic, time-bound (i.e. you need to put a time by which you will achieve the goal in the statement). Limit to one page per goal.

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

1. Overly heavy teaching loads for grant-oriented faculty members
2. Insufficient rate at which the school is awarded grants
3. A significant disparity among the faculty with respect to the grant record
4. Very few funding opportunities in certain topic areas

B. **Strategy/ies to achieve goal** (list if more than one)

1. Move toward OneNorton research programs that will encourage more collaboration
2. Align research programs that are likely to be funded (CALS21 priorities, NIH/NSF/USDA priorities, major foundation priorities)
3. Reallocate state salaries to support teaching and funded research programs
4. Use the annual performance review process to assess grant activities and reward high-achieving faculty members
5. Continue to strengthen the pre/post grant services infrastructure
6. Attract collaborators to the Institutes/Centers with respect to big grant ideas related to health and environmental science and CALS21 priorities (food safety, natural resources, families/consumers in global commerce/bioscience)
7. Realign all endowment supports to faculty with achievements in grant-funded research.

C. **Actions**

1. Move toward OneNorton research programs that allow more collaboration
2. Allocate state salaries for funded research programs
3. Revise the Peer Review criteria to include a system for rewarding faculty grant activities
4. Continue to strengthen pre/post grant services infrastructure
5. Augment TCAI's funded research
6. Continue to raise private funds

D. **Inputs needed to achieve the goal** (do not limit to financial inputs)
1. Professor-of-practice positions that involve greater teaching responsibilities (creating release time for grant-funded research faculty)
2. Stabilized state funds to support faculty lines for teaching and research
3. Excellent business office support
4. A faculty willing to partner with collaborators outside its disciplines
5. New faculty hires that are aligned with CALS21 priorities

E. **Objective Metrics that will be used to track progress towards attaining goal**
1. Amount of extramural grants obtained for research and outreach
2. Faculty productivity index, citations, publications, awards
3. Number of campus collaborators
4. Number of faculty affiliates associated with the Center/Institutes

NORTON GOAL SIX: Continue to position Extension and outreach activities as a competitive advantage for funding and partnership building

Please note that all goals must be specific, measurable, achievable, affordable, realistic, time-bound (i.e. you need to put a time by which you will achieve the goal in the statement). Limit to one page per goal.

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

1. Insufficient number of extension specialists in the Norton School (currently two, one paid with soft funds)
2. Over-leveraged in terms of the ratio between specialists and agents
3. $20M (past 10 years) – already high, and how can we double?

B. Strategy/ies to achieve goal (list if more than one)

1. Continue to invest in most highly funded area (health science)
2. Partner with other collaborators
3. Raise funds from private supporters (toward establishing a center/institute)
4. Hire new extension specialist in consumer science areas that are aligned with CALS21 priorities

C. Actions

1. Support the AZ REACH/integrative mental health programs
2. Meet with the UA Federal Relations personnel for a DoD contract possibility
3. Support the autism center proposal
4. Partner with other extension specialists (e.g., NSC)
5. Continue to raise private support to endow extension
6. Partner with and collaborate with institute/centers in and outside the Norton School
7. Hire a new extension specialist in consumer sciences area
8. Hire a new extension specialist in family studies area

D. Inputs needed to achieve the goal (do not limit to financial inputs)

1. Increase current number of faculty lines in extension
2. Private funding in support of AzREACH, early childhood, autism, consumer finance, and consumer sciences

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

1. The total amount of grants
2. The total number of publications
3. The total number of people served
4. Economic impact (positions created by the grants)

NORTON GOAL SEVEN: Become a major component of the CALS Global Commerce program

Please note that all goals must be specific, measurable, achievable, affordable, realistic, time-bound (i.e. you need to put a time by which you will achieve the goal in the statement). Limit to one page per goal.

