

The Department  
of  
Youth Development

**Strategic Planning Report  
March 2006**

Chair	Tom Schmitz
Program Leader	Greg Hutchins
Assistant Program Leader	Donna Menart
Vice-Chairs	Lori Labaree Marie Ritscher René Mehlberg Steve Kinzel Donna Duerst Dawn Kuelz
Committee Chair	Chuck Prissel Rosanne Schlieff
PDAC	Dawn Schneider
Committee Representatives	Denise Retzleff Katy Forsythe Bob Matysik
Faculty Senators	Pam Hobson Nancy Livingston
Academic Staff	Penny Tank

Facilitated by  
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# **DEPARTMENT OF YOUTH DEVELOPMENT STRATEGIC PLANNING March 2006**

## **INTRODUCTION:**

On Wednesday, March 8, 2006, eighteen members in leadership roles in the Department of Youth Development participated in a strategic planning session in Stevens Point. The Chair of the Department called the planning session to review the 2002 plan, to provide direction and leadership to the department, and to identify issues to be addressed in the next 2-5 years. Sixteen members of the Department as well as an Academic Staff Representative and the Program Leader for 4-H Youth Development attended the session. Deb Ivey, University of Wisconsin-Extension 4-H Youth Development, Iowa County, facilitated the session. This report documents the proceedings.

Tom Schmitz, Chair of the Department of Youth Development, began the session with introductory comments and information about the purpose of the Department.

Each participant in the strategic planning process introduced his/herself and his/her role in the Department including: Tom Schmitz, Chair, Department of Youth Development; Greg Hutchins, Program Leader, 4-H Youth Development; Donna Menart, Assistant Program Leader, 4-H Youth Development; Vice Chairs, Lori Labaree, Marie Ritscher, René Mehlberg, Steve Kinzel, Donna Duerst (for Sally Schoenike); Faculty Senators, Pamela Hobson and Nancy Livingston; Incoming Chair of Standards, Ranks and Promotion Committee Chuck Prissel; Chair of Research and Publications Committee Rosanne Schlieff; Member of Committee of Professors Denise Retzleff; Member of Faculty Tenure Advisory Committee Katy Forsythe; Department representative on the Professional Development Advisory Committee Dawn Schneider and Academic Staff Representative Penny Tank.

## **2002 ISSUE REVIEW**

Deb Ivey began the day with a reminder of the process used to develop the strategic plan in 2002. She also distributed copies of the Strategic Plan update that was distributed at the May 2005 Department of Youth Development meeting. Taking advantage of the time and energy that was used to create the original plan, participants were then asked to get in small groups and review the 12 strategic issues that were identified in 2002. Groups were to consider

- 1) What was the strategic issue?
- 2) What has been accomplished or addressed?
- 3) What is still being worked on?
- 4) Is this still an issue?

Small groups then shared the results of their discussion. All participants had an opportunity to comment on each strategic issue. At the conclusion of this discussion, it was agreed that all 12 issues identified in 2002 remain as issues in 2006. (See 2002 plan at [www.uwex.edu/ces/4h/department/deptdocs.cfm](http://www.uwex.edu/ces/4h/department/deptdocs.cfm).)

## STAKEHOLDER ANALYSIS

At the conclusion of the 2002 issue review, the group reviewed the key stakeholders that had been identified in 2002. Stakeholders are those organizations, agencies, groups or individuals who affect the Department of Youth Development or who are affected by the Department. Additional stakeholders that were added to the list are highlighted in Table 2. Key Stakeholders.

**Table 2. Key Stakeholders**

• Tenured Faculty	• Academic Staff
• Dean and Director	• Program Area Leaders
• Clientele --general public, adults, 4-H youth and volunteers, schools, youth	• Probationary Faculty
• Other Departments	• Regents
• Outside Funders	• County Board
• Youth Serving Agencies	• Faculty Senate
• University Committee	• WAE4-HYDP
• Local/State Elected Officials	• Colleagues/Mentor
• Youth Development Professionals	• County Residents
• Other Colleges	• Faculty Tenure Advisory Committee
• Potential Hires	• Family and Friends
• Cooperative Extension	• Outreach Program Recipients
• Other Academic Staff who work with youth	• Other UW faculty
• Retired faculty	• Citizen Advisory Committee
• Other State's Extension Departments	• State and Local Businesses
• <b>Department Head</b> and Office Colleagues	• <b>UWEX/UW Colleges—New Administrative Structure</b>
• <b>WACEC</b>	• <b>Community Partner Advisory Group(CPAG)</b>
• <b>District Directors</b>	• <b>County Government Structure</b>
• <b>UW Colleges</b>	• <b>Chancellor/Vice Chancellor</b>

