

FAMU

Rising

FLORIDA A&M UNIVERSITY

Strategic Plan | **2017-2022**



FAMU RISING



CONTENTS	MESSAGE FROM THE BOT CHAIRMAN	1
	MESSAGE FROM THE PRESIDENT	3
	EXECUTIVE SUMMARY	5
	CONTEXT	9
	FAMU’s Transformational History	
	Context and Rationale of the Strategic Planning Process	
	MISSION AND VISION	11
	FAMU STRATEGIC PRIORITIES	13
	STRATEGIC PRIORITY 1: EXCEPTIONAL STUDENT EXPERIENCE	14
	Goal 1: Enhance pathways to degree attainment	
Goal 2: Achieve national distinction for success in retention and graduation rates		
Goal 3: Increase the proportion of students completing high-impact co-curricular experiences to 60%		
Goal 4: Increase the number of students graduating from programs in areas of high employer demand		
Goal 5: Strategically enhance campus residence, athletics, recreational, instructional and research facilities		
STRATEGIC PRIORITY 2: EXCELLENT AND RENOWNED FACULTY	22	
Goal 1: Promote faculty excellence by recruiting, supporting and retaining a diverse faculty with a commitment to teaching, research, and community engagement, consistent with a doctoral-research university		
Goal 2: Maintain and develop sustainable state-of-the-art facilities that support the academic enterprise of the University		

STRATEGIC PRIORITY 3: HIGH IMPACT RESEARCH, COMMERCIALIZATION, OUTREACH, AND EXTENSION SERVICES **26**

Goal 1: Expand and enhance cutting-edge research and creative scholarship for the benefit of the state of Florida, the nation, and the world

Goal 2: Increase research productivity, commercialization and return on investment

Goal 3: Increase the number of nationally recognized graduate programs

Goal 4: Provide outstanding outreach and extension services in the tradition of a land-grant institution

STRATEGIC PRIORITY 4: TRANSFORMATIVE ALUMNI, COMMUNITY, AND BUSINESS ENGAGEMENT **34**

Goal 1: Enhance the University fundraising infrastructure and capacity to generate increased support for the University

Goal 2: Enhance public-private partnerships to support teaching, research, and service

Goal 3: Build and lead strong networks of supporters and partners

Goal 4: Implement effective communication and marketing initiatives to increase visibility and promote the FAMU brand

Goal 5: Leverage the distinctive capabilities and signature programs of the University to strengthen the FAMU brand and economic viability of the University

STRATEGIC PRIORITY 5: FIRST-CLASS BUSINESS INFRASTRUCTURE **40**

Goal 1: Recruit, develop, and retain diverse and excellent staff

Goal 2: Adopt a new budgeting model to support institutional strategic priorities more effectively

Goal 3: Improve transparency and strengthen internal controls to improve compliance and support strategic decisions

Goal 4: Enhance business processes to improve efficiency and cost effectiveness in University operations

Goal 5: Leverage technology and establish a data-driven culture

STRATEGIC PRIORITY 6: OUTSTANDING CUSTOMER EXPERIENCES **46**

Goal 1: Develop and maintain a University-wide culture of service excellence

Goal 2: Sustain superior service levels with ongoing monitoring, accountability, and recognition programs to reward excellent customer service

APPENDIX **49**

MESSAGE FROM THE BOT CHAIRMAN

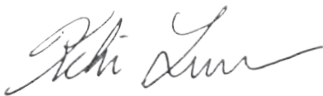
AS AN ALUMNUS of Florida A&M University and Chairman of the FAMU Board of Trustees, I am excited about the University's five-year road map. It will serve as a catalyst for effective and efficient changes that will have an impact on the University's students, faculty, staff, stakeholders, and the global community.

I had the pleasure of working on the strategic plan as board liaison at its inception from 2015-2016 and passed the torch to board liaison, Trustee T. Nicole Washington, who meticulously worked to complete the plan with a highly qualified team. I'd like to commend Trustee Washington, Interim President Larry Robinson, Co-chairs Maurice Edington, Ph.D., Beverly Barrington, and Shawnta Friday-Stroud, Ph.D., the Strategic Planning Work Group, and everyone who came together to provide visionary leadership, analytical data, and valuable insight.

The team spent the past nine months engaging stakeholders on campus and around the nation. We value the input of every stakeholder. The outcome is the result of your collective input and will serve as a road map the entire FAMU family can embrace.

The stakes in higher education have changed, and we have developed an action plan with measurable goals. This is critical to enhancing student success and ensuring that FAMU meets state performance metrics that are used to fund higher education. We are focused on continuous improvement in all practices and processes.

We believe this plan puts us in a position to compete not only with other Historically Black Colleges and Universities but any other university in the state and the nation as we produce highly trained undergraduate and graduate students with the purpose of helping families attain their educational and financial dreams. With the assistance of an army of Rattlers and supporters, this strategic plan will ensure that FAMU becomes "a premier, land-grant, doctoral research institution that produces globally competitive graduates."



Kelvin Lawson
Chairman, FAMU Board of Trustees





MESSAGE FROM THE PRESIDENT

WITH EVERY SUNRISE a new day begins. Each new day constitutes a new beginning, a continuation and an opportunity to build upon the foundations of our past, heralding a more meaningful and prosperous future. If only we could view the sun from the perspective of other celestial bodies, it would be even more apparent that the sun never sets, but rather it continuously illuminates a distinct path through the heavens – it is always rising. It is influenced by forces that govern celestial mechanics but no other star shares its identical history, its journey or its future.

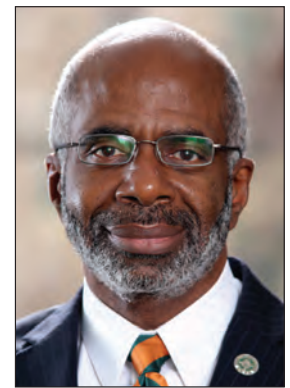
On October 3, 1887, a rising star was established in Tallahassee, Florida. This star, Florida A&M University, has risen to levels exceeding the expectations of many while fulfilling the hopes and dreams of countless others who chose to venture into the pathway illuminated by the Eternal Flame. FAMU has experienced its share of challenges but with each challenge overcome, its commitment to “Excellence with Caring” has been reaffirmed with even greater resolve.

Stemming from the collective input of the Board of Governors, the FAMU Board of Trustees, faculty, staff, students, alumni and friends, our new strategic plan “FAMU RISING” provides the basis for a transformational future. FAMU will rise to set new benchmarks among our peers and become an aspirational institution for others. This future will be realized by focusing on the essential elements that contribute to student success, productive and engaged faculty, innovation stemming from research and extension, highly effective business processes, and exemplary customer service grounded in our core values. Just as it took our collective input to develop this plan, as a stakeholder or a friend of the University, we invite you to join us in the successful implementation of “FAMU RISING.”

Thank you,



Larry Robinson, Ph.D.
Interim President





**FAMU'S DISTINCTION AS
A DOCTORAL/RESEARCH
INSTITUTION WILL CONTINUE
TO PROVIDE MECHANISMS
TO ADDRESS EMERGING
ISSUES THROUGH LOCAL AND
GLOBAL PARTNERSHIPS.**

-Excerpt from FAMU Mission Statement



EXECUTIVE SUMMARY

F LORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY (FAMU) has entered a new and exciting phase in our evolution, providing us with an opportunity to evaluate and refine our priorities, while “Rising” to meet the challenges of an ever-changing higher education landscape and highly competitive global marketplace.

- **Global:** The global marketplace has changed dramatically in recent years through advances in technology and improvements in the quality of national higher education systems across the world. Universities must meet this challenge by producing graduates with the requisite skills and experiences to compete on a global scale.
- **National:** Across higher education, competition for high-achieving students has increased, the cost of a degree has steadily risen, and an increasing number of institutions are turning to alternative delivery models of instruction. Universities are also placing increasing focus on engagement and extracurricular education.
- **Florida:** Florida higher education has changed dramatically in the last several years, with an increased focus on accountability. Performance-based funding for public universities has transformed Florida higher education and focused state universities on data-driven outcomes.
- **HBCU:** HBCUs have encountered several challenges in recent years, with many institutions struggling to respond to the rising costs of educating students, changing requirements in need-based federal financial aid and increased competition for students.

We have established bold, ambitious goals, with a focus on enhancing the quality of the student educational experience. Our vision is for FAMU to be recognized as a premier land-grant, doctoral research institution that produces globally competitive graduates. To aid us in achieving this vision, we have established six strategic priorities with corresponding goals that will enable collaborative, laser-focused execution of our Strategic Plan and elevate FAMU’s performance against both internal and external metrics.

PREMIER: As we continue to strengthen and grow our comprehensive academic program offerings, we strive to be among the leaders in the higher education community in providing quality high-impact educational experiences for our students.

1890 LAND-GRANT: We will bolster our delivery and mix of academic programs and outreach initiatives related to agricultural and related disciplines.

DOCTORAL RESEARCH: Research is central to our mission and vision for the University, and we are committed to making our research enterprise a University-wide priority. We aspire to have the research footprint and impact of an internationally recognized doctoral-research university.

GLOBAL IMPACT: We seek to have an increased global impact through more direct student and faculty engagement with the international community, as well as indirect influence through the quality of our instructional and research programs.

These four key elements are at the core of FAMU's mission and are reflected in the Strategic Priorities and Goals described in this document.

- **Strategic Priority 1:** Exceptional Student Experience - Student success. We will increase student success and improve the overall student experience by enhancing academic support services, strengthening our academic degree programs, enhancing our living-learning environment, and promoting innovative co-curricular activities.
- **Strategic Priority 2:** Excellent and Renowned Faculty - Faculty excellence. We will attract and retain world-class faculty, improve faculty incentives and invest in critical research facilities.
- **Strategic Priority 3:** High Impact Research, Commercialization, Outreach, and Extension Services - Research that makes a difference. We will refine our research priorities, expand our research productivity and commercialization footprint, and build upon our contributions in outreach and extension, as we continue to grow the University's reputation as a doctoral-research university.
- **Strategic Priority 4:** Transformative Alumni, Community, and Business Engagement - Building and

expanding our partnerships. We will increase engagement with our alumni base, business partners, and within our local, national and global communities to increase our impact and grow financial support for the University.

- **Strategic Priority 5:** First-Class Business Infrastructure - Business operations that support our mission. We will recruit and retain an excellent and diverse staff, enhance our administrative services, adopt a more transparent and effective budgeting model, and leverage technology to make our operations more effective and efficient.
- **Strategic Priority 6:** Outstanding Customer Experiences - Leadership through service. We will consistently provide high-quality customer experiences in all facets of University operations.

These six Strategic Priorities will help FAMU transform in a strategic and focused manner over the next five years, ensuring all of the many initiatives we intend to implement drive us towards our singular aim: becoming a premier, land-grant, doctoral research institution that produces globally competitive graduates.