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

- Insufficient focus (at the CALS level) on global commerce
- Insufficient collaboration with Ag Resource Economics
- Only one course related to food retailing offered by RCSC

B. Strategy/ies to achieve goal (list if more than one)

1. Participate in the Global Commerce track by offering one or more courses from RCSC.
2. Work with AREC and the CALS to recruit food retailers and suppliers that can assist in establishing the global commerce track.
3. Collaborate with CALS researchers to conduct consumer research in the area of global commerce
4. Offer joint FCS course(s) in families / human development (children, teens, parents, elderly) and the global economy (provided that funding follows).

C. Actions

1. Participate in the commerce career track by offering one or more courses
2. Work with AREC and the CALS to recruit food retailers and suppliers that can assist in establishing the global commerce track

D. Inputs needed to achieve the goal (do not limit to financial inputs)

1. CALS and AREC's efforts and commitment
2. More faculty teaching positions in the RCSC Division/Norton School

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

1. The number of students enrolled in the Global Commerce track
2. The number of students enrolled in RCSC food retailing and other courses in the track
3. Amount of funding attracted

NORTON GOAL EIGHT: **Create the most effective Student Service Center on campus, one with a reputation of empowering students to become the nation's highest achievers with respect to their educational, personal, and career goals**

Please note that all goals must be specific, measurable, achievable, affordable, realistic, time-bound (i.e. you need to put a time by which you will achieve the goal in the statement). Limit to one page per goal.

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

1. Currently centralized OneNorton Student Service Center
2. Measures to gauge the added value of advising (graduation rates, retention, time to degree, and time from declaring pre-major to admission to the major) are available; need to monitor
3. Assessment tool development in progress for the SSC effectiveness and outcomes
4. Too heavy reliance on soft funding (summer earnings) for student academic advising and student development (only .50 FTE advisor paid from state funding).

B. **Strategy/ies to achieve goal** (list if more than one)

1. Assist students to develop self-reliance and autonomy and shift advising efforts to student (individual or public) leadership and career development efforts
2. Communicate clear, consistent, comprehensive expectations at every step of a student's academic path
3. Identify and promote pathways to professionalism
4. Help student organizations to engage in networking, service and mentorship so as to strengthen leadership skills and promote initiative and professional development
5. Develop an effective advising, mentoring, and student development system for FCS online degree program
6. Utilize young alumni as resources for student development
7. Recruit top quality students

C. **Actions**

1. Provide tools and information that will help students to hone their decision making skills
2. Establish high standards and hold students accountable for their own learning and progression in the program
3. Continue to enhance the SSC website and technology use
4. Utilize social media effectively
5. Launch the Young Alumni Initiative project
6. Develop and implement method for assessing advising effectiveness
7. Develop and implement recruitment strategies for high achievers

D. **Inputs needed to achieve the goal** (do not limit to financial inputs)
1. Stable funding for advising staff lines
2. Technology assistance
3. Ongoing staff training
4. Support from division chairs and faculty members

E. **Objective Metrics that will be used to track progress towards attaining goal**
1. Level of student satisfaction with regard to advising and student development effectiveness
2. Student success in internship, career placement, and graduate/professional school placement
3. Number of admitted majors who have declared FSHD or RCSC as pre-majors as incoming freshmen
4. GPA of admitted majors

NORTON GOAL NINE: **Increase endowments such that the school can become financially self-sufficient**

Please note that all goals must be specific, measurable, achievable, affordable, realistic, time-bound (i.e. you need to put a time by which you will achieve the goal in the statement). Limit to one page per goal.

