

The Department
of
Youth Development

University of Wisconsin -Extension

**Strategic Planning Report
September 2002**

Chair	Sue Pleskac
Past-Chair	Roseanne Schlief
Program Leader	Greg Hutchins
Vice-Chairs	Chuck Prissel
	Melanie Miller
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Committee Representatives	Linda Kutska
	Tom Riess
Faculty Senators	Jean Berger
	Kristin Wegner
University Committee	Frank Ginther
	Denise Retzleff
Program Area Liasion	Deb Moellendorf

Facilitated by
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UW-Extension Iowa County

DEPARTMENT OF YOUTH DEVELOPMENT STRATEGIC PLANNING September 2002

Introduction:

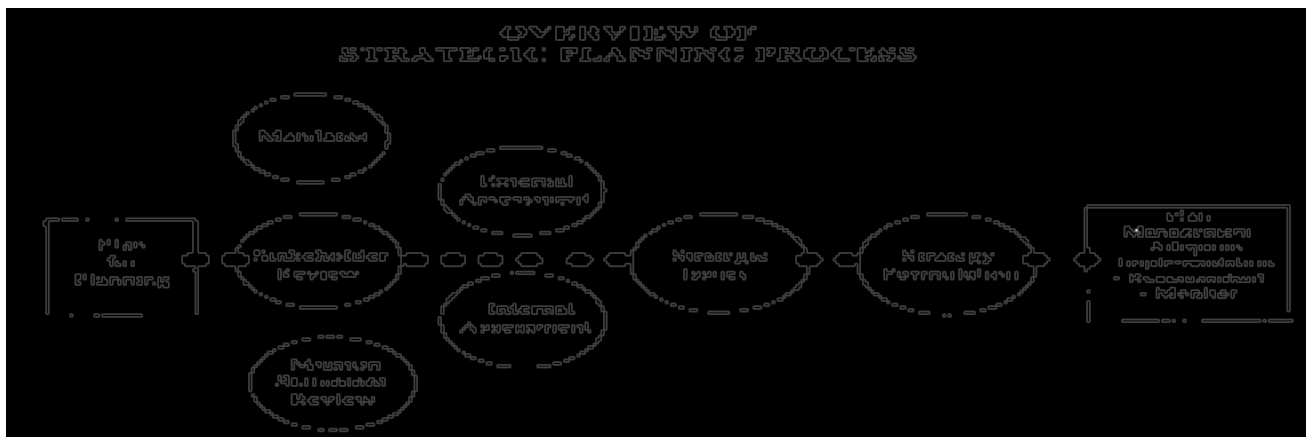
On Wednesday, September 11, 2002, eighteen members in leadership roles in the Department of Youth Development participated in a strategic planning session in Stevens Point. The Chair and Past Chair of the Department called the planning session to provide direction and leadership to the Department and to identify issues to be addressed in the next 2 to 5 years. This report documents the proceedings.

Sue Pleskac began the session with introductory comments. She also shared the following points that Chancellor Kevin P. Reilly emphasized at the August 20, 2002 Faculty Tenure Orientation and Scholarship Workshop. He stated:

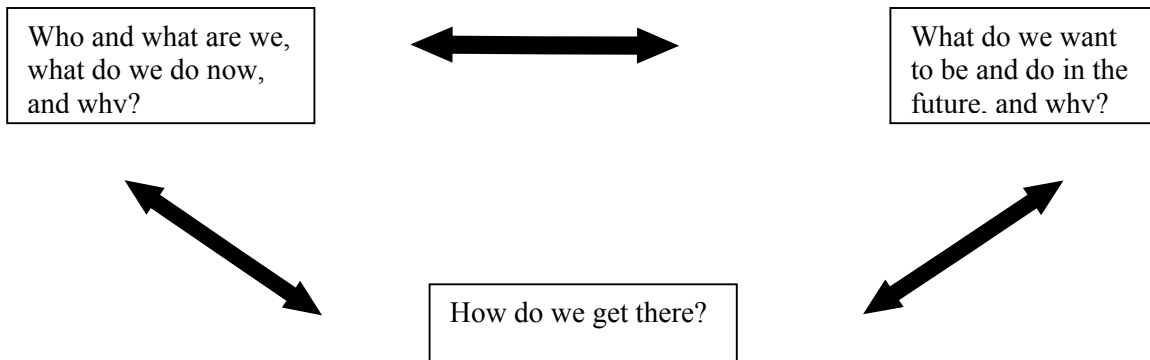
- Tenure is important especially for Extension faculty, often working with highly controversial and sensitive issues in communities all over the state.
- Tenure is a tool for administrators to use to defend the essential mission of the University—without fear or favor.
- Tenure helps preserve freedom of inquiry and expression for all faculty.
- Tenure is vital as we move forward into an era of greater accountability and closer scrutiny.
- Finally, it is essential to pursue our good work on outreach scholarship very vigorously, so that we can show ourselves, and the wider world, that the privilege of academic freedom that tenure provides results in the university’s making the best possible contributions it can to the well-being of society.