ALIGNMENT OF FAMU STRATEGIC PLAN WITH FLORIDA BOG 2025 SYSTEM STRATEGIC PLAN

FAMU STRATEGIC PLAN STRATEGIC PRIORITIES	BOARD OF GOVERNORS SUS STRATEGIC PLAN GOALS		
	TEACHING AND LEARNING	SCHOLARSHIP, RESEARCH AND INNOVATION	COMMUNITY AND BUSINESS ENGAGEMENT
PRIORITY 1: Exceptional Student Experience	X	X	X
PRIORITY 2: Excellent and Renowned Faculty	X	X	X
PRIORITY 3: High Impact Research, Commercialization, and Public Service	X	X	X
PRIORITY 4: Transformative Alumni, Community, and Business Engagement		X	X
PRIORITY 5: First Class Business Infrastructure	X	X	X
PRIORITY 6: Outstanding Customer Experiences	X	X	X

FAMU STRATEGIC PLAN KEY PERFORMANCE INDICATORS

2017	METRIC	2022
83%	FTIC 2nd-year retention rate	88%
74.6%	Academic progress rate (2nd year retention with GPA above 2.0)	85%
18%	FTIC 4-year graduation rate	40%
40.7%	FTIC 6-year graduation rate	60%
28.3%	Percent of Bachelor's degrees without excess credit hours	60%
64.6%	Percent of Bachelor's graduates enrolled or employed full-time (earning salary of \$25,000+)	75%
\$32,700	Median wages of Bachelor's graduates employed full-time	\$38,000
\$12,640	Average cost to student	\$11,000
48%	Bachelor's degrees awarded in programs of strategic emphasis	55%
58.2%	Graduate degrees awarded in programs of strategic emphasis	65%
749	AA transfers headcount enrollment	1,100
2,279	Number of degrees awarded	2,500
20	Number of research doctorates awarded	30
9,614	Fall headcount enrollment	12,000
3	Number of patents	6
\$45.4M	Total R&D expenditures	\$50M
\$6.4M	Annual giving	\$15M
\$115.6M	Endowment value	\$155M





FAMU's Transformational History

FAMU was founded on October 3, 1887 as the State Normal College for Colored Students. From its modest beginnings with two instructors and 15 students, to its designation in 1909 as Florida Agricultural and Mechanical College for Negroes (FAMC), to its elevation to university status in 1953, FAMU has evolved into a comprehensive 1890 land-grant, doctoral research university that has distinguished itself as a national leader in many areas. Today, FAMU enrolls over 9,600 students, is highly regarded as one of the nation's top historically black colleges and universities (HBCU) and is part of the 12-member State University System of Florida.

Throughout its 130-year journey, FAMU has maintained a rich tradition in academics, research, and service. FAMU has made immeasurable contributions to the state of Florida and nation by producing thousands of successful alumni, uplifting families and communities, advancing knowledge through teaching and research, and engaging in impactful community outreach and service activities.

FAMU's excellence as an institution of higher learning stems in part from the University's unique, long-standing position as an 1890 land-grant institution that grew out of the vision that higher education was important to the future of the state. The path along FAMU's journey has been

illuminated and illustrated by the brilliance of students, genius of faculty, dedication of nurturing staff, generosity of alumni and donors, and the wisdom of administrators, all committed to a common mantra: "Excellence with Caring."

We are currently experiencing times of great uncertainty in higher education. Nationally and locally, higher education is undergoing dramatic and fundamental changes. The social, technological, educational, political, and environmental factors that impact the future of higher education present both challenges and opportunities. Through this strategic planning process, the University has taken stock of today's challenges and opportunities, peered beyond the horizon, leveraged the successes of the past 130 years, and identified a suite of "Strategic Priorities" that will ensure FAMU remains a leader in higher education and a vital resource to our constituents well into the future.

Context and Rationale of the Strategic Planning Process

The 2020 Vision with Courage Strategic Plan (2010-2020) was approved by the FAMU Board of Trustees on October 15, 2009. During the ensuing years, numerous changes have occurred in the higher education landscape, warranting the University to take on this initiative to develop a new strategic plan. A Strategic Planning Taskforce (SPTF) was formed in September 2015 to "update and expand upon the existing 2010-2020 Strategic Plan." The



SPTF subsequently developed a report entitled “Performing Boldly Beyond Measure.” The University administration used the SPTF report as the foundation for developing an initial draft Strategic Plan in June 2016. A Strategic Planning Workgroup was established in October 2016, and was charged with the task to use the SPTF report and initial Strategic Plan draft to complete the development of the University’s new strategic plan. This plan builds upon both documents by providing a five-year strategic plan that outlines focused strategic priorities, goals and strategies that are linked to available resources and funding.

During the development of the new Strategic Plan, it was also important to use the strategic planning process to reenergize constituents near and far, and focus our collective attention on FAMU’s future. This process included broad-based involvement of students, faculty, staff, alumni, administrators, retirees, employers and the FAMU Board of Trustees. We are extremely grateful to the hundreds who actively participated in town hall meetings, focus group meetings, teleconference calls, and weekly committee meetings. We received hundreds of electronic and hard copy surveys that helped crystalize our thoughts and ideas into a concise array of goals and strategies to address future challenges and

opportunities. When viewed in its totality, the Strategic Planning Process enabled FAMU to build on its considerable strengths and assets, develop critical strategic priorities and bold strategies tied to budget, and establish goals and accountability measures.

This Strategic Plan provides the University with a road map of actions that transcend the boundaries of colleges, schools, and administrative units. FAMU has an enormous opportunity to become an even stronger “first-choice” educational institution for students, a priority destination for agencies that invest in research, a model of meaningful engagement and service to our constituents, and a trusted and favored institution committed to transparency and accountability.

This Strategic Plan will enable FAMU to adapt, take advantage of its opportunities, and manage the strategic priorities that are critical to achieving its vision. Thus, we must move forward strategically with a keen focus and a willingness to be innovative. Through the implementation of the goals and strategies cited herein, FAMU demonstrates its dedication to “Rising” to meet all challenges and to making contributions to the state of Florida and the world that are bold and exceed all expectations. It is an honor to present “FAMU Rising.”

MISSION AND VISION

University Mission Statement

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

University Vision Statement

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY (FAMU) will be recognized as a premier land-grant, doctoral-research university that produces globally competitive graduates.

Achieving this vision requires the University to provide students with an educational experience that allows them to compete in the 21st century global economy. Today's students are interested in becoming entrepreneurs and innovators. They are not just interested in getting a job, but addressing social issues and providing transformational solutions to world and community problems. At FAMU, we are enhancing our status as a first-choice institution that students will pay for and in which donors will invest. We will create strategies and choices to accomplish this, using six guiding principles: quality, integrity, transparency, accountability, core values, and outstanding customer service.



FAMU STRATEGIC PRIORITIES



EXCEPTIONAL STUDENT EXPERIENCE

EXCELLENT AND RENOWNED FACULTY

**HIGH IMPACT RESEARCH, COMMERCIALIZATION,
OUTREACH, AND EXTENSION SERVICES**

**TRANSFORMATIVE ALUMNI, COMMUNITY,
AND BUSINESS ENGAGEMENT**

FIRST-CLASS BUSINESS INFRASTRUCTURE

OUTSTANDING CUSTOMER EXPERIENCES



**STRATEGIC PRIORITY 1
GOALS**

- Enhance pathways to degree attainment
- Achieve national distinction for success in retention and graduation rates
- Increase the proportion of students completing high-impact co-curricular experiences to 60%
- Increase the number of students graduating from programs in areas of high employer demand
- Strategically enhance campus residence, athletics, recreational, instructional and research facilities

FAMU STRATEGIC PRIORITY

EXCEPTIONAL STUDENT EXPERIENCE

OUR FOCUS:

Student success. We will increase student success and improve the overall student experience by enhancing academic support services, strengthening our academic degree programs, enhancing our living-learning environment, and promoting innovative co-curricular activities.

WE ARE DEDICATED to providing our students a high-quality education, an exceptional student experience, and every available advantage to succeed while enrolled and after graduation. This has been our mission for over 130 years. As a public land-grant HBCU, we are committed to our mission of educating, serving, and graduating African Americans and persons of all races, ethnic origins, and nationalities in all disciplines offered at the undergraduate, graduate, and professional levels. We never forget that our first priority is—and always will be—our students, the young men and women who come to FAMU with enormous potential and whom we expect to leave FAMU ready to lead lives of leadership, meaning, and purpose.

We offer nearly 100 degree programs - 52 baccalaureate, 27 master's, 12 doctoral, and three professional programs - across 14 colleges and schools. While this breadth of offerings provides students with a variety of academic options, we need to continuously evaluate and strengthen our current program offerings. We must be willing to close or combine programs to make room for new programs and initiatives that align with our strategic priorities and that provide our students with a competitive edge in the rapidly evolving global marketplace of today and tomorrow.

Over the next five years, we will implement new initiatives that help students appreciate the significant role FAMU plays in their development and that facilitate their

transition to becoming successful and supportive alumni. The five goals enumerated below are designed to ensure that we provide exceptional experiences for our students.

GOAL 1: Enhance pathways to degree attainment

THE REAL MEASURE of a university's impact is not how many students it enrolls, but how many it graduates. We currently award about 2,200 degrees each year, with 73% at the bachelor's level. We will provide our students with new and enhanced pathways to obtain degrees, which will allow us to increase our degree production such that we produce 2,500 well-qualified graduates each year. This will require us to take a more strategic and coordinated approach to recruiting and retaining our students, strengthen partnerships with community colleges and K-12 schools, and provide students with a greater number of options for completing degree requirements during their matriculation.

Our efforts to enhance pathways will focus on:

- 1) **increasing** student retention and graduation rates through enhanced student success initiatives;
- 2) **creating** strategic partnerships with community colleges to facilitate a seamless transition of AA transfers to the University;
- 3) **enrolling** more college-ready and honors students in high-demand degree programs at the undergraduate level;
- 4) **increasing** the availability of online course offerings to provide students with additional flexibility in enrolling in courses to complete degree requirements;
- 5) **developing** international partnerships and MOUs to create additional opportunities for international students to enroll in our undergraduate, graduate, and professional degree programs; and

GOAL 1 cont.:

- 6) **increasing** financial support and expanding professional development opportunities for students enrolled in graduate and professional programs.

Our retention and persistence strategies provide students with enhanced, targeted academic support services to help them choose suitable majors as early as possible and increase their odds of completing in four years. We will adopt new tools that assess students' capabilities to better match their desired majors and capabilities with careers in high-demand areas and programs of strategic emphasis for the state of Florida. We also will increase our online course offerings to create greater flexibility in scheduling and increase access to courses for students who experience scheduling conflicts that prevent them from enrolling in desired courses.

Our enhanced undergraduate recruitment strategies will have a major focus on elevating the academic profile of our student body and increasing enrollment of community college transfer students. We will establish and strengthen relationships with top high schools locally and throughout the state, and increase fundraising efforts to generate

additional scholarship dollars for high-achieving students. We will grow our upper-division enrollment by developing specialized 2+2 articulation agreements with Florida community colleges. Through our Office of International Education and Development, we will take an aggressive approach towards engaging the international community to foster relationships that create additional opportunities for international students to enroll in our programs.

As we focus on increasing our degree production, we remain committed to our historic mission of providing access to students from underrepresented populations. We will expand our efforts to provide college-readiness information and offer academic support programs to students at the K-12 level to assist them in meeting our desired academic profile so they are able to successfully compete for admission into FAMU. We will expand current outreach initiatives, such as the annual FAMU STEM Day and on-campus summer enrichment camps, while also increasing our engagement with K-12 schools across Florida.

We are equally focused on providing graduate and professional students with sufficient resources and professional development opportunities to ensure their success. We will increase financial support for students and create additional opportunities for these students to acquire the skills and experiences needed for them to successfully matriculate through our programs and into the global marketplace.