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

1. Summer/outreach online revenues (currently at $300,000-$400,000 per year)
2. IDC (currently at: $10,000 per year)
3. Endowment (currently at endowment: $17M; pledged - $15M)
   a. current scholarship/fellowship endowment (e.g., Cowden, etc.): $3M
   b. endowed chairs/professorship: $5M
   c. TCAI: $5M; FMI: $1M; TJL: $1.3M
   d. Miscellaneous School endowment: $2M
4. Pledges & bequests (currently at $15M, including $5M for TCAI)

B. Strategy/ies to achieve goal (list if more than one)

1. Create and implement an enterprise model for all members of Norton School
2. Increase revenue opportunities through the online delivery of various instructional and outreach programs
3. Continue with the current school-wide endowment campaign
4. Build stronger alumni connections
5. Partner with private sector enterprises, non-public sector enterprises, and/or private foundations
6. Develop a human-capital infrastructure that can support funding and new opportunities

C. Actions
1. Continue to invest in online model so long as funding follows
2. Develop multiple proposals for achieving endowment goals of TJL, TCAI, and FMI
3. Develop fundraising goals for Extension
2. Work with the Norton Advisory Board to achieve the Legacy Campaign goals
3. Continue to help the Young Alumni Initiative to achieve its long-term goals
4. Identify 300 potential donors and make personal contact

D. Inputs needed to achieve the goal (do not limit to financial inputs)

1. School director's time and effort
2. Each institute/center director's/extension lab director's time and effort
3. Faculty buy-in, skills-building, and time and effort
4. Staff support
5. Social media/technology support

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

1. The total amount of funds raised
2. The total amount of online revenue generated
3. The total amount of grants received
4. The total number of alumni who donated to the school

Division of Family Studies and Human Development (FSHD)

FSHD STRATEGIC PLAN

The FSHD Division's Purpose: **to generate, disseminate, and apply knowledge that contributes to the well-being of families, individuals of all ages, and the communities they live in.**

The FSHD Division's Vision: **to become the premier program in Family Studies and Human Development through timely and diverse research, teaching, and research-related outreach/Cooperative Extension.**

The FSHD Division's Mission: **to provide excellence in research, teaching, and outreach that strengthens families and human development across the lifespan.**

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

1) Definitive statement about the difference you are trying to make in the world. You may have one purpose statement that encompasses all areas—your overall, as well as teaching, research and service purposes, or up to four purpose statements (describe each separately). Likewise, units within schools may have one or up to four purpose statements.

- **To offer students a high quality educational experience that provides them the best opportunities to achieve their career and professional goals.**
- **To conduct cutting-edge research that leads to viable solutions to social problems and contributes to the well-being of families, communities, and individuals of all ages.**
- **To apply research-based knowledge to improve the quality of life for children, youth, adults, and families.**

2) What will the outcome be once your unit's vision has been fulfilled?

- **A high-quality, undergraduate program as evidenced by at least 25% of FSHD alumni (10+ years out) serving as successful leaders, researchers, educators, and/or practitioners in fields related to family studies and human development.**
- **A top-notch, financially sustainable doctoral program as evidenced by student scholarly productivity, a strong record of FSHD student awards (e.g., NSF fellowships), and post-doctoral career success.**
- **Recognized leader in providing high quality online/distance degree program in FSHD, as evidenced by B. S. degrees conferred and alumni career and professional success.**
- **Internship and/or research experiences available to all FSHD majors both on-campus and in the distance degree program.**
- **Frances McClelland Institute (FMI) 100% self-sufficient financially.**
- **50% increase in extramural grants for research/outreach projects.**
- **All full professors recognized through endowments**
- **A central role in the CALS online initiatives**
- **A closer alignment with CALS21 priorities for research and outreach/extension (the health sciences, infomatics (big data), role of family science in solving societal grand challenges).**

4) What must be done to fulfill your unit's purpose?
- **We must gain relief from the current financial constraints (annual expenditure : state allocation 3.3:1)**
- **We must achieve a more manageable faculty-to-student ratio (currently about 1:45; acceptable 1:35).**
- **We must offer competitive salaries and other incentives to retain high-performing faculty members.**
- **We must hire new faculty members with expertise to meet CALS 21 priorities.**

FSHD GOAL ONE: Achieve national recognition for excellence in family studies and human development undergraduate education measured in terms of students placed in professional programs (Master's in Social Work, Marriage and Family Therapy/counseling, health professions, family law), top graduate schools (Ph.D), and leadership positions in the human services sector.