Each participant in the strategic planning process introduced his/herself and his/her role in the Department. Participants included the Chair and Past Chair of the Department of Youth Development; the Program Leader for 4-H Youth Development, the Vice Chairs of the Department of Youth Development, two Faculty Senators, the Chair of the Standards, Ranks and Promotion Committee and Members of the Research and Publications Committee and the Committee of Professors, two Program Area Liaisons and two University Committee Representatives.

Deb Ivey then provided a brief overview of strategic planning. Dr. John Bryson, a professor of planning and public affairs at the University on Minnesota, defines strategic planning as “a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does and why it does it.” The research-based process of strategic planning involves several steps that are summarized in this diagram.



Ivey also explained that there are three fundamental questions that an organization must ask itself throughout the strategic planning process:



Stakeholder Analysis

As a first step in the strategic planning process, the group began by reviewing the key stakeholders that had been identified. Stakeholders are those organizations, agencies, groups or individuals who affect the Department of Youth Development or who are affected by the Department. A letter and a Stakeholder Analysis worksheet were sent to all invited participants prior to the meeting and the responses were collated and shared with the group. Table 2 lists Key Stakeholders and the number of responses that identified it.

Table 2. Key Stakeholders

• Dean and Director (10)	• Office Chair and Office Colleagues (2)
• Academic Staff (9)	• Youth Development Professionals (2)
• Tenured Faculty (9)	• Retired faculty
• Program Area Leaders (8)	• Regents (2)
• Clientele (7)—general public, adults, 4-H youth and volunteers, schools, youth	• County Residents (2)
• Other Departments (7)	• Other State’s Extension Departments
• UWEX—Chancellor/Vice Chancellor (6)	• Cooperative Extension
• Probationary Faculty (5)	• Other Academic Staff who work with youth
• Outside Funders (5)	• Other Colleges
• Youth Serving Agencies (5)	• Division-wide tenure committee
• University Committee (5)	• Family and Friends
• County Board (5)	• Outreach Program Recipients
• Faculty Senate (5)	• Other UW faculty
• WAE4-HYDP (4)	• Citizen Advisory Committee
• Local/State Elected Officials (4)	• Potential Hires
• Colleagues/Mentor (3)	• State and Local Businesses

The Department Of Youth Development representatives discussed stakeholders’ expectations and the criteria stakeholders would use to assess the success of the Department of Youth Development. (Table 3 Stakeholders Criteria).

Table 3. Stakeholders Criteria

<ul style="list-style-type: none"> • Are Department of Youth Development members doing their job? 	<ul style="list-style-type: none"> • Is money being spent effectively?
<ul style="list-style-type: none"> • Is the department operating as it should including self-governance, publications, mentoring, tenure/promotions, planning and reporting? 	<ul style="list-style-type: none"> • Is there an interaction with the program area?
<ul style="list-style-type: none"> • Do faculty, tenure procedures and the tenure faculty review system insure quality? 	<ul style="list-style-type: none"> • Are performance standards established and do they impact the quality of the work that is done?
<ul style="list-style-type: none"> • Do Youth Development faculty make a difference (impact)? 	<ul style="list-style-type: none"> • Do Youth Development faculty demonstrate scholarship?
<ul style="list-style-type: none"> • Are Department members collegial? 	<ul style="list-style-type: none"> • Is the value of youth elevated through our work?