GOAL 2: Achieve national distinction for success in retention and graduation rates

AS THE NATION'S LEADING PUBLIC HBCU, we graduate nearly 2,200 students each year, about 90% of whom are African American. We are second in the country among all institutions in the number of African American bachelor's degrees awarded. Our most recent second-year retention rate is 83%, the highest among public HBCUs and in the top 25% of all four-year institutions. However, our six-year graduation rate is only 40%. We must do better. Our goal is to significantly increase graduation and retention rates for all of our students. By 2022, we

GOAL 1 STRATEGIES

- Develop and implement a comprehensive strategic recruitment and enrollment management plan for the University
- Increase the academic profile of incoming FTIC cohorts
- Develop articulation agreements with Florida community colleges
- Increase enrollment in online courses and degree programs
- Expand the Honors Program to create an Honors College

GOAL 1 METRICS

- Annual degrees awarded
- Fall headcount enrollment
- Licensure pass rates
- Enrollment in online courses and degree programs
- AA transfers headcount enrollment

anticipate having a six-year graduation rate of at least 60%, which would place us in the top quarter of all universities nationally.

We will take an aggressive approach to improving retention and graduation rates by enhancing current academic support services and implementing new initiatives based on proven best practices in higher education. We will increase support for our learning centers in writing, mathematics and the sciences; offer 24-hour tutorial services; expand our Supplemental Instruction and Learning Assistant Programs in STEM subject areas; increase the number of Living Learning Communities; offer peer-mentoring programs; and develop Second-Year and Third-Year Experience Programs. These initiatives will help to ensure all students meet their full academic potential. Moreover, we will continuously enhance our proactive advisement system, which has encouraged students to progress and graduate in a timely fashion.

Through these and other strategic measures, we will reach our overall goal of providing students with an exceptional experience on the path to academic and career success.

GOAL 3: Increase the proportion of students completing high-impact co-curricular experiences to 60%

TO COMPLEMENT THE “Excellence with Caring” that takes place in the classroom, we will provide our students with high-impact, innovative co-curricular experiences. These practices include:

- internships
- clinical experiences
- field research
- research with faculty members
- capstone projects
- international experiences

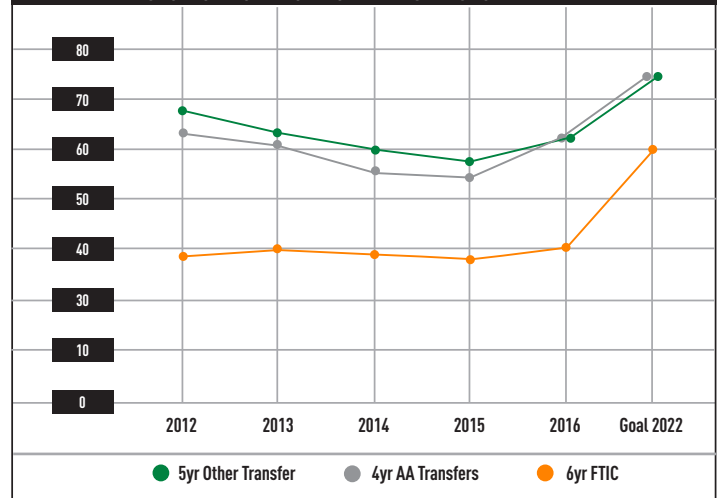
GOAL 2 STRATEGIES

- Intensify student success initiatives to improve retention and persistence that include:
 - Enhancing academic advising training and resources
 - Expanding academic support services
 - Increasing the use of predictive analytics
 - Enhancing early alert retention mechanisms for at-risk students
 - Expanding the Living-Learning Communities
- Increase faculty use of pedagogical best practices in undergraduate and graduate programs
- Promote financial wellness education to minimize student debt and improve financial health

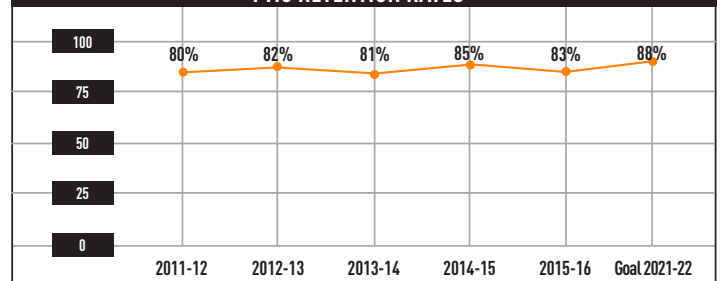
GOAL 2 METRICS

- 4-year and 6-year graduation rates
- FTIC retention rates
- Percent of bachelor’s degrees without excess hours
- Student loan debt and default rates
- Average cost to the student

HISTORICAL GRADUATION RATES BY STUDENT TYPE



FTIC RETENTION RATES



GOAL 3 cont.:

Our professional programs and several of our undergraduate and graduate nonprofessional programs require students to have these types of enriching experiences. There are some programs, however, where these types of high-impact co-curricular experiences are not required, but encouraged. The results of our most recent exit survey of graduating students indicate that less than 25% of graduates complete an internship or research experience prior to graduation. We will revise the curriculum requirements in our undergraduate and graduate programs and expand professional development opportunities to significantly increase the number of students who engage in high-impact co-curricular activities.

International experiences are a critical area of focus for co-curricular activities. International experiences broaden students' views and perceptions of the world and their potential contributions to society. Research also suggests that study abroad has a positive impact on retention, and student time to graduation. Students who have studied abroad tend to find jobs more quickly and have higher starting salaries than their peers who did not study abroad. We will expand student participation in study abroad and international programs. According to the Institute of International Education, only 5.6% of U.S. students who studied abroad in 2014-15 were African American. We have had some success in promoting study abroad. In 2015-16, 84 FAMU students participated in study abroad programs. In the 2016-17 academic year, 114 FAMU students studied abroad. While this participation rate is rising, and is above that of most other HBCUs, we have an opportunity to continue to expand study abroad participation. This will be done through more aggressive promotion of study abroad opportunities and the development of more faculty-led and customized programs.

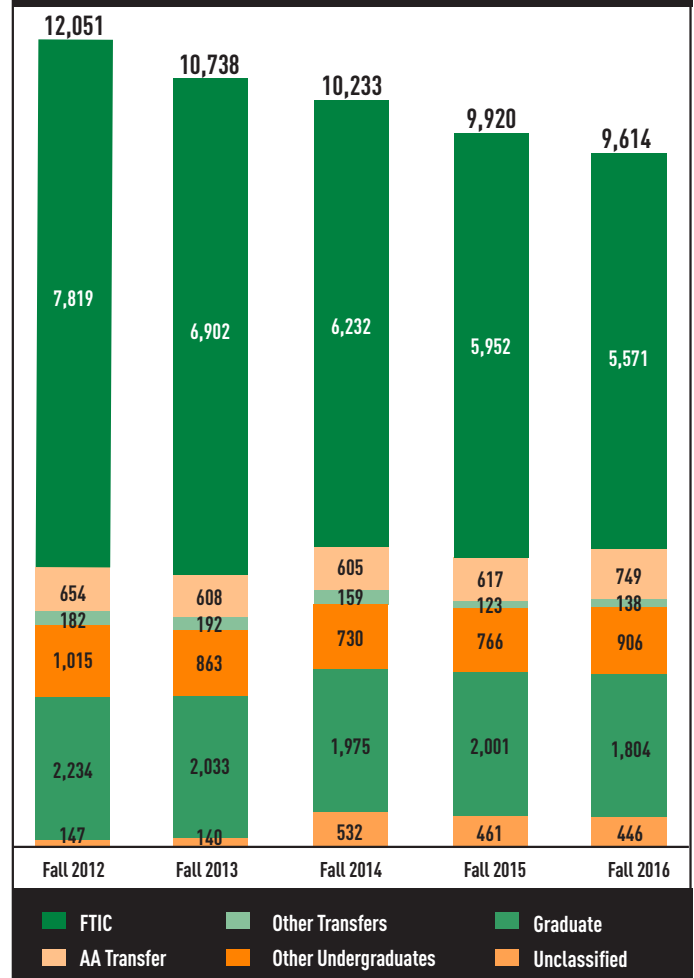
GOAL 3 STRATEGIES

- Ensure that every undergraduate and graduate degree program requires an integrative learning experience
- Increase the number of students engaged in study abroad or international educational experiences
- Increase the number of undergraduate and graduate students that use the services provided by the University Career Center

GOAL 3 METRICS

- Number of students completing internships, capstone projects, field and research experiences
- Number of students completing study abroad or international experiences
- Percentage of bachelor's graduates enrolled or employed within the U.S. one year after graduation
- Annual number of students utilizing the University Career Center services

HISTORICAL ENROLLMENT BY STUDENT TYPE



GOAL 4: Increase the number of students graduating from programs in areas of high employer demand

MAINTAINING A PORTFOLIO of high-quality academic programs is critical to our continued success in meeting student and market demand. We understand current and future workforce needs will require us to offer more cutting-edge interdisciplinary programs that will enable us to produce graduates ready to enter tomorrow's workforce for positions yet to be created or conceived.

We will continue to enhance existing programs and develop new degree programs as high-growth and high-demand areas are identified. The development of these new programs also will allow us to increase the number of graduates in areas identified by the Florida Board of Governors as Programs of Strategic Emphasis (PSE), which include STEM, Health, and Globalization. New interdisciplinary academic degree programs prioritized for development include cybersecurity, data science, business analytics, sustainability, digital communication and media/multimedia, biomedical engineering, and biotechnology, to name a few. We are committed to ensuring that our graduates remain highly sought after as future leaders ready to solve complex issues and to serve society.

GOAL 4 STRATEGIES

- Develop new degree programs in areas of high employer demand
- Implement an annual academic program review process to determine if programs need to be eliminated, merged, or restructured
- Implement incentive programs and a reward structure for faculty and staff to identify, assess, and implement leading-edge teaching practices

GOAL 4 METRICS

- Percentage of bachelor's and graduate degrees awarded within Programs of Strategic Emphasis
- Percentage of bachelor's graduates employed (earning \$25,000+) or enrolled within the U.S. one year after graduation
- Median wage of bachelor's graduates employed full-time in Florida one-year after graduation

GOAL 5: Strategically enhance campus residence, athletics, recreational, instructional and research facilities

FAMU'S PHYSICAL SPACES are integral to attracting and retaining the best talent. Several construction and renovation projects are currently in progress that will help maintain our competitive edge in recruiting top students and providing them with living, learning, and recreational spaces that meet their needs and expectations. One major project underway is the construction of the Center for Access and Student Success (CASS), which will be a 72,000 square foot, state-of-the-art, one-stop-shop facility housing most of our student support offices. The CASS facility is expected to be completed by 2020. We also will prioritize projects in FAMU's annual Capital Improvement Plan based on their potential impact for improving the quality of the student experience.

We are committed to enhancing our facilities by strategically reallocating existing resources and identifying new revenue sources, such as developing public-private partnerships, to ensure campus facilities are upgraded, maintained, and refreshed in order for our students have an "Exceptional Student Experience."



