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Strategic planning guides USF’s future

Editor’s note: This is part one of a three-part series on USF’s new strategic development plan.

In planning, never a useless move; in strategy, no step taken in vain.

8th century B.C.

For years, leaders in business and industry have followed the advice of this Chinese philosopher. Strategic planning has long been employed successfully by corporations and institutions to manage their resources more effectively and deliver a better finished product.

American colleges and universities have now begun to follow suit. The University of South Florida is in the midst of that movement with a new planning process that will support the mission of making USF at premier institution of national prominence.

A strategic plan is not a musty old volume to drop out for visiting regents, says President John Lott Brown, “It’s a dynamic, viable plan we are in the process of creating to guide our future growth and development.”

Provost Greg O’Brien agrees, “For USF, our strategic plan will help us decide where we want to be by 1990, and then determine a course of action that covers the next several years to achieve our goals.”

Strategic planning is particularly useful to universities because of its flexibility, its built-in review and evaluation, and especially because faculty and staff see it as an extraordinarily active part in the process,” adds Barbara Sherman, associate vice president for Academic Affairs.

Sherman should know because she is the administrator in charge of developing a strategic plan at USF. According to Sherman, “A strategic plan is a pattern that integrates an institution’s major programs, activities and policies into a cohesive whole, supporting the mission of the institution.”

“Once USF’s goals and objectives are clearly stated, we will have standards against which all of our programmatic and fiscal decisions can be checked,” continues Sherman. “How does the strategic planning process work? There are three main characteristics:

1. The process is sequential and interactive. Major objectives and broad assumptions move from the top down, but detailed plans come from the bottom up. Both may be altered as the process develops.
2. The process is designed to be completed at each organizational level, moving upward until it reaches the highest level.
3. The process is on-going, with a system for goal setting, action planning and implementation, and review and evaluation.

In “a dynamic institution like USF, the plan must be responsive to the academic community and to the urban environment which we serve. It must be flexible enough to accommodate changes as the institution changes,” says Sherman.

Strategic planning began at USF in September, 1983. The educational goals in the State University System’s Master Plan set the tone of the university’s planning. Also, several broad assumptions were made:

1. The share of state appropriations available to USF is expected to continue in future years at approximately the current proportion of the total state budget.
2. The draft of the strategic plan was completed within a national competition to establish a constituency for Handicapped Research and Mental Health community varies in its definitions of emotionally disturbed children in the United States, or approximately 5 percent of the child population. He added that while the mental health community varies in its definitions and treatment approaches, it is in agreement that the severely emotionally disturbed child population is greatly undeserved, and that this is a national problem.

According to Friedman, the President’s Commission on Mental Health estimates there are 3 million seriously emotionally disturbed children in the United States, or approximately 5 percent of the child population. He added that while the mental health community varies in its definitions and treatment approaches, it is in agreement that the severely emotionally disturbed child population is greatly undeserved, and that this is a national problem.

A five-year, $1.5 million federal grant to conduct research, training, and consultation activities for seriously emotionally disturbed children has recently been awarded to the Florida Mental Health Institute at the University of South Florida.

The award was officially announced on October 10 by Governor Bob Graham, who was in Tampa for hearings on the Governor’s Constituency for Children.

FMHI’s grant, which amounts to $300,000 for the first year, was one of only two awards in a national competition to establish a “Research and Training Center for Improved Services for Severely Emotionally Disturbed Children,” by the National Institutes of Handicapped Research and Mental Health. A second grant for $200,000 was made to the Regional Research Institute at Portland State University.

The new Center, under the direction of Robert M. Friedman, will conduct an integrated set of research, training and consultation activities designed to improve the children’s mental health system.

According to Friedman, the President’s Commission on Mental Health estimates that there are 5 million seriously emotionally disturbed children in the United States, or approximately 5 percent of the child population. He added that while the mental health community varies in its definitions and treatment approaches, it is in agreement that the severely emotionally disturbed child population is greatly underserved, and that this is a national problem.

“Children have been one of the most neglected populations in the mental health field,” he said. “They have been both under-served and ineffective served.” The establishment of this Research and Training Center offers an opportunity to assist states in the development and implementation of more effective systems for preventing and treating emotional problems in children.

“The major challenge that we face in children’s mental health is how to provide the prevention and early intervention services that will not only reduce the great impact on the prevalence of emotional disturbance in children, while still providing the needed services for children who are already demonstrating serious and persistent problems.”

Since seriously emotionally disturbed children typically have multiple problems requiring a variety of services, the Center will be concerned with the mental health systems, education, vocational training, and the child welfare and juvenile justice systems.

The research activities will involve four interrelated studies. The first study will utilize a longitudinal research approach over a four-year period to examine the characteristics of seriously disturbed children, the services they receive, the changes that take place over time, and the ultimate outcome of the services. The study initially will include 460 subjects between the ages of 8 and 17 from four different states.