Organizational Mandates:

The group then discussed organizational mandates. Mandates are defined as those things that the organization is required to do (or not to do) by external authorities. Such mandates are usually found in laws, ordinances, and articles of incorporation. Table 4. highlights the mandates identified by the participants.

Table 4. Mandates Placed Upon the Department of Youth Development by External Authorities or Entities.

<ul style="list-style-type: none"> • Insure that scholarly work is done 	<ul style="list-style-type: none"> • Have annual meetings
<ul style="list-style-type: none"> • Written procedures for recommendations for rank, tenure and promotion 	<ul style="list-style-type: none"> • Establish voting rights and election guidelines
<ul style="list-style-type: none"> • Identify operating guidelines for self-governance 	<ul style="list-style-type: none"> • Establish mentoring program
<ul style="list-style-type: none"> • Identify rights and responsibilities of department membership 	<ul style="list-style-type: none"> • Follow guidelines listed in UWEX faculty governance polices and guidelines as unclassified personnel guidelines (UPG) and those identified in Chapter 36 of State Statutes which can be found on the website of the secretary of the faculty: www1.uwex.edu/secretary/

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 Threats (SWOT)

SWOT was the next step in the process. This revolved around assessing the strengths, weaknesses, opportunities and threats that affect Department of Youth Development’s strategy and effort at fulfilling its mission. (see Tables 5 and 6).

Table 5. Strengths and Weaknesses

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Long-term commitment of staff to county and organization 2. Clientele value faculty experience and status 3. Supportive “set” clientele 4. High quality of existing faculty 5. Structure of Department meets mandates 6. Faculty are highly supported by Chancellor 7. Award winning program area 8. Varied faculty not constrained by concise academic preparation 9. Collegial department members 10. Active department members who are committed and involved 	<ol style="list-style-type: none"> 1. Tenure may be viewed as liability 2. Some clientele do not know who we are and what we bring 3. Status of youth work--Is youth work valued? 4. Are youth voices heard? 5. Distinction between faculty/academic staff—how is this communicated? 6. Lack of a sabbatical option for faculty members 7. Perceived blurring of lines between program, association and department 8. Confusion on what the Department does have control or responsibility for 9. Issues related to recruitment/retention of faculty members 10. Completing the responsibilities of tenured faculty with limited numbers 11. Insulated from other faculty discussions and issues due to geographic disbursement 12. Lack of understanding by faculty on many department issues 13. Department members are spread over the state

Table 6. Opportunities and Threats

Opportunities	Threats
<ol style="list-style-type: none"> 1. Educate on value of faculty members for self and clientele 2. Communication with stakeholders 3. Increase understanding of faculty status 4. Department statement on staffing for filling academic positions 5. Department influence on decisions of compensation/merit 6. Merger of program/department 7. Educate others on Extension 8. Advocate for a sabbatical program 9. Turnover provides new perspectives and releases “no fit” employees 	<ol style="list-style-type: none"> 1. Some counties do not understand the value of tenure 2. Faculty assignments require a long-term commitment of money 3. Some stakeholders make non-supportive public statements 4. Some counties do not understand the responsibilities of faculty membership 5. Not all faculty know the value of or communicate the value of faculty membership 6. Changing Extension environment nationally 7. Turnover/potential hires/hiring pools—more of an issue in some counties 8. Limited department budget

Identification of Strategic Issues

The group then responded to this question,

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

Each participant identified individual issues that were shared, discussed and grouped by similarity (see codes). The following issues were identified through this process.

- √ How does the department articulate the difference between the work of academic staff and faculty?
- √ How does the Department conduct its business and remain true to its faculty membership while being sensitive to academic staff colleagues?

- Δ How do we help policy makers understand the importance of a 4-H Youth Development agent being a Department member?
- Δ How do we communicate the value of faculty to policymakers and clientele?
- Δ How does the Department address the need to communicate what we do in our job?
- Δ How can we communicate the value of faculty work?
- Δ How do we better communicate our purpose, mission, rights, and responsibilities to our administrators and clientele?