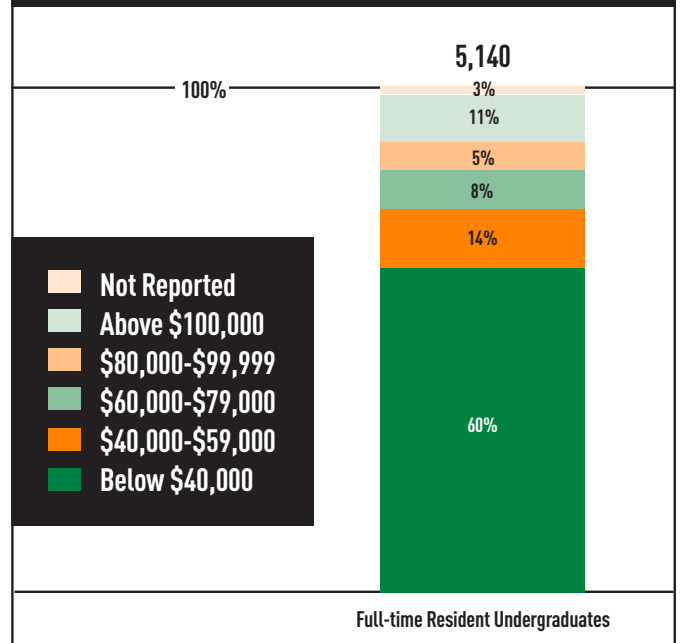
GOAL 5 STRATEGIES

- Refresh residence, athletic, instructional, and recreational facilities and equipment every three years
- Develop plan for increasing on-campus housing capacity, including graduate housing
- Invest in state-of-the-art classroom facilities and equipment that support active learning, distance learning, new pedagogy, and other leading-edge teaching/learning practices

GOAL 5 METRICS

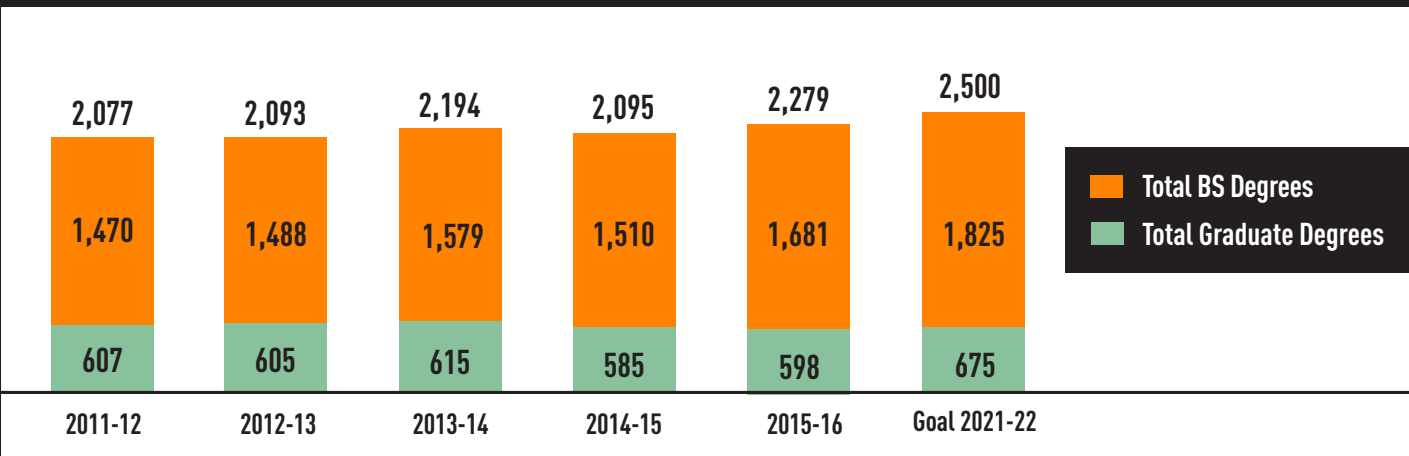
- Number of residence facilities renovated
- Number of athletic facilities renovated
- Number of instructional facilities and equipment refreshed
- Number of student recreational facilities renovated or refreshed
- Number of new residence facilities

FULL-TIME RESIDENT UNDERGRADUATE STUDENTS BY FAMILY HOUSEHOLD INCOME 2015-2016





DEGREES AWARDED



**STRATEGIC PRIORITY 2
GOALS**

- Promote faculty excellence by recruiting, supporting and retaining a diverse faculty with a commitment to teaching, research, and community engagement, consistent with a doctoral-research university
- Maintain and develop sustainable state-of-the-art facilities that support the academic enterprise of the University

FAMU RISING

FAMU STRATEGIC PRIORITY

2

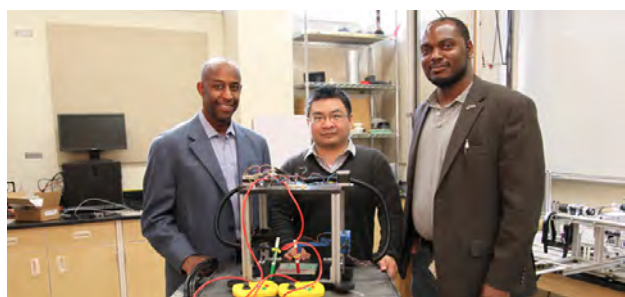
EXCELLENT AND RENOWNED FACULTY

OUR FOCUS:

Faculty excellence. We will attract and retain world-class faculty, improve faculty incentives and invest in critical research facilities.

THE 600+ MEMBERS OF FAMU'S FACULTY are primarily responsible for the recognitions, accomplishments, and successes of the University. In the last year alone, faculty have been behind our designation as a National Center of Academic Excellence in Cyber Defense Education, our membership in the Consortium on Coastal and Marine Ecosystems, and our partnership with Lockheed Martin and NASA to contribute to the future of space exploration. Our faculty serve as the cornerstone of growth and development within the University, and that strength provides the basis for the highest level of outcomes in arenas related to student success, research productivity, and increased state-of-the-art commercialization.

To maintain and improve our status as a leading university, additional investments must be made to support current faculty and recruit new faculty who have a commitment to excellence in teaching, research and service. We will work to provide additional professional development opportunities for faculty and create expanded opportunities to acknowledge and reward faculty excellence. We are committed to upgrading our physical facilities to ensure faculty have access to cutting-edge research equipment and laboratories, and state-of-the-art classroom spaces.



GOAL 1: Promote faculty excellence by recruiting, supporting and retaining a diverse faculty with a commitment to teaching, research, and community engagement, consistent with a doctoral-research university

EXCELLENCE IN TEACHING, research and service are essential to the realization of successful institutional performance. Hence, our ultimate goal is to enable and facilitate opportunities for faculty in all disciplines to reach their goals in teaching, research and community engagement throughout their careers. These efforts begin with the recruitment of new faculty and are enhanced and fortified by an institutional focus on retaining high-performing faculty.

Well-organized, focused, faculty recruitment, along with enhanced sponsored professional development opportunities will strengthen the faculty ranks and academic programs. We also will promote interdisciplinary faculty collaboration, provide instructional and technical support for online learning, develop mentoring programs for faculty at every level, and advance innovative methods for faculty retention and/or realignment.

FAMU's mission includes providing undergraduate and graduate students with exceptional and rewarding learning experiences. These are often engendered by interdepartmental collaborations and instruction. Key approaches to foster more collaboration include: creation of joint faculty lines, strategic revisions in curricula that promote interdepartmental teaching, and seminars that introduce students to multiple dimensions of various disciplines. The research results produced by collaborations also must be publicized locally, nationally, and internationally in order to foster the involvement and participation of renowned faculty at FAMU and colleagues at other

GOAL 1 cont.:

institutions. Increased communication and publication will afford opportunities to attract other renowned scholars for short-term collaborations and scholarly webinars, all aimed at strengthening our standing as a doctoral-research university.

GOAL 1 STRATEGIES

- Develop and implement a comprehensive campus-wide faculty recruitment and retention plan
- Provide tangible incentives to annually acknowledge and reward outstanding teaching, research and service efforts
- Promote interdisciplinary teaching and research
- Publicize areas of research emphasis to foster the involvement and participation of renowned faculty
- Establish a faculty development program that supports faculty efforts to achieve and maintain excellence in teaching, research and service, and also provides assistance to faculty who are deemed to be underperforming
- Maintain tenure and promotion criteria consistent with a doctoral-research university
- Conduct a study to evaluate faculty workloads at the University

GOAL 1 METRICS

- Number of new faculty hires in areas of strategic emphasis
- Number of faculty recognized and rewarded for excellence in teaching, research and service
- Number of research proposal submissions from interdisciplinary teams
- Number of faculty members receiving prestigious awards per year
- Numbers of colleges/schools that revise tenure and promotion criteria

GOAL 2: Maintain and develop sustainable state-of-the-art facilities that support the academic enterprise of the University

MODERN ACADEMIC TEACHING and laboratory space is critical for faculty recruitment, retention and research productivity. We have had notable success in facilities additions and renovations, including the recently completed College of Pharmacy Laboratory, a 74,648 square-foot, five-story research facility. The laboratory addition will facilitate the innovative work of our top-ranked pharmacy program. However, significant upgrades are needed to expand research growth in other high-priority areas, such as computer science and the biomedical sciences. In order to attract and retain world-class faculty members, we will develop a comprehensive plan to upgrade and modernize facilities and infrastructure to create an environment that is accessible, inviting and supportive of our academic and research aspirations. These efforts will include evaluating existing research facilities and prioritizing space allocations to support faculty research that aligns with our strategic priorities.



GOAL 2 STRATEGIES

- Determine the feasibility of a dedicated facility for faculty to use for activities such as meetings, seminars, training and leisure
- Invest in facilities and support services that assist faculty to continuously strengthen their teaching and research effectiveness and productivity
- Ensure the University Master Plan and the Capital Improvement Plan are consistent with enriching the teaching, learning, and working environment
 - o Establish a Master Plan Steering Committee to include faculty representation
 - o Publicly report accomplishments and revisions of the Master Plan and the Capital Improvement Plan on an annual basis

GOAL 2 METRICS

- Number of dedicated spaces allocated for faculty use
- Number of recommendations from the Master Plan Steering Committee that are implemented





STRATEGIC PRIORITY 3 GOALS

- Expand and enhance cutting-edge research and creative scholarship for the benefit of the state of Florida, the nation, and the world
- Increase research productivity, commercialization and return on investment
- Increase the number of nationally recognized graduate programs
- Provide outstanding outreach and extension services in the tradition of a land-grant institution

FAMU RISING

FAMU STRATEGIC PRIORITY

3

HIGH-IMPACT RESEARCH, COMMERCIALIZATION, OUTREACH, AND EXTENSION SERVICES

OUR FOCUS:

Research that makes a difference. We will refine our research priorities, expand our research productivity and commercialization footprint, and build upon our contributions in outreach and extension, as we continue to grow the University's reputation as a doctoral-research university.

RESEARCH AND PUBLIC service are key priorities for FAMU and an essential component of our land-grant mission. A vibrant research enterprise brings in world-class faculty, raises money and reputational status for the University, provides avenues to give back to the community, and affords students research experiences at the undergraduate and graduate levels. The results are improved academic performance and boundless opportunities to create new knowledge. Our current research performance is strong. In 2015-16, FAMU received more than \$40M in new and continuing awards and contracts. For the period 2014-15, a National Science Foundation (NSF) report listed FAMU as the second HBCU nationwide for research and development expenditures (\$46.5M) and ranked FAMU in the top 20% among all colleges and universities. Also, in 2015, our Carnegie classification changed to R2 (Doctoral Universities-Higher research activity).

Although we have had many successes, there is room for FAMU to continue to grow our research enterprise. Our externally funded research expenditures are slightly below the average of our peer universities (see Appendix for a list of our peer universities). We can generate additional research capacity by aligning our academic policies and faculty incentives with those of a major doctoral-research university, as well as making key investments in research facilities. We also have an opportunity to grow our public service programs.

Additional work in the local community will also help us to enhance our land-grant university identity.

GOAL 1: Expand and enhance cutting-edge research and creative scholarship for the benefit of the state of Florida, the nation, and the world

FURTHER INVESTMENT IN research is critical for FAMU's future success. To be effective, we must focus resources on a select number of areas where FAMU can achieve increased national and international recognition and impact. As a result, we will prioritize faculty hires in research thrust areas, support research-active faculty with reduced teaching responsibilities and other rewards, and establish appropriate shared research facilities in key areas.