Please note that all goals must be specific, measurable, achievable, affordable, realistic, time-bound (i.e. you need to put a time by which you will achieve the goal in the statement). Limit to one page per goal.

A. **Current situation** (i.e., problem to overcome/opportunity to capitalize on) **and gap between current situation and desired situation**
5. Insufficient funding for teaching, experiential learning, and advising/mentoring
6. Unmanageable faculty to student ratio (currently about 1:45; peer institutions have ratios ranging from 1:15 to 1:20)
7. Small percentage (about 10%) of students declaring FSHD as their pre-major during their first year of college
8. Declining percentage of honors students in the FSHD major (drop from 11% in 2007 to 5.8% in 2009-10).
9. Insufficient funding for TAs
10. Overly large classes at upper division level (currently 60-100 for upper division courses; acceptable: 50-60 for writing emphasis courses, 60-80 for other upper division courses)

B. **Strategy/ies to achieve goal** (list if more than one)
1. Create professor-of-practice positions to be responsible for providing excellent undergraduate learning experiences.
2. Work with School Director to raise the endowment funds to support FSHD academics and research experiences
3. Involve young alumni in student-alumni network to aid student development
4. Continue to invest in internship/research learning opportunities for students.
5. Require FCSC 301 (Applying Critical Thinking to Discourse in FCS Organizations) or an equivalent course as part of the FSHD major in order to improve student critical thinking and communication skills needed for future professional success.
6. Adjust student credit hours/major and minor enrollments/number of instructors to align with financial investment from CALS for undergraduate instruction.

C. **Actions**
7. Create professor-of-practice positions
8. Recruit top-notch incoming freshmen
9. Launch the endowment campaign
10. Seek more support for teaching and mentoring
11. Launch the Young Alumni Initiative
12. Track student learning outcomes and placement records
13. Require FCSC 301 (or equivalent course) as part of the FSHD major.

D. **Inputs needed to achieve the goal** (do not limit to financial inputs)
5. Funding for teaching (professor-of-practice) and advising
6. Funding for TA's
7. Funding for faculty salary adjustment
8. Endowment earnings

E. **Objective Metrics that will be used to track progress towards attaining goal**
5. Percentage of incoming freshmen declaring FSHD as a pre-major
6. GPA of students admitted to the major
7. Percentage of honors students in the major
8. Percentage of students receiving position offers in FSHD-related field within one year of graduation
9. Percentage of students admitted to graduate/professional schools within one year of graduation.
10. Total amount of endowment in support of FSHD academic and student development programs

FSHD GOAL TWO: Achieve national and international prominence for excellence in doctoral training in family studies and human development measured in terms of graduate student success in attaining professional positions in research, teaching, and/or research-based outreach/extension.
Please note that all goals must be specific, measurable, achievable, affordable, realistic, time-bound (i.e. you need to put a time by which you will achieve the goal in the statement). Limit to one page per goal.

A. **Current situation** (i.e., problem to overcome/opportunity to capitalize on) **and gap between current situation and desired situation**
   6. Increased GPA and GRE scores for recent incoming graduate student cohorts (but funding uncertainties jeopardize ability to continue to successfully recruit top graduate students)
   7. Increase in graduate student applications for grants and fellowships (need to continue this trend)
   8. Increased success at obtaining graduate student grants/fellowships (i.e., 3 NSF Fellowships awarded in past two years) (need to increase the percentage of graduate students who are self-funded through grants/fellowships)
   9. Recognized excellence in advanced statistics training (need to take steps to ensure that we can maintain this area of strength)
   10. Strong record of graduate student scholarship (i.e., publications, conference presentations) (need to ensure continued strong faculty mentoring to support graduate student scholarship)
   11. Unsustainable funding model (too heavy reliance on School funding)
   12. 100% placement (but mostly toward teaching oriented institutions)