- \$ How will the Department respond to reducing budgets?
- \$ How can the Department maintain a high standard of youth development programming with limited resources and attrition?
- \$ How can we carry out the necessary work of the Department with limited financial resources?

- What is the best way to structure the Department?
- How do we address the blurring of lines between program and department while maintaining our strong relationship?

- ⊙ What is the Department’s role in ensuring the success of probationary faculty in the tenure process?
- ⊙ What actions can be taken to support staff so they are equipped to attain tenure and promotions?
- ⊙ How does the Department assess and improve the mentor/tenure process?
- ⊙ How does the Department help new faculty understand their responsibilities?

- ∑ How can the Department elevate the quality of faculty work?
- ∑ Is youth development work valued?
- ∑ How can we improve the acceptance of youth development work as a profession?

- ⊛ How does the Department address the need for fair compensation?
- ⊛ Should the Department take a more active role in staffing, hiring, compensation and merit?
- ⊛ What are incentives needed for new hires and for increasing promotion?

The following statements did not fit any of the identified groups--

- How can the Department increase collegial attitudes among its members?
- How does the Department deal with gender and diversity balance?
- 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?
- How can the Department improve the promotion and recognition of scholarly work?

- Do youth development faculty understand their rights, responsibilities and privileges as department members?
- How can the Department insure an appropriate balance of academic staff and faculty to uphold academic quality and growth?

Prioritized Strategic Issues

Small groups reviewed and reworded similar issue statements (grouped by similar codes above) and created a list of 12 strategic issues. These twelve issues were then ranked based on the consequences of not addressing this issue. Participants were each given three 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 strategic issues in rank order are:

1. **How can the Department better communicate faculty rights, responsibilities, mission and department purpose to external stakeholders?**
2. **How will the Department take an active role in staffing, hiring and compensation decisions?**
3. **How can the Department fulfill its requirements with limited resources?**
4. **How does the Department help faculty understand rights, privileges, and responsibilities as Department members?**
5. **How can the Department contribute to the success of probationary faculty?**
6. **How does the Department articulate and be respectful of the similarities and differences between academic staff and faculty?**
7. **How can the Department insure an appropriate balance of academic staff and faculty to uphold academic quality and growth?**
8. **How can the Department continuously improve the quality of faculty work?**
9. **How does the Department communicate the value of and increase the acceptance of the youth development profession?**
10. **How can the Department improve the recognition and promotion of scholarly work?**
11. **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?**
12. **How does the Department deal with gender and diversity balance?**

Preliminary Action Plans

Small groups formed to create preliminary action plans for the top six strategic issues. These action plans are highlighted below.

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

What to do	When to do it	Who is responsible
1. Prepare talking points to use with internal staff, at Youth Protection training, with county committee. Create an advantageous message		_____ Committee
2. Encourage Department members and mentors to use the word “faculty.” Build a definition of faculty into New Colleague Orientation		
3. Develop a Youth Emphasis workshop on Faculty membership		Sub-committee to develop a tool and talking points
4. Use the professional terms more formally—letters, business cards, etc.		
5. Create/review the mission statement		
6. Create/take advantage of media-wide opportunities to underscore the value of the department through the Regent’s Teaching Award	4-H Leaders Conference, State Conferences, District Meetings, WACEC, 4-H newsletters	Greg will initiate
7. Educate office support staff		

Strategic Issue 2. How will the department take an active role in staffing, hiring and compensation decisions?

What to do	When to do it	Who is responsible
1. Review what the current process is		
2. Develop a list of options in each area of possible roles on staffing, hiring, compensation and promotion decisions with pros/cons and advantages and disadvantages	Fall 2002	Vice-Chairs
3. a. Develop recommendations for connecting merit compensations and TFR b. report to Greg and Carl and Sue and personnel for consideration, discussion and potential implementation.		
4. Report back to Department members with format		
5. May need to consider our structure to do the most effective job. Department needs to clarify what role would be desired and optimum to carry out department responsibilities		

Strategic Issue 3. How can the department fulfill its requirements with limited resources?