Success in other strategic plan priorities, such as ensuring first-class business infrastructure, also will be essential to maximizing our research outcomes. And in order to leverage our impact, we must develop new partnerships with other academic institutions, and national research laboratories and companies.



GOAL 1 cont.:

GOAL 1 STRATEGIES

- Increase the national competitiveness of FAMU's graduate programs by developing research thrusts in key areas that build upon pre-existing strengths and position FAMU to establish a strong research presence in new and emerging fields
- Recruit and retain outstanding faculty, staff, and students to support core research priorities
- Increase the number of partnerships with national research laboratories and companies to promote faculty engagement in collaborative and interdisciplinary research in the priority research areas
- Establish core research facilities wherein scientists, engineers, and social scientists work on joint projects using a core laboratory that houses state-of-the-art instruments

GOAL 1 METRICS

- Total R&D expenditures
- Number of graduate degrees in research thrust areas
- Number of peer-reviewed publications in research thrust areas
- Number of agreements/MOUs with national research laboratories and companies

GOAL 2: Increase research productivity, commercialization and return on investment

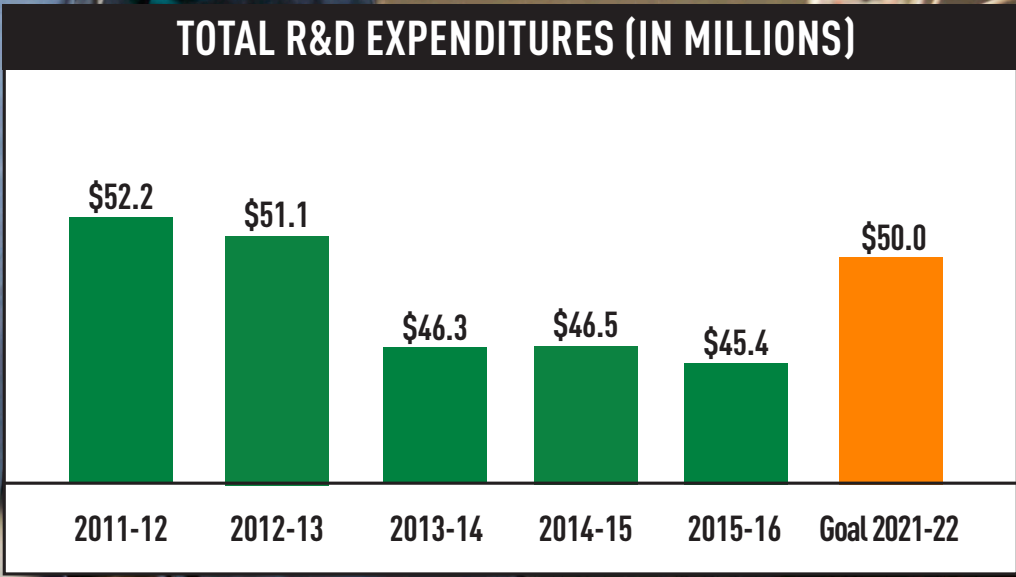
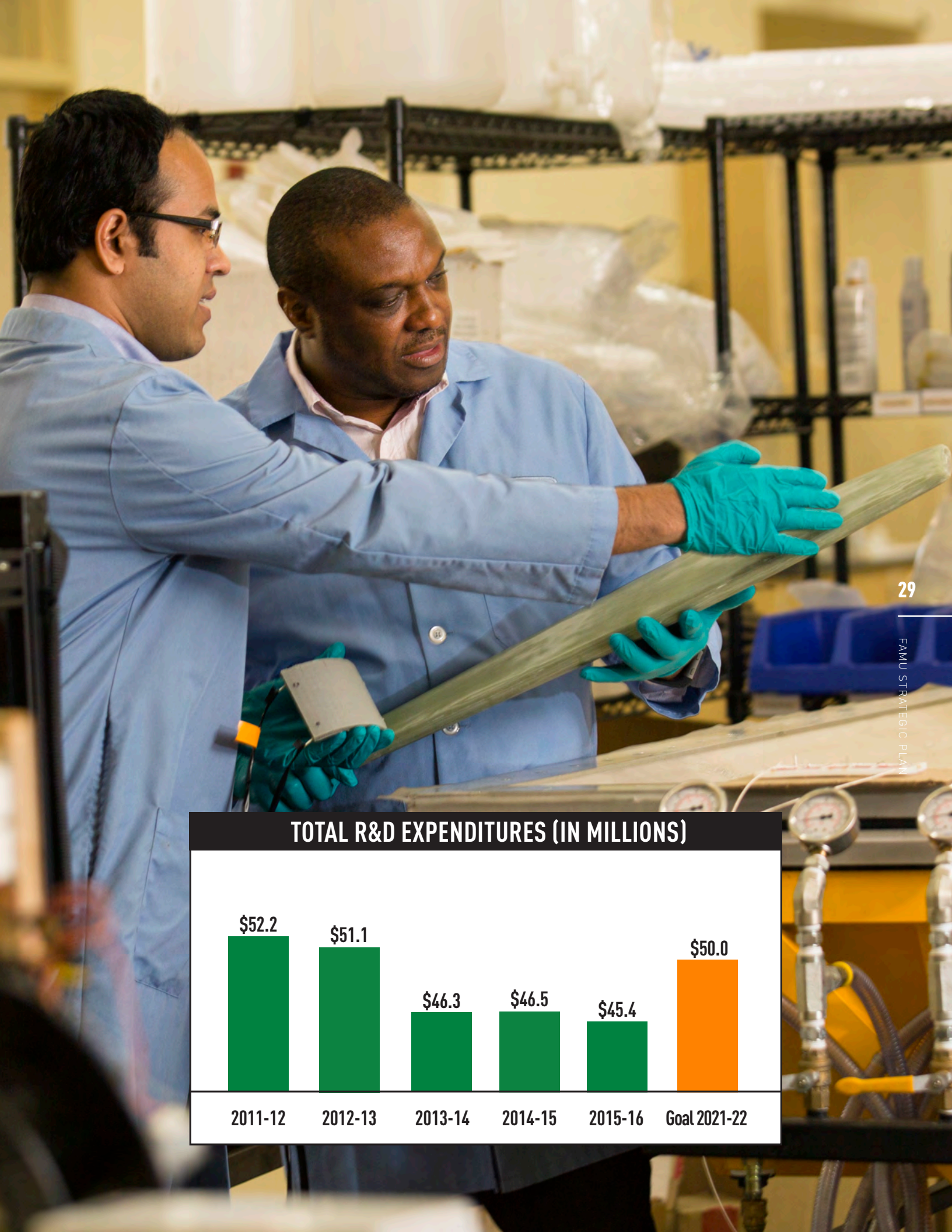
KEY RESEARCH CRITERIA that determine a major research university's success are its research productivity, commercialization of its intellectual capital, and leveraging of its research in innovative ways to advance the public good. FAMU, as an R2 Carnegie university, has an impressive research output despite the heavy teaching loads carried by faculty within the University. While teaching will always be

important, FAMU's future progress will require careful analysis of current trends in research productivity and commercialization, and implementation of appropriate changes.

Our research footprint will be expanded by strategic cluster hiring. Cluster hiring involves the simultaneous addition of multiple new faculty with related research programs into one or more departments to perform interdisciplinary research. This hiring strategy will enhance our research capabilities and allow the most efficient utilization of our research budget.

Although our current research budget is close to our peer average, we are committed to increasing our externally funded annual research activity. To drive more research, faculty will be encouraged to increase the number of research proposals submitted to granting agencies. FAMU will increase its support for faculty actively engaged in high-impact research by providing additional administrative support for proposal preparation and grants management. In addition to the administrative support, incentives for faculty actively involved in high impact research and commercialization activities ensure a better work climate and continued research productivity.

Commercialization of FAMU's intellectual property is also a vital element of FAMU's strategic priorities. We have had success with patent awards across a diverse group of disciplines, including nanotechnology, medical science, and ecological science. We are committed to supporting various commercialization initiatives and expanding our activities with an overarching goal of generating significant research revenue. A campus-wide plan for licensing, patenting, trademarks and commercialization will be expanded and vigorously implemented as we move forward. Workshops on increasing innovation and revenue-generating opportunities will be offered to all students, faculty and staff. Proper policies and best practices that promote and support comprehensive and coordinated academic entrepreneurship will be devised for both funded and unfunded activities.



GOAL 2 cont.:

GOAL 2 STRATEGIES

- Facilitate strategic research cluster hires
- Provide incentives to increase faculty research productivity
- Increase administrative support for proposal preparation and grants management
- Develop and implement a campus-wide plan for licensing, patenting, trademarks and commercialization
- Use resources from indirect cost funds to seed research ideas, and provide indirect cost return to departments, centers, and colleges to support expansion of the research enterprise

GOAL 2 METRICS

- Percentage of R&D expenditures funded from external sources
- Number of invention disclosures
- Number of patents issued

GOAL 3: Increase the number of nationally recognized graduate programs

AS WE ENDEAVOR to increase the research profile of the University, graduate education plays an essential role. For the global economy and society of tomorrow, research and innovation help drive the engine of prosperity. Graduate education transforms students into accomplished scholars and professionals who become leaders of the academy, industry, and government. These leaders will use their intellectual, creative, and critical thinking abilities to shape a better future for our nation. We have a strong record of producing master's and doctoral students who are well trained to address the problems of today and tomorrow. FAMU is a top-10 producer of African American graduates in key fields such as pharmacy and physics. We are focused on extending our track record to other disciplines.

To increase the number of nationally recognized graduate programs at FAMU, we will provide support to grow existing programs while developing new graduate programs in FAMU's areas of distinction and strategic importance. Additionally, we will provide financial incentives to recruit high-achieving students to FAMU's graduate programs. We also will implement a communications and marketing plan to publicize notable achievements of our programs. These steps will ensure FAMU stays at the forefront of graduate education for future generations of scholars.



GOAL 3 STRATEGIES

- Create financial incentives and streamline mechanisms to create and grow graduate programs in FAMU's areas of distinction and strategic importance
- Enhance campus-wide coordination of graduate recruitment and admissions
- Provide fellowships, assistantships, and tuition scholarships to enhance recruitment of high achieving students
- Implement a communications and marketing plan to highlight and publicize notable program achievements

GOAL 3 METRICS

- Annual rankings of graduate programs in regional and national publications
- Annual number of peer-reviewed articles in top-tier journals
- Annual number of faculty and student awards
- Annual number of faculty and student presentations at national and regional conferences
- Number of Research doctorates awarded

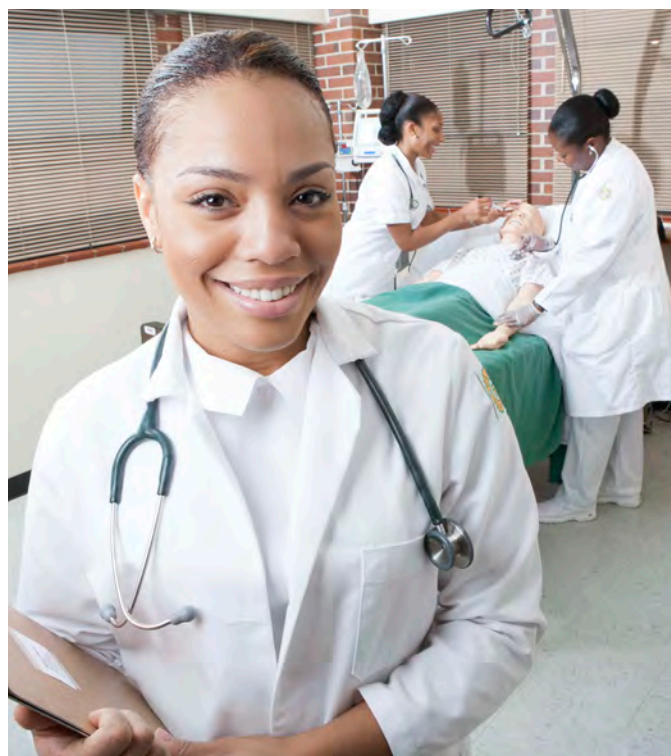
GOAL 4: Provide outstanding outreach and extension services in the tradition of a land-grant institution

AS A LAND-GRANT university, we have a critical public service mission, and we take our land-grant responsibility seriously. Our service extends across the breadth of the institution. Cooperative Extension Programs and research centers are actively involved in helping our stakeholders—particularly limited resource farmers, minority communities, and our industry partners—improve their economic status and quality of life, while safeguarding and protecting the environment. We routinely deploy our agricultural capabilities to help improve crop selection and yield, as well as to reduce overuse of fertilizer, pesticides, and water. Finding local and global solutions to agricultural, environmental, health, and food security issues are paramount to serving the needs of our stakeholders.