B. **Strategy/ies to achieve goal** (list if more than one)
   9. Make the GRA/GTA stipends more competitive to be on par with campus
   10. Continue to train students to write, present, and publish scholarly papers
   11. Continue to train students to write grants and apply for fellowships (e.g., NSF fellowships)
   12. Increase percentage of research assistantship funding coming from faculty grants and endowments
   13. Provide faculty members with time to mentor graduate students.
   14. Continue to recruit top quality students in numbers that are aligned with available faculty funding
   15. Contribute to CALS21 goals – health sciences, infomatics, and the role of family science in solving societal great challenges

C. **Actions**
   8. Offer competitive assistantships
   9. Offer high quality research/teaching experiences and summer research fellowships
   10. Develop and implement an effective graduate recruitment strategy that matches core program goals, faculty expertise, and is aligned with available faculty funding opportunities
   11. Maintain acceptable time-to-degree ratio
   12. Continue to provide interdisciplinary learning and research opportunities

D. **Inputs needed to achieve the goal** (do not limit to financial inputs)
   7. More endowment earnings
   8. More faculty members with grant funds
   9. Faculty reward system for mentoring graduate students and administering the graduate program
   10. New faculty hires with necessary expertise for achieving CALS21 priorities

E. **Objective Metrics that will be used to track progress towards attaining goal**
   5. GRE scores; GPA
   6. Time-to-degree records
   7. Student placement records
   8. Percentage of graduate students with grants and fellowships
   9. Student scholarly productivity (i.e., publications, presentations)

FSHD GOAL THREE: **Offer a high quality, innovative, and locally relevant online curriculum and distance degree option in family studies and human development.**
Please note that all goals must be specific, measurable, achievable, affordable, realistic, time-bound (i.e. you need to put a time by which you will achieve the goal in the statement). Limit to one page per goal.

A. **Current situation** (i.e., problem to overcome/opportunity to capitalize on) **and gap between current situation and desired situation**
   5. 100% of FSHD required content courses available online (but could be enhanced by incorporating more innovative online technologies for course delivery)
   6. All online courses taught by knowledgeable and well-trained lecturers and/or FSHD doctoral students (but sustainability jeopardized by financial uncertainties).
   7. First cohort of Yuma Arizona Western College (AWC) students (N=6) completed first year in UA-Yuma pilot FSHD distance (2+2) degree program.
   8. Recruitment of second cohort of AWC students (N=approx. 15) to begin distance degree program in AY 2012-13 (but insufficient funding to support growing teaching/advising needs).

B. **Strategy/ies to achieve goal** (list if more than one)
   6. Enhance the current online curriculum through innovative use of technology
   7. Assess the current UA-Yuma pilot program to determine its sustainability and effectiveness in promoting student learning outcomes
   8. Offer field practicums and internship opportunities in Yuma
   9. Explore expansion of the current FSHD distance program as part of future free-standing FCSC online degree
   10. Identify potential collaborators for expanded FSHD distance degree

C. **Actions**
   7. Incorporate innovative technologies into current online courses
   8. Assess the current UA-Yuma pilot program
   9. Offer a field practicum and internship program in Yuma
   10. Develop capacity and stabilize online and Yuma-based teaching staff
   11. Recruit and maintain UA-Yuma enrollments at about 20 students per year
   12. Identify potential collaborators for expanded FSHD distance degree
   13. Expand distance degree and align with FCSC online degree (if administrative and financial support available)

D. **Inputs needed to achieve the goal** (do not limit to financial inputs)
   4. Stabilized state funding for online and Yuma-based teaching faculty members
   5. Funding for student mentoring, advising, and internship support
   6. Administrative and financial support for the expanded FSHD distance degree (as part of FCSC online degree program)

