

8-30-1994

## Campus Faculty Council : Academic Planning : 1994 : 08 : 30 : Memorandum

University of South Florida St. Petersburg. Faculty Senate.

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To: CFC members

From: Nancy

8/30/94

Here's a starter on a planning process for your response.

**CHALLENGE:** USF St. Petersburg has been challenged to develop a master academic plan to be submitted in March 1995 in search of funding for 1996. President Betty Castor has indicated that, if a detailed plan is developed for meeting unmet needs of Pinellas County residents for higher education, she will support its being funded.

**OBJECTIVE:** The plan developed is to increase access of Pinellas County residents to higher education.

**SPECIFICITY:** The plan developed should indicate the number of lines required in various areas for implementation, the cost of the lines, the support services that would be required and the anticipated enrollment increases to be generated by implementation. A target suggested by Dean Heller is 6000 students by 2005.

**GENERAL INFORMATION:** Reaching the target enrollment suggested at the present growth rate of the campus would require approximately ? years.

**APPROACH:** Dean Heller presented the challenge of developing a master academic plan to the Campus Faculty Council at a meeting held on August 26, 1994. He requested that the CFC develop a process through which all faculty could have an impact on the plan. During the course of that meeting, Dean Heller reviewed possibilities for program initiation and expansion that have been developed from a variety of sources - St. Petersburg college faculty meetings with the dean, initiatives in other parts of the University that create opportunity for USF St. Petersburg, needs expressed by various segments of the larger Pinellas County community and suggestions of individual faculty members. Dean Heller emphasized that the suggestions do not represent an exhaustive list of possibilities.

**CFC RESPONSE:** The intent of the process developed by the CFC is to provide an opportunity for participation process to all members of the campus academic community and to make information about the process and progress available to everyone who is interested. The CFC also considered it important that in the early stages the process be a brainstorming one, avoiding failure to consider options because they have "been tried before" or would damage an existing program. Evaluation, it was thought, needs to *follow* idea generation. Other considerations included recognizing the value of capitalizing on our size and our ability to engage in interdisciplinary or cross-discipline programs and the potential for synergy (for example, if an interdisciplinary concentration or program requires contributions from the history, English, mass communication, education and management departments, faculty might be added to those areas, which make it possible simultaneously to enlarge the scope of the majors).

The Campus Faculty Council suggests the following planning process to Dean Heller:

In preparation for a faculty retreat to be held away from campus, faculty will be invited to add their suggestions to those that have already been made (a list of which is included at the end of this memo). These ideas will be circulated by CFC prior to the retreat. Appropriate representation from Tampa campus faculty will be identified by the CFC in consultation with coordinators and will be invited to participate in the planning process to promote a spirit of collaboration.

The purpose of the retreat will be identifying or reaffirming our basic values as an academic community, generation and exploration of ideas for expanding or initiating academic programs, and development of criteria for evaluating the ideas.

The general meetings will be moderated by a skilled facilitator, preferably with experience in strategic planning. "Break-out" groups will be facilitated by a member of CFC (because CFC has been charged with developing the final report of the planning, making it important that information be as broadly heard and fully understood as possible). Activities at the retreat will include:

1. An initial period of discussion of what we value and how we wish to be perceived.
2. Short presentations explaining each option suggested prior to the retreat, to provide all participants with information required to consider the options. The CFC will identify presenters for the ideas outlined below; generators of additional ideas will be invited to make short presentations explaining their suggestions.
3. Discussion, in break-out groups which cross college and departmental boundaries, of the ideas that have been suggested - elaborating on them, identifying possibilities for synergy, generating additional possibilities, etc.
4. Break-out groups will report to the total group, with the purpose of sharing elaborations of ideas and reaching some common understanding of the suggestions. This activity would involve clarifying rather than evaluating.
5. In the same break-out groups, a SWOT analysis will be undertaken; that is, each group will identify strengths, weaknesses, opportunities and threats to the academic programs at USF St. Petersburg.
6. Full group discussion will follow the SWOT analysis. This analysis, along with the mission statements for

the university and the campus and the values articulated earlier, will help in evolving criteria for decisions among opportunities.

Following the retreat, meetings of the colleges will be held for the purpose of identifying what role the college might play in the academic initiatives that are being considered.

Discussion from the retreat and the colleges will generate information for the CFC to use in developing a preliminary master plan. The plan will be available at any stage for review by and suggestion from any faculty member. Following development of a plan, the CFC will again consult with the total faculty before forwarding the plan to Dean Heller. Following an appropriate feedback time, a report will be made to Dean Heller by December 31, 1994.

Ideas for academic program initiatives which can be used as thought-starters include:

Ethics	Nursing
Urban Studies	Human Services
Aging Studies	Occupational Therapy/Physical
Environmental Studies	Therapy
International Business	Math/Science
International Studies	Expansion of existing
	programs