In 2015, we acquired more than 3,800 acres of farmland in Brooksville, Florida from the United States Department of Agriculture. The property will allow us to establish a true experimental verification and validation facility, where innovative agriculture can be tested and best practices can be developed and shared.

In addition, we provide critical health services to the local community through the College of Pharmacy and Pharmaceutical Sciences (COPPS) programming and the Center for Health Equity, which seeks to eliminate health disparities in underserved populations. Given FAMU's mission and the magnitude of health disparities in our diverse state, we are committed to maintaining and growing our health-related training, research, and services for the state and nation.

To sustain our commitment to provide outstanding outreach and extension services, FAMU will combine innovative technology and traditional communication methods to disseminate information and solutions regarding issues that affect the lives of our constituents.



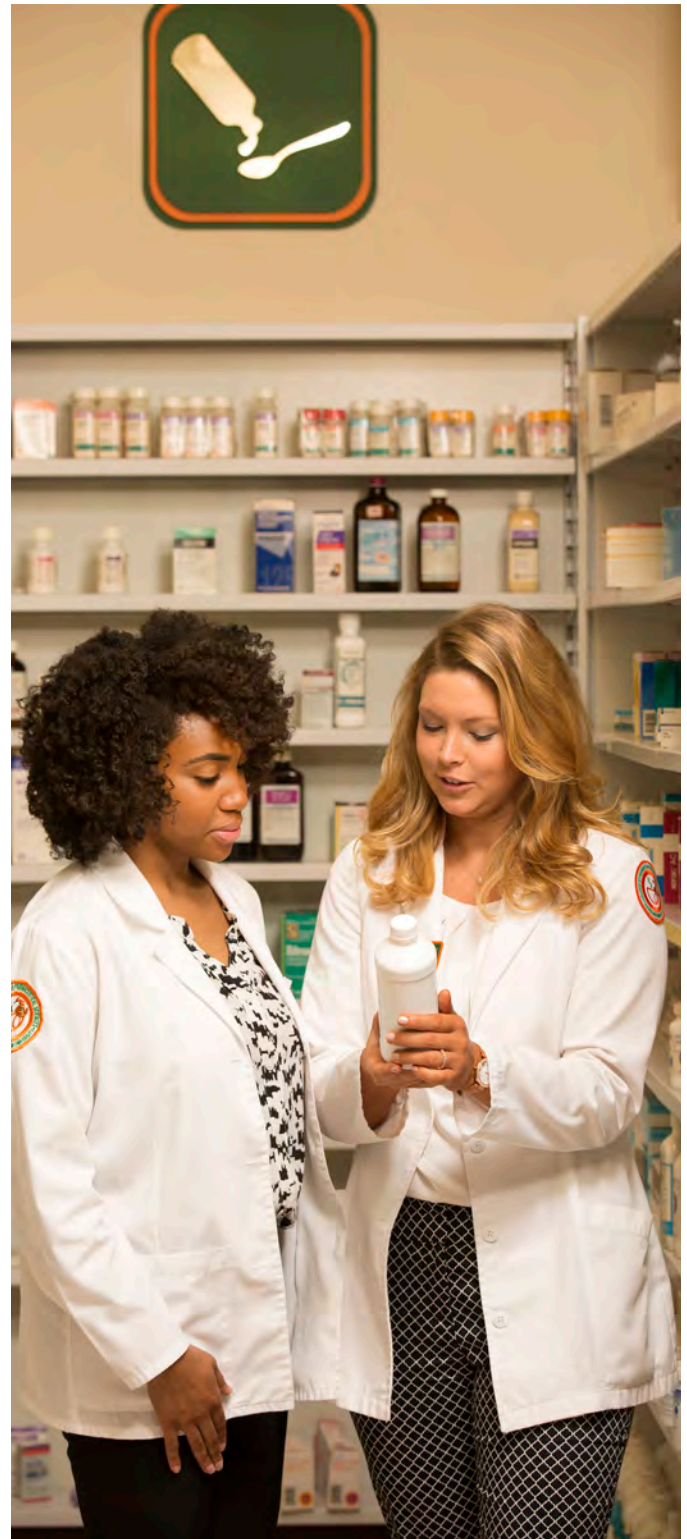
GOAL 4 cont.:

GOAL 4 STRATEGIES

- Identify and expand areas in which the University has unique capacities to apply its resources to benefit the local community, state and nation
 - Fully establish the Brooksville Agricultural and Environmental Research Station (BAERS)
 - Increase engagement with the K-12 sector, with emphasis on the Developmental Research School
 - Broaden the reach of campus initiatives focused on addressing health disparities in underserved populations
 - Increase support and collaboration with the FAMU Small Business Development Center (SBDC) to expand FAMU's role as a driver of economic growth and development in the local community
- Create a comprehensive public engagement strategy to effectively communicate results, successes, benefits, and offerings to community stakeholders
- Engage the administrative, academic and student sectors in effective community service, outreach, and extension activities

GOAL 4 METRICS

- Percentage of students, faculty and staff engaged in outreach/service events
- Percentage of students in service learning courses
- Number of participants in seminars, workshops, trainings, and events sponsored by BAERS, CHE, and SBDC
- Number of externally recognized outreach/public service engagement programs and partnerships







STRATEGIC PRIORITY 4 GOALS

- Enhance the University fundraising infrastructure and capacity to generate increased support for the University
- Enhance public-private partnerships to support teaching, research, and service
- Build and lead strong networks of supporters and partners
- Implement effective communication and marketing initiatives to increase visibility and promote the FAMU brand
- Leverage the distinctive capabilities and signature programs of the University to strengthen the FAMU brand and economic viability of the University

FAMU RISING

FAMU STRATEGIC PRIORITY



TRANSFORMATIVE ALUMNI, COMMUNITY, AND BUSINESS ENGAGEMENT

OUR FOCUS:

Building and expanding our partnerships. We will increase engagement with our alumni base, business partners, and within our local, national, and global communities to increase our impact and grow financial support for the University.

AS A TOP-RATED university, we engage locally, nationally, and globally in teaching, research, and service. Yet, we aim to enhance our stature as: a centerpiece of the local community within Tallahassee and across Florida, a dynamic hub for our growing international alumni network, and as a model of engagement amongst our peer universities.

From improved alumni relationships, to increased engagement in our communities, to more successful business partnerships, we will transform how we interact locally and globally, creating renewed energy and support for the University. This will enable us to showcase all of FAMU's assets to the world.

GOAL 1: Enhance the University fundraising infrastructure and capacity to generate increased support for the University

THE MOST TANGIBLE benefit of transforming our relationships will be to significantly boost our fundraising performance from alumni, stakeholders, and the business community. We will launch targeted campaigns that generate support for our strategic priorities, which include scholarships, research, athletics, and the Marching 100 band. Through these efforts, we will increase annual giving by 150%, from the current level of \$6M, to \$15M, and increase our endowment from \$115.6M to \$155M by 2022. Over the next five years we also will lay the groundwork

for launching a Capital Campaign that will raise \$50M-\$100M in support of our strategic priorities.

Beyond fundraising, being a more open and receptive FAMU will better prepare us to execute our mission. We will advance knowledge by hosting more influential lecturers on campus, support the community by sponsoring cultural and social enrichment events, and serve our students by working with local and multinational corporations to expand internship and employment opportunities.

Alumni affinity for the University is strong, and continues to be one of our greatest assets. We will build on this strength, with an increased focus on enhancing the culture of philanthropy and stakeholder engagement. This process begins with cultivating our current students to become engaged alumni. Through direct engagement strategies that link alumni, nationally and internationally, we will improve on our 6% alumni-giving rate, as well as other measures of alumni engagement. From fundraising, to student job placement, to creating a sense of community, we will build upon the core belief that an engaged alumni base energizes a university.

We maintain a core commitment to increasing corporate fundraising beyond the current \$2M per year. We will rise to meet this challenge as we transform our relationships with alumni, private businesses, volunteer Boards, and the local community.

A healthy endowment, supported by a culture of giving, is critical to the success of a university. Our endowment, which stood at \$115.6M in the most recent reporting year, is the largest of any public HBCU and is among the largest of our peer universities. This valuable resource regularly provides

GOAL 1 cont.:

significant funding in support of key University initiatives, including scholarships, athletics, and faculty research. Over the next five years, we will grow the endowment to \$155M, which will provide additional funding for our strategic priorities.

Over the past several years, we have experienced tremendous growth in fundraising and alumni giving to the University. We have moved from a historical annual average of \$3M to raising \$6.4M in 2015-16, which had been our most successful fundraising year of record. As we look to execute strategies that nurture and enhance the culture of private giving, we will expand our fundraising success through improved alumni participation and activities that lead to larger average gifts and giving that supports our strategic priorities and ambitions.

GOAL 1 STRATEGIES

- Develop and initiate targeted campaigns, and a major Capital Campaign, in support of FAMU's strategic priorities
- Enhance administrative structure, technology, tools and staffing to support fundraising efforts
- Improve fundraising coordination, communications and transparency, and relationships with donors
- Strengthen alumni relationships with the University
- Increase corporate engagement

GOAL 1 METRICS

- Annual giving
- Annual alumni giving rate
- Annual number of donors
- Annual percent of corporate contributions
- Endowment value

GOAL 2: Enhance public-private partnerships to support teaching, research, and service

ACCOUNTABILITY FOR educating citizens is no longer the sole responsibility of educational systems and institutions. Increasingly, business and community stakeholders are engaged through public-private partnerships (P3). These partnerships can expand the University's capacity by taking advantage of partners' specialized expertise and resources for the construction, operation, and financing of new facilities. One such option we will explore are P3 collaborations that will enable the University to expand residential offerings to meet the growing demand for on-campus housing.

Increasing the number of high-quality facilities will improve the overall student experience and assist FAMU in preparing students to take their place in the workforce and the global society.