E. **Objective Metrics that will be used to track progress towards attaining goal**
   5. The number of students enrolled
   6. The number of degrees conferred annually
   7. The number of students with internships and field experience
   8. Percentage of distance degree students receiving position offers in FSHD-related field within one year of graduation
   9. Percentage of distance degree students admitted to graduate/professional schools within one year of graduation.
   10. The number of online alumni who remain connected

FSHD GOAL FOUR: **Sustain a national and international reputation for excellence in research and research-based outreach on families and human development, and meet the school-wide goal to double funded research and extension/outreach activities through collaboration between the FSHD division, the Frances McClelland Institute (FMI), and Extension.**
Please note that all goals must be specific, measurable, achievable, affordable, realistic, time-bound (i.e. you need to put a time by which you will achieve the goal in the statement). Limit to one page per goal.

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

   5. Overly heavy teaching loads for grant-oriented faculty members
   6. A "dedicated and productive" research faculty (but a significant disparity among the faculty with respect to grant activity and record)
   7. Disparity in faculty motivations / skills to align research programs with funding opportunities
   8. Cuts to federal research funds, coupled with fewer funding opportunities in certain topic areas

B. **Strategy/ies to achieve goal** (list if more than one)
   8. Identify and participate in strategic research collaborations across FMI initiatives, TCAI, TJL, and Extension (consistent with OneNorton)
   9. Re-allocate teaching and research assignments to release time for faculty with grant record based on criterion TBD (e.g., above bottom quartile for 5-year CALS faculty average grant total) while sustaining support for teaching.
   10. Use the annual performance review process to assess grant activities and reward high-achieving faculty members
   11. Continue to strengthen the pre/post grant services infrastructure
   12. Attract collaborators with respect to big grant ideas related to health and environmental science and CALS21 priorities (e.g., families/consumers in global commerce/bioscience)
   13. Realign endowment funding to support achievements in extramurally-funded research and extension / outreach

C. **Actions**
   7. Strengthen existing and build strategic research collaboration across FSHD and RCSC divisions, Norton Centers and Institutes, and Extension
   8. Re-allocate teaching and research assignments to release time for grant-active faculty members
   9. Revise the Peer Review criteria to reward extramural funding
   10. Continue to strengthen pre/post grant services infrastructure

D. **Inputs needed to achieve the goal** (do not limit to financial inputs)
   6. Stabilized state funds to support faculty lines
   7. Excellent business office support
   8. Research faculty committed to obtaining extramural funding for their work and with the skills to do so
   9. A research faculty willing to partner with collaborators outside its disciplines
   10. New faculty hires that are aligned with CALS21 priorities

E. **Objective Metrics that will be used to track progress towards attaining goal**
   5. Amount of extramural grants obtained for research and outreach (Goal: Double)
   6. Faculty productivity index, citations, publications, awards (Goal: Increase)
   7. Number of School / campus collaborators (Goal: Increase)
   8. Number of faculty affiliates associated with the Center/Institutes (Goal: Double)
   9. Number of grant-funded collaborative projects involving FSHD faculty and FMI faculty affiliates (Goal: Increase)

Retailing and Consumer Sciences

(RCSC) STRATEGIC PLAN

Purpose

- To provide well-qualified graduates for the retailing industry and academia.
- To conduct and disseminate research on consumer behavior and decision-making that is both relevant to and funded by industry partners.

Vision
- To be *the* program of choice for recruiting future retail leaders, as well as studying consumers and the business of retailing.

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

Shared Values

- A diverse and inclusive community of individuals who value and embody innovation and entrepreneurship within a collaborative academic environment.

What difference are we trying to make in the world?

- To prepare undergraduate and graduate students for careers in the retailing industry and academia.
- To provide consumer insights relevant to industry partners.

What will the outcome be once our unit's vision has been fulfilled?