## MISSION

It was determined that the Department of Youth Development will review and revise the mission statement that is embedded in the statement of purpose in the Department of Youth Development handbook of 1994 at a future time.

## STRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES (SWOC)

SWOC was the next step in the process. This revolved around assessing the strengths, weaknesses, opportunities and challenges that affect Department of Youth Development's strategy and effort at fulfilling its mission. The participants reviewed the lists created in 2002 and added additional strengths, weaknesses, opportunities and challenges that are evident today. The added items are highlighted in Table 3. Strengths and Weaknesses and Table 4. Opportunities and Challenges.

**Table 3. Strengths and Weaknesses**

Strengths	Weaknesses
<ol style="list-style-type: none"> <li>1. Long-term commitment of staff</li> <li>2. <b>Some</b> clientele value faculty/experience and status</li> <li>3. Supportive "set" clientele—key strength</li> <li>4. Quality of existing faculty</li> <li>5. Structure of Department meets mandates</li> <li>6. <b>Highly supported by UW System President</b></li> <li>7. Award winning program area</li> <li>8. Varied faculty not constrained</li> <li>9. Collegial department members</li> <li>10. Active department members who are committed and involved</li> <li>11. <b>Council on Academic Staff issues to address academic staff concerns</b></li> <li>12. <b>Higher level of professionalism among 4-H Youth Development faculty</b></li> <li>13. <b>Local political recognition of program clientele</b></li> <li>14. <b>Other UW System faculty are our allies</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Tenure may be viewed as liability</li> <li>2. Clientele do not know who we are and what we bring</li> <li>3. Status of youth work--Is youth work valued?</li> <li>4. Are youth voices heard?</li> <li>5. Distinction between faculty/academic staff—how is this communicated?</li> <li>6. Lack of a sabbatical option</li> <li>7. Blurring of lines between program, association and department</li> <li>8. Confusion on what the Department does have control or responsibility for</li> <li>9. Issues related to recruitment/retention</li> <li>10. Completing the responsibilities of tenured faculty with limited numbers</li> <li>11. Insulated from other faculty discussions and issues</li> <li>12. Lack of understanding by faculty on many department issues</li> <li>13. Department members are spread over the state</li> <li>14. <b>Limited number of faculty pursue professor status</b></li> <li>15. <b>Tension/questions within UWEX and Department on value of traditional 4-H club programming and non-traditional youth development programming</b></li> <li>16. <b>We do not know who we are—what is the difference between academic staff and faculty?</b></li> <li>17. <b>What is the mission/vision of the Department?</b></li> <li>18. <b>Roles include constraints.</b></li> <li>19. <b>Faculty do not take advantage of opportunities to share scholarly work</b></li> </ol>