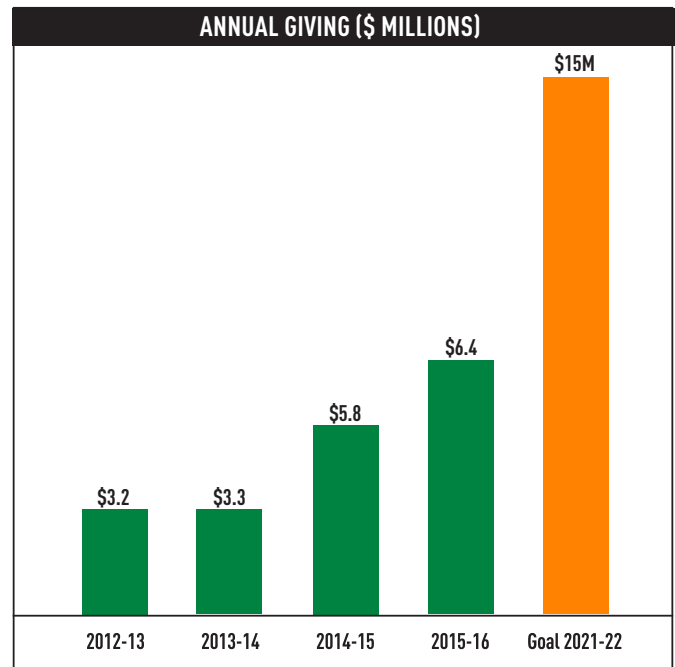
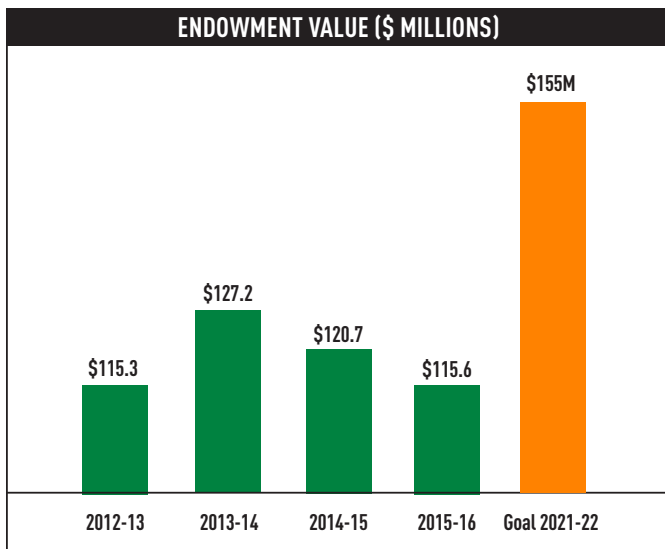
GOAL 2 STRATEGIES

- Identify viable public-private partnership opportunities that align with FAMU's strategic priorities
- Enter into public-private partnerships that align with FAMU's research, teaching, and service priorities

GOAL 2 METRICS

- Number of public-private partnership agreements signed and operational that support teaching, research, and services





GOAL 3: Build and lead strong networks of supporters and partners

FAMU IS AN economic engine for the local community and the state. The majority of our alumni remain in Florida, providing important economic, political, and social contributions. We have an opportunity to cultivate a community presence that benefits our economic, political, and social impact. This begins with our commitment to an open university that is accessible and receptive to all, from students and alumni, to local business, to the broader Tallahassee and surrounding communities.

By increasing our involvement in the community, we can improve upon the level of financial support we

receive from businesses and elected officials. Corporate donations are fertile grounds for our fundraising efforts. Our peer universities receive a higher proportion of their total gifts from corporations. Increasing our performance to the peer average would translate to an additional \$3M of annual fundraising, but we aspire to exceed this figure. We have an exciting opportunity for dramatic growth, which begins with a meaningful FAMU presence in the community. Enhancing the bond between elected officials and FAMU will result in their taking ownership and being supportive of the University. Information-sharing opportunities will be created for the University community to interact with elected officials on all levels.



GOAL 3 cont.:

GOAL 3 STRATEGIES

- Foster faculty, staff, and student relationships with a wide range of current and potential supporters to cultivate strategic alliances with government, industry, business, and community leaders in which FAMU's value and contributions are showcased
- Institutionalize leadership and participation in significant community events within the Tallahassee/Big Bend region and state
- Lead and participate in selected national public policy and higher education initiatives
- Engage in strategic international partnerships that align with FAMU's mission and strategic priorities

GOAL 3 METRICS

- Student community engagement activities and volunteer hours
- Faculty and staff community engagement and volunteer activities
- Number of public policy and higher education initiatives in which FAMU administrators, faculty, staff, and students are engaged
- Number of international partnerships that align with FAMU's mission and strategic priorities

GOAL 4: Implement effective communication and marketing initiatives to increase visibility and promote the FAMU brand

GIVEN THE INCREASING competitiveness among universities for students and resources, we have an intentional focus on optimizing our marketing and communication activities. To that end, we will implement a more integrated system of marketing and communication built around the following five priority areas:

- 1) Brand management
- 2) Recruitment and Retention
- 3) Technology
- 4) Crisis Communications
- 5) Fundraising

Our brand management efforts will focus on implementing a marketing and branding strategy that effectively touts our successes locally, nationally, and globally. We will implement innovative recruitment initiatives to expand our reach for potential students and increase awareness of our high quality academic offerings. We will enhance our technology infrastructure and expand and enhance the University's social media and digital presence to better engage our stakeholders. We will update our crisis communications plan and partner with internal and external stakeholders to protect FAMU's interests. We will enhance our fundraising efforts by managing communications that support continuous outreach and messaging to stakeholders and donors.

GOAL 4 STRATEGIES

- Produce an annual report and periodic communications to educate stakeholders about important university milestones and accomplishments
- Enhance the University's online presence with the completion and launch of a new website and companion recruitment website
- Create opportunities, such as small group discussions and events, to enhance constructive dialogue between the president and faculty, staff, students, and other stakeholders
- Work with University academic and administrative units to ensure appropriate budget allocations for marketing and communications are made in support of new initiatives

GOAL 4 METRICS

- Number of media citations per year
- Stakeholder satisfaction with University publications
- Student, faculty, and staff satisfaction with engagement opportunities between the president and on-campus stakeholders



GOAL 5: Leverage the distinctive capabilities and signature programs of the University to strengthen the FAMU brand and economic viability of the University

FAMU has several distinctive programs that bring considerable notoriety to the University. As we work to strengthen the University's brand and financial base, we must better leverage these programs to generate additional support. High profile programs, such as athletics, the performing arts, and signature academic programs, will be a focus for our enhanced recruiting and fundraising efforts, as well as key tools for strengthening our relationships with alumni and the local community. A strong athletics program assists with fundraising, provides a venue for FAMU engagement with local residents and businesses, and supports our growth as a top-rated university. Our dynamic music bands, such as the Marching 100 and Wind Ensemble, bring distinction to the University through performances at notable events, such as inaugural parades for U.S. presidents and Carnegie Hall. The FAMU Essential Theatre regularly produces graduates who achieve international fame as actors and producers in the film and theatre industries. Our signature academic programs, such as pharmacy and

business, help to enhance the academic reputation of the University and draw additional financial support through increased giving by successful alumni and corporate partners.

Athletics facilities is an area of particular need, which we will address as part of our targeted fundraising campaign initiatives. We will also focus fundraising efforts on increasing support for scholarships and equipment for our performing arts programs, as well as support for scholarships and faculty research in our signature academic programs.

GOAL 5 STRATEGIES

- Execute targeted campaigns in support of athletics, the performing arts, and other signature programs
- Develop and maintain state-of-the-art facilities for athletics

GOAL 5 METRICS

- Annual dollars raised in support of signature programs
- Annual debt/surplus for athletics



**STRATEGIC PRIORITY 5
GOALS**

- Recruit, develop, and retain diverse and excellent staff
- Adopt a new budgeting model to support institutional strategic priorities more effectively
- Improve transparency and strengthen internal controls to improve compliance and support strategic decisions
- Enhance business processes to improve efficiency and cost effectiveness in University operations
- Leverage technology and establish a data-driven culture

OUR FOCUS:

Business operations that support our mission.

We will recruit and retain an excellent and diverse staff, enhance our administrative services, adopt a more transparent and effective budgeting model, and leverage technology to make our operations more effective and efficient.

FAMU'S BUSINESS INFRASTRUCTURE consists of all the software, hardware, organizational structure, processes, procedures, and systems that keep the University running. It is a complex system of interrelated elements designed to serve a broad array of stakeholders and constituents. As we work to achieve greater operational effectiveness and efficiency, we must significantly enhance our business processes. We will assess core business processes to identify where we need to improve and implement new or improved procedures as needed.

We will make continuous improvement a priority. This will include restructuring some administrative and academic units, centralizing administrative services, reengineering major business processes and providing formal training for staff in continuous improvement methods. We will have appropriate metrics and key performance indicators for all of our major processes and business functions.

GOAL 1: Recruit, develop, and retain diverse and excellent staff

WE RECOGNIZE THE importance of recruiting, hiring, and retaining qualified administrators, faculty, and staff. We will review and optimize the recruitment processes, strengthen and expand our professional development opportunities at all levels of the University, assess the personnel performance management processes, and establish recognition processes to promote excellence at the University.

We will assess our current recruitment process to ensure we are using best hiring practices for attracting talented and diverse applicants. We must continue to strengthen professional development experiences to improve the ability of all employees to operate efficiently and effectively. We will continue to strengthen and develop employee programs and services to enhance their satisfaction and engagement levels. We will implement leadership training and development programs for departmental chairs, deans, directors, and other key leaders.

In support of the other priorities of the strategic plan, we also must develop programs to recognize and reward employees for efforts that advance the priorities, mission, and vision of the University. We must provide tools and resources to assist administrators, faculty, and staff in continuing their efforts to excel. Additionally, we must also ensure an inclusive working environment that helps retain strong employees in a diversity-friendly culture.

GOAL 1 cont.:

GOAL 1 STRATEGIES

- Implement a comprehensive onboarding process for new employees
- Provide ongoing professional development opportunities for all staff
- Implement a more effective and meaningful staff performance evaluation process
- Implement a campus-wide employee recognition program to acknowledge and reward staff for meritorious service

GOAL 1 METRICS

- Staff satisfaction rates with professional development opportunities
- Number of external staff acknowledgements and rewards
- Staff turnover rates

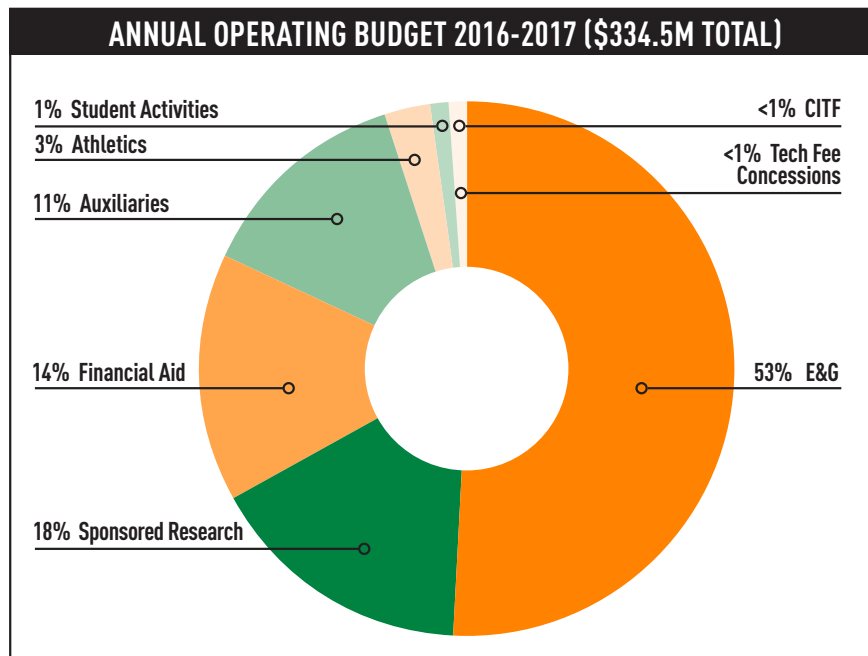
expenses. It also demands that we use every available dollar of our \$330M annual budget to advance or protect our strategic priorities. Too often, however, the information needed to make the best decisions is hard to access, or resources are simply allocated based on past practices.