- 100% B.S. majors have industry scholarships
- 100% B.S. majors have industry internship experience
- 100% B.S. majors have industry placement upon graduation
- 100% Ph.D. research assistantships are funded by TJLC research projects/grants
- 100% Ph.D. students have academic/industry placement upon graduation
- 25% alumni (10+ years out) are industry executives or tenured academics
- 100% faculty fractional research appointments are funded by TJLC research projects/grants
- 100% faculty research projects/grants highlighted in industry media/publications

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

- High turnover among RCSC faculty must be addressed and resolved.
- RCSC undergraduate program must be sufficiently staffed.
- RCSC graduate program must be sufficiently funded.
- Terry J. Lundgren Center (TJLC) budget and operations must be strategically aligned with RCSC.
- RCSC faculty research must be aligned with interests of TJLC partners.

RCSC GOAL ONE: Stabilize RCSC instructional and research faculty.

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

- Faculty turnover is high due to non-competitive compensation.
- Faculty is insufficient to support current instructional needs.
- Faculty instructional loads are increasing.
- Faculty research productivity is decreasing.

B. Strategies to achieve goal

- Use RCSC/TJLC endowments to retain high-potential faculty.
- Allow faculty to have differential fractional teaching and research appointments.
- Adjust and fund faculty fractional teaching appointments at market compensation.
- Allow faculty fractional research appointments to be funded by research projects/grants.

C. Actions

1. Identify high-potential faculty and use RCSC/TJLC endowments to retain them.
2. Restructure faculty appointments, compensation and performance criteria.

D. Inputs needed to achieve the goal (financial and strategic inputs)

1. Norton School Director
2. CALS/UA

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

- % faculty at market compensation (e.g., using AACSB salary survey)
- % faculty retained for 5 or more years
- % faculty fractional research appointments funded by research projects/grants

RCSC GOAL TWO: Integrate RCSC and TJLC as one academic unit.

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

- RCSC and TJLC operate as separate units within the Norton School.
- RCSC faculty has no budgetary and strategic oversight of RCSC and TJLC operations.
- TJLC student development programs often uncoordinated with RCSC.
- TJLC has no research focus.
- RCSC faculty research is not explicitly aligned with interests of TJLC partners.
- RCSC graduate program admissions are halted due to lack of funding and faculty staffing.

B. Strategies to achieve goal

- Budget and operations of RCSC and TJLC are strategically aligned.
- TJLC and RCSC student development programs are strategically coordinated.
- RCSC faculty assists TJLC to develop a research focus.
- TJLC recruits industry partners interested in research consulting.

C. Actions

1. Begin operating as coordinated TJLC and RCSC organization (see attached structure).
2. Gain budgetary oversight of all RCSC and TJLC operations.
3. Develop model for an integrated RCSC + TJLC academic unit.
4. Gain partner strategic and financial commitment for integrated RCSC + TJLC academic unit.
5. Develop new strategic plan for integrated RCSC + TJLC academic unit.
6. Develop faculty/staff performance criteria for integrated RCSC + TJLC academic unit.
7. Secure ABOR approval and CALS/Norton funding for integrated RCSC + TJLC academic unit.
8. Begin operating as an integrated RCSC + TJLC academic unit.
9. Execute new strategic plan to meet 2021 outcome goals.

D. Inputs needed to achieve the goal (financial and strategic inputs)

1. Norton School Director
2. TJLC Industry Partners
3. CALS/UA/ABOR

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

- % B.S. majors have industry scholarships
- % B.S. majors have industry internship experience
- % B.S. majors have industry placement upon graduation
- % Ph.D. research assistantships are funded by TJLC research projects/grants
- % Ph.D. students have academic/industry placement upon graduation
- % alumni (10+ years out) are industry executives or tenured academics
- % faculty fractional research appointments are funded by TJLC research projects/grants
- % faculty research projects/grants highlighted in industry media/publications