**Table 4. Opportunities and Challenges**

Opportunities	Challenges
<ol style="list-style-type: none"> <li>1. Educate on value of faculty members</li> <li>2. Communication with stakeholders</li> <li>3. Increase understanding of faculty status</li> <li>4. Department statement on staffing</li> <li>5. Influence decisions on compensation/merit</li> <li>6. Merger of program/department</li> <li>7. Advocate for a sabbatical program</li> <li>8. Turnover provides new perspectives and releases “no fit” employees</li> <li>9. <b>Journal of Youth Development provides new opportunities to share scholarly work</b></li> <li>10. <b>There is national synergy for Youth Development scholarship for faculty.</b></li> <li>11. <b>The merger with the UW Colleges may provide opportunities that are available to the faculty there, i.e, sabbaticals, a larger faculty mass, etc.</b></li> <li>12. <b>Youth Development faculty are seen as resources for social/positive youth development issues.</b></li> <li>13. <b>4-H YD staff serving as department heads provide a voice at the county administrative table.</b></li> <li>14. <b>There are new ways to communicate scholarly work.</b></li> <li>15. <b>UWEX Cooperative Extension strategic planning initiative</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Some counties do not understand the value of tenure</li> <li>2. Faculty assignments require a long-term commitment of money</li> <li>3. Some stakeholders make non-supportive public statements</li> <li>4. Some counties do no understand the responsibilities of faculty membership</li> <li>5. Not all faculty know the value of or communicate the value of faculty membership</li> <li>6. Changing Extension environment nationally</li> <li>7. Turnover/potential hires/hiring pools—more of an issue in some counties</li> <li>8. Limited department budget</li> <li>9. <b>Dwindling public dollars</b></li> <li>10. <b>Diminished respect for the UW system</b></li> <li>11. <b>Reduced legislative rapport</b></li> <li>12. <b>Reduced value/importance of education and public good</b></li> <li>13. <b>Lack of knowledge of responsibilities of being an Extension employee</b></li> <li>14. <b>Lack of knowledge of the resources and abilities that 4-H Youth Development faculty bring to social/positive youth development issues</b></li> <li>15. <b>Increasing responsibilities in county offices diminish time for programming</b></li> <li>16. <b>Expectation to be part of CPAG, RBC, Multicultural program reduce time for programming</b></li> <li>17. <b>Increasing demands for compliance, paperwork, traditional role requests, record keeping</b></li> </ol>

## IDENTIFICATION OF STRATEGIC ISSUES

When the following question was posed,

***“In light of the stakeholders analysis, strengths, weaknesses, opportunities and challenges, what are the key issues or challenges facing the Department of Youth Development in the next two to five years?”***

The group reiterated that the strategic issues identified in 2002 are still issues in 2006. No new issues were identified, however, some issues were reworded and specific points were identified as part of each issue. These twelve issues were then ranked based on the consequences of not addressing this issue. Participants were each given four votes and they were instructed to select the issue(s) that would have the greatest consequence if it (they) are not addressed in the next two to five years. The issues were then ranked in order of importance. The listing below reflects the new rank order as well as the discussion points that were identified.

## **PRIORITIZED STRATEGIC ISSUES**

**Strategic Issue 1.** How can the Department better communicate faculty rights, responsibilities, mission and department purpose to external stakeholders?

*Communication among department members and administration is vital. This is a sensitive issue, but it is important to discuss.*

*Department members need to be able to articulate what they bring to their roles.*

*Political correctness can be a deterrent to open communication.*

*There is a concern about administrative support for department members from the program leader, the Dean and Director and some District Directors.*

*Does it matter if someone is faculty? Does being a faculty member give protection?*

*Can we value faculty without devaluing academic staff? There is increasing knowledge and impact by the Academic Staff Council.*

*There is a different level of professionalism among field staff with faculty status. This also impacts academic staff. This is recognized by national colleagues.*

*Faculty implies a standard of excellence.*

**Strategic Issue 1.** How can the Department contribute to the success of probationary faculty?

*On-line tenure training requires mentor and department members to be involved. Can the department encourage participation by more people?*

*The current mentor program is informal in some cases. Explore the team approach used in other departments.*

*How effective are on-line trainings for probationary faculty and mentors?*

*How do probationary faculty balance programming and “do this for tenure”?*

*Are there guidelines for “doing a portfolio right?”*

*The quality of some of the submissions to the Standards, Rank and Promotions Committee is questionable. A better system needs to be devised to provide guidance and assistance to candidates earlier in the process.*

**Strategic Issue 3.** How does the Department communicate the value of and increase the acceptance of the youth development profession?

*Department members can express the value of having UWEX staff for youth development work to county administration, Extension Committees, CPAG members, etc.*

*Department members can communicate the benefits of the tenure process and how this impacts work.*

**Strategic Issue 4.** How can the Department fulfill its requirements with limited resources?

*There needs to be a balance between effectiveness and cost savings*

*More people should be involved in the decisions.*

*Sufficient people need to be on staff to fulfill department roles.*

*Is technology used effectively and efficiently?*

*Budgets and department issues could be discussed at district meetings.*

*The new promotion mandates and potential budget implications may impact some staff decisions regarding applications for promotions.*

*There are expanded requirements from the program area and the institution that impact time for programming and Department duties.*

**Strategic Issue 5.** How does the Department stay connected in a changing Extension climate to be proactive and remain vital to our clientele and our mission without losing the importance of faculty?