The second study will involve a national survey of services provided to emotionally disturbed children within the educational, mental health, vocational rehabilitation, juvenile justice and child welfare systems. The study will also involve the identification of exemplary programs and systems of services across the country.

The third study will be an integrative and evaluative analysis of research on the prevalence of emotional disturbances in children. The fourth component of the research program will seek to develop and test standards for services to emotionally disturbed children that can guide policy and program development.

The Center will also conduct a broad range of training and consultation activities. These will include workshops in different regions of the country on important policy topics related to children’s mental health services, workshops to help agencies replicate programs that are identified as exemplary, and consultation to states in strengthening their overall system of services for emotionally disturbed children.

The Center will be operated as a component of the department of epidemiology and policy analysis at FMHI. In addition, the Center will utilize faculty from other departments at FMHI and USF. The Center will also work closely with a distinguished group of consultants from across the country, and a National Advisory Board.
Moving Up

Congratulations to the following Career Service employees who have been promoted or received a special sick leave certification form.

PROMOTIONS: Nathan Harris, UTR Supv 1; Hazel Lee, Fiscal Clerk II; Billie Lofaro, RadiT.V. Specialist; Yvonne Jones, Cust. Supv; Ruth Fennin, UTR Supv 1; Cynthia Sanders, UTR Supv 1; Joyce Burnough, Computer Operator I;

revised rule, which will provide general information regarding the new performance appraisal rule.

The following are highlights of the revised rule:

1) The five rating categories (Unsatisfactory, Partially Satisfactory, Satisfactory, Outstanding) currently in use will be replaced with the following three rating areas: Achieves Performance Standards; Exceeds Performance Standards; and Below Performance Standards.

2) An employee will be evaluated in accordance with the performance standards developed by his/her supervisor based on the duties and responsibilities outlined in the employee's job description. Each position will be reviewed by several new concepts for evaluating the performance standards.

3) The performance appraisal workshops to be presented by University Personnel Relations will provide supervisors with more detailed information regarding the rule changes as well as guidelines for developing the required performance standards.

4) The time frame of the performance appraisals or appraisals must be completed has been changed.

5. Makes a continuous effort to evaluate areas of performance and identifies areas for improvement.

6. Works well with people, exhibits tact and good judgment.

7. Conducts and administers certain programs which have been struc-
tured to the needs and goals of the University.

The following vacancies have already been filled:

A&P and Career Service vacancies are posted on bulletin boards throughout the University. Please check periodically in the Personnel Office or call the Personnel Office for a list of available positions. The Personnel Office may call the Jobline (974-2879) for a recorded listing of Main Campus and Medical Center vacancies 24 hours a day.

FACULTY POSITIONS: Associate Director & Professor, Division of Programs, FAH, $42,000-55,000, 11/15. Assistant or Associate Professor, Library Studies Office, College of Education, $22,000-25,000, 11/15. Counselor/Advisor, Counseling Center, Student Affairs, $22,000-35,000, 11/15. Counselor/Advisor, Counseling Center, Student Affairs, $25,000-30,000, 11/15.

COUNSELOR/ADVISING OFFICER:

1. Assists incoming and current students in the development of their own individual educational plans that will lead to the fulfillment of their personal and professional goals.

2. Assists students in the development of a realistic and practical educational plan for the attainment of their goals.

3. Assists students in the development of a realistic and practical educational plan for the attainment of their goals.

4. Assists students in the development of a realistic and practical educational plan for the attainment of their goals.

5. Assists students in the development of a realistic and practical educational plan for the attainment of their goals.

HRC Notes

THE PHILOSOPHY AND RESPONSIBILITIES OF THE DIVISION OF HUMAN RESOURCE DEVELOPMENT'S TRAINING AND DEVELOPMENT FUNCTION

1. The Division of Human Resource Development is to assist in providing experiences which modify or develop the employee to prepare him to be effective in the work situation in such a way that the employee does not work in the attainment of the goals of the Division of Human Resource and aids the employee to better realize his or her full potential.

2. The Division of Human Resource Development is to assist in providing experiences which modify or develop the employee to prepare him to be effective in the work situation in such a way that the employee does not work in the attainment of the goals of the Division of Human Resource and aids the employee to better realize his or her full potential.

3. The Division of Human Resource Development is to assist in providing experiences which modify or develop the employee to prepare him to be effective in the work situation in such a way that the employee does not work in the attainment of the goals of the Division of Human Resource and aids the employee to better realize his or her full potential.

4. The Division of Human Resource Development is to assist in providing experiences which modify or develop the employee to prepare him to be effective in the work situation in such a way that the employee does not work in the attainment of the goals of the Division of Human Resource and aids the employee to better realize his or her full potential.

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Copies of the Human Resources' Sources Manual have already been provided to all area contact persons.

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