What to do	When to do it	Who is responsible
1. Review mandates, determine budget by cost analysis and present to administration (Determine a minimal response to mandates)		Vice Chairs for mentoring Respective committees dealing with mandates
2. Question some mandates, evaluate their effectiveness versus cost analysis		Department Chair, Faculty Senate, University Committee
3. Prioritize and streamline operations of individual parties to meet mandate minimums –as a last resort		Vice-Chairs and responsible committees
4. Think out of the box on how to fulfill mandates.		Broader mix of people to think out of the box

Strategic Issue 4. How does the department help faculty understand rights, privileges, and responsibilities as department members?

What to do	When to do it	Who is responsible
1. Develop outline for mentors to use with mentees	2003	Melanie Miller and circulate
2. Create a pre/post test of level of understanding of rights, privileges and responsibilities	For December 2002 Department meeting	Tom Riese and circulate
3. Develop a series of short articles for Youthline on least understood roles. (Also include these on the department web site)	After pre/post test	Vice Chairs-led by Connie DeCorte
4. Invite administrative panel for Interpretation of Rights, Privileges, and Responsibilities to Department meeting	Department meeting	

Strategic Issue 5. How can the Department contribute to the success of probationary faculty?

What to do	When to do it	Who is responsible
1. Finalize and distribute Mentor/Mentee Handbook	ASAP	Mentoring Committee and Sue Pleskac
2. Clarify purpose of Mentor program and of Mentor/Mentee	ASAP	Mentoring Committee and Sue Pleskac
3. Clarify documentation process	ASAP	Mentoring Committee and Sue Pleskac
4. Schedule, plan and present a mentoring workshop	ASAP	Mentoring Committee/SRP
5. Minimize focus on “tenure” and focus more on positive youth development programming	ASAP	All members
6. Address the 3-year review process to possibly include a 1 & 2 year review		
7. Develop a variety of means to help probationary faculty understand and assess scholarship		
8. Encourage the Research and Publications Committee to help advocate and provide assistance to write department papers.		Research and Publications Committee
9. Broaden guidelines of Research and Publications Committee to assess multiple levels of scholarship, i.e. presentations, workshops, CDs/videos		Research and Publications Committee

Strategic Issue 6. How does the Department articulate and be respectful of the similarities and differences between academic staff and faculty?

1. Gather information regarding this issue with other departments	Written document prepared by September 2003	Short-term work group of faculty and academic staff to meet over tele-conference and with Blackboard
2. Identify academic staff—who are they, what do they do	Written document prepared by September 2003	Short-term work group of faculty and academic staff to meet over tele-conference and with Blackboard
3. Involve academic staff in discussion	Written document prepared by September 2003	Short-term work group of faculty and academic staff to meet over tele-conference and with Blackboard
4. Define similarities and differences. Communicate and distribute this information. Use this information for future staffing decisions and plans	Written document prepared by September 2003	Short-term work group of faculty and academic staff to meet over tele-conference and with Blackboard
5. Research who determines faculty and academic staff roles and responsibilities	Written document prepared by September 2003	Short-term work group of faculty and academic staff to meet over tele-conference and with Blackboard
6. Study further if and how the Department can encourage academic staff into faculty status	Written document prepared by September 2003	Short-term work group of faculty and academic staff to meet over tele-conference and with Blackboard
7. Discuss how/who should mentor academic staff	Written document prepared by September 2003	Short-term work group of faculty and academic staff to meet over tele-conference and with Blackboard

NEXT STEPS

- A. Distribute Strategic Plan to members of Department of Youth Development in October 2002
- B. Review of Strategic Plan by Department of Youth Development on 12/11/02
- B. Vote for Adoption by Department of Youth Development membership on 12/11/02
- C. Assign strategic issues to committees and ad hoc committees
 - 1. Address identified issue
 - 2. Focus on action plan
 - 3. Implement action steps
- D. Additional Areas the Department of Youth Development must address in future
 - 1. Develop a mission statement for the Department
 - 2. Develop a vision statement for the Department
 - 3. Timeline for Strategic Plan Review

Adopted 12-11-02