*Including the Department Chair in CEAC meetings is a positive move.*

*There are opportunities for faculty representation in various places. We should be engaged in the governance process.*

*Some counties have pressure to fill positions with academic staff or to develop multi-county positions. 4-H Youth Development needs to be visible in the UWEX strategic planning process. It was suggested that each district nominate a 4-H YD person for the 9 member committee.*

*There are expanded requirements from the program area and the institution that impact time for programming and Department duties.*

**Strategic Issue 6.** How can the Department encourage youth development professionals to continue to grow and develop as professionals?

*“Doing the best quality work we can-always.”*

*Keep discussion open on scholarly work especially for newer staff.*

*Encourage mentors to discuss quality work with mentees.*

*What does “improve” mean? When is great become good enough? When is the bar reached?*

*Consider how to build on Rutledge’s wisline. How can we encourage staff to continue to grow and develop as professionals?*

*Provide high quality professional development opportunities.*

**Strategic Issue 6.** How does the Department facilitate and support equal opportunities in employment and programming including Title IX and ADA?

*Change this focus to “inclusivity of all populations.”*

*Provide additional support to minority staff.*

**Strategic Issue 8.** How will the Department take an active role in staffing, hiring and compensation decisions?

*What is the status of Extension Associate positions? They do switch to the faculty track if this is written into the job description.*

*The Chair of the Department is involved in hiring decisions late in the process. The district director and county partner has the most impact.*

*Reductions happen by opportunity.*

*The market/merit increases have been non-existent and are simply processes we must go through.*

*There have been additions/increases in time for the State 4-H Staff seemingly without notice to others.*

*Some tenured faculty without county affiliations are providing new programming opportunities..*

**Strategic Issue 8.** How can the Department insure an appropriate balance of academic staff and faculty to uphold academic quality and growth?

*A written document highlighting this information is needed.*

*It has taken two years to assemble a listing of academic staff in the system.*

*The process for promotions for academic staff should be communicated. This is a choice for the staff member to make—it is not a requirement.*

*There is a process in place for academic staff to move to faculty status. This process should be communicated to staff.*

*There are differences for staff who are funded with state dollars versus county dollars.*

*Mentors are needed for academic staff. Guidelines should be established. A mentor inside and outside the county office is needed.*

*The Department is complimented for including academic staff in this planning process.*

*There is a difference in pay for beginning academic staff and faculty. (see Issue #1)*

**Strategic Issue 10.** How does the Department help faculty understand rights, privileges, and responsibilities as department members?

*There is less face to face time for meetings and discussions.*

*Staff must go to the website for information.*

*Faculty have a role to educate colleagues.*

**Strategic Issue 10.** How does the Department articulate and be respectful of the similarities and differences between academic staff and faculty?

*See comments under Strategic Issue 8: How can the Department insure an appropriate balance of academic staff and faculty to uphold academic quality and growth?*

**Strategic Issue 10.** How can the Department improve the recognition and promotion of scholarly work?

*Scholarly work is ingrained in the Institution. Quality programming is the heart of our work.*

*Scholarly presentations could be incorporated into Department meetings.*

*Templates/examples of quality work could be developed.*

*Scholarly work could be used to communicate what we do. This should be a part of all communication—not just part of the promotion process.*

## **NEXT STEPS**

- √ Distribute 2006 Strategic Plan for review by entire Department of Youth Development.
- √ Hold discussions at upcoming Department of Youth Development meeting on strategic issues.
- √ Encourage each district to nominate a 4-H YD person for the 9 member UWEX strategic planning committee.
- √ Assign strategic issues to committees and ad hoc committees
  1. Address identified issue
  2. Develop an action plan
  3. Implement action steps
- √ Vote for Adoption by Department of Youth Development membership
- √ Consider how to address these additional areas
  1. Develop a mission statement for the Department
  2. Develop a vision statement for the Department
  3. Set a timeline for review and update of the strategic plan