We are committed to changing this mindset. We will develop and implement a new budgeting model that supports strategic allocation of resources that are consistent with the mission, vision, and strategic priorities of the University. As we work to implement our strategic initiatives in an environment of limited resources, we must refocus and restructure our current budgeting model to improve our operational efficiencies and eliminate redundancies. This must apply across all University operations, from instruction to research to campus housing and food service.

In the new budget model, a percentage of the budget will be set aside annually and reinvested to support strategic priorities. When implementing this funding model, we will prioritize expenditures that have potential for making the greatest impact on FAMU's key performance indicators and strategic priorities.

GOAL 2: Adopt a new budgeting model to support institutional strategic priorities more effectively

OUR BUDGET MUST ALIGN with our priorities and goals. This requires clear, easily accessible information about current and projected University revenues and



GOAL 2 STRATEGIES

- Move from the current incremental budgeting model to a more strategic and suitable budgeting model to drive long-term sustainability and growth and reward efficiency and excellence
- Reestablish and elevate the university-wide strategic budgeting council

GOAL 2 METRICS

- Percent of budget allocated for strategic priorities

GOAL 3: Improve transparency and strengthen internal controls to improve compliance and support strategic decisions

WE MUST ENHANCE internal controls to maintain the integrity of FAMU's financial and administrative operations, safeguard its assets, and ensure actions and decisions of the University are in compliance with applicable laws, regulations, and contracts. Accordingly, these internal controls must be designed and operated within an environment that promotes the ethics and values of the University.

As part of this effort, we will establish a University-wide compliance and ethics program as a centralized point for coordination of responsibility for activities that promote ethical conduct and maximize compliance with applicable laws, regulations, rules, policies, and procedures.

We will use surveys and data analytics to prevent, detect, and investigate fraud, corruption, and other noncompliant behavior. The focus will be on business processes that pose the highest risks. By integrating forensic data analytics into the University's audit and compliance monitoring program, we expect to improve risk assessment, detect potential misconduct earlier, and enhance audit planning or investigative fieldwork.

We also will develop training plans focused on key compliance risk areas to mitigate audit findings and/or noncompliance. The expected outcome is increased employee understanding of responsibilities for performing control activities and compliance with applicable laws, regulations, rules, policies and procedures.

GOAL 3 STRATEGIES

- Establish a University-wide compliance unit to evaluate and monitor risk exposures and compliance with laws, regulations, policies, procedures and contracts
- Use surveys and data analytics to detect and mitigate weaknesses in policies, procedures, processes, and systems
- Improve effectiveness of internal audits in maintaining internal controls by using continuous improvement practices
- Train personnel to implement and maintain appropriate internal controls in high-risk areas

GOAL 3 METRICS

- Number of significant audit findings
- Percent of recommendations implemented
- Number of repeat findings



GOAL 4: Enhance business processes to improve efficiency and cost effectiveness in University operations

THE UNIVERSITY SPENDS \$76 million annually on academic and institutional support functions. In order to streamline operations and allow more resources to be dedicated to strategic priorities in instruction, research, and service, we will conduct an in-depth review of our administrative operations and organizational structure. Focusing on processes with the largest potential impact on stakeholders, we will eliminate redundancies, increase productivity, reduce costs, and ensure we are in alignment with industry best practices. We also will incorporate business process efficiency into our training programs and continuous improvement efforts.

GOAL 4 STRATEGIES

- Evaluate and restructure administrative units to ensure alignment with current best practices and maximize efficiency and effectiveness
- Implement training and reward programs to promote efficiency in business services
- Continue to identify and implement campus-wide resource conservation
- Establish a University-wide policy review committee

GOAL 4 METRICS

- Annual cost savings
- Number of administrative units restructured
- Number of participants in business-related training programs





GOAL 5: Leverage technology and establish a data-driven culture

INFORMATION TECHNOLOGY (IT) is central to the mission of a 21st-century university. Many of the objectives contained within this strategic plan depend on modern IT. Improving student-faculty research outcomes requires research computing; student success strategies depend on predictive analytics for retention and graduation; improved fundraising relies on quantitative prospect targeting; living-learning centers require increased mobility and a more collaborative technology culture. Online learning is now part of every student's experience, whether in stand-alone courses or integrated into traditional curricula. Our strategic priorities will only be possible in the context of a data-driven culture at the University.

We have taken steps to promote such a culture on campus, evaluating the development of a data warehouse, investing in Blackboard analytics, being an early adopter of PeopleSoft to track student enrollment and academic progress, and reorganizing our information and technology services unit. Several departments have begun using data in a more strategic manner to better understand and address student learning outcomes.

We will expand these efforts to harness the power of data-driven insights, while providing better infrastructure for students, faculty, and staff, and better platforms for research and instruction.

GOAL 5 STRATEGIES

- Make strategic investments to close gaps in application training, the network, and other technical infrastructure impeding efficient data usage
- Enhance network resources, services, and applications to support the University's administrative and academic operations
- Define and develop dashboards to assess progress towards enhancing the University's capacity to accommodate the needs of instructional and business operations

GOAL 5 METRICS

- Student, faculty and staff satisfaction rates with IT services
- Percent of on-time submissions of data files and reports to external agencies



STRATEGIC PRIORITY 6
GOALS

- Develop and maintain a University-wide culture of service excellence
- Sustain superior service levels with ongoing monitoring, accountability, and recognition programs to reward excellent customer service

OUR FOCUS:

Leadership through service. We will consistently provide high-quality customer experiences in all facets of University operations

AT SOME POINT, we are all one another's "customers" at FAMU, and we should expect dedication, efficiency, courtesy, and creativity in the millions of interactions that take place on our campus every year. While there are some shining examples of excellent service, we also know this is an area where we can improve.

In order to achieve this improvement, we must embrace a culture of continuous improvement in every academic and support unit throughout the University, from the president's office to academic departments to student housing. Distinction in service quality creates a competitive advantage in recruiting and retaining students; attracting and keeping renowned faculty and excellent staff; and, engaging our alumni, donors, and other stakeholders. Therefore, we must engage in outstanding customer-focused initiatives that support educational attainment, provide accountability, and deliver first-rate services.

Assessment will be a key part of our efforts. FAMU's service systems have provided adequate and at times, superior service experiences. However, in order to consistently deliver superior service experiences to all of our stakeholders, FAMU must focus on assessment of the customer/stakeholder experience and mutual accountability for the quality of our service interactions. Where our assessments show the need, we will provide targeted training and development, employee engagement, staffing and recruitment, and employee recognition. This will enable our students, their parents, our alumni, and other stakeholders to experience a return on their investments based on their support for the University and their identity as FAMUANS.

GOAL 1: Develop and maintain a University-wide culture of service excellence

WE WILL BUILD on the University's motto of "Excellence with Caring" by institutionalizing a comprehensive, campus-wide service excellence culture modeled on established and proven best practices in customer service. Employees at all levels will engage in service excellence training. Customer satisfaction surveys and similar tools will be adopted consistently throughout campus to monitor and improve customer service levels.

GOAL 1 STRATEGIES

- Create and communicate a "Customer Service Vision" for employees to assure an understanding of the University's standards and expectations of "service excellence"
- Assess the customer experience by examining critical points of contact and campus physical infrastructure, and by soliciting feedback from key stakeholders regarding what is working and what needs improvement
- Develop and implement a comprehensive service excellence plan that assures employee accountability, training and development, employee engagement, and employee recognition

GOAL 1 METRICS

- Customer satisfaction ratings

GOAL 2: Sustain superior service levels with on-going monitoring, accountability, and recognition programs to reward excellent customer service

OUR MISSION AND CORE VALUES REFLECT OUR COMMITMENT to sustaining superior service levels in all our interactions with and amongst our stakeholders including, but not limited to, our students, parents, prospective students, staff, faculty, vendors, alumni, and corporate partners. Through our technological and customer service training enhancements, we will increase accountability by consistently monitoring our customer satisfaction levels in all departments. This will enable us to identify areas of improvement and reward employees and departments when they consistently exhibit superior levels of customer service. Internal dashboards and scorecards will be developed to monitor and evaluate services levels in all departments to ensure outstanding customer experiences.

We also must commit to recognizing and rewarding excellent customer service much as we do excellence in teaching and research. Success in delivering excellent service will be a consideration in all critical personnel decisions, from hiring to compensation and promotion.

GOAL 2 STRATEGIES

- Create monitoring systems or dashboards for service levels used in all designated points of contacts (POCs)
- Establish superior service performance metrics to assess performance for employees, departments and divisions, colleges and schools
- Create internal service excellence recognition competitions and initiatives
- Participate in external service excellence awards competitions

GOAL 2 METRICS

- Customer satisfaction ratings
- Number of external awards for service excellence





APPENDIX

STRATEGIC PLAN WORKGROUP COMMITTEE (2016-2017)

Maurice Edington
Co-Chair
Vice President for Strategic Planning,
Analysis and Institutional Effectiveness

Beverly Barrington
Co-Chair
Interim Associate Vice President
for Strategic Planning, Analysis and
Institutional Effectiveness

Shawnta Friday-Stroud
Co-Chair
Dean, School of Business and Industry

Anita Favors-Thompson
Former City Manager of the City of
Tallahassee (Community Representative)

Wanda Ford
Interim Vice President for Finance and
Administration and Chief Financial Officer

Carl Goodman
Associate Provost for Undergraduate
Education and Student Success

Mario M. Henderson
Law School student/SGA representative
(Student Representative)

Maurice S. Holder
Professor of Physiology in the College of
Pharmacy and Pharmaceutical Sciences
(Faculty Senate Representative)

Cynthia Hughes Harris
Dean, School of Allied Health Sciences

David Jackson Jr.
Associate Provost for Graduate Education
and Dean of the Graduate School

Tommy Mitchell Sr. Executive Director
FAMU Boosters and Immediate Past
President of the FAMU National Alumni
Association (Alumni Representative)

Kathy Times
Executive Associate Director for
Communications

Charles Weatherford
Associate Vice President for Research and
Executive Director of Title III Programs

WORKGROUP SUBCOMMITTEES

Strategic Priority 1: Exceptional Student Experience

Shawnta Friday-Stroud
Chair
Dean, School of Business and Industry

Carl Goodman
Co-Chair
Associate Provost for Undergraduate
Education and Student Success

Nigel Edwards
Associate Vice President for Student Affairs/
Enrollment Management

Felecia Epps
Former Dean, College of Law

Dr. Kirk Gavin
Interim Superintendent, FAMU
Developmental Research School

Mario Henderson
Law School student/SGA representative
(Task Force Member)

William Hudson
Vice President for Student Affairs

David Jackson
Associate Provost for Graduate Education
(Task Force Member)

Ann Kimbrough
Former Dean, School of Journalism and
Graphic Communication

Valencia Matthews
Dean of College of Social Sciences, Arts,
and Humanities

Brenda Spencer
Director for Academic Integration and
Student Transitional Services

Traki Taylor
Former Dean, College of Education

Strategic Priority 2: Excellent and Renowned Faculty

Cynthia Hughes-Harris
Chair
Dean, School of Allied Health Sciences

Maurice Holder
Co-Chair
Professor, College of Pharmacy and
Pharmaceutical Sciences (Task Force
Member)

Michael Abazinge
Professor, School of the Environment

Genyne Boston
Associate Provost for Faculty Affairs and
Faculty Development

Andrew Chin
Interim Dean, School of Architecture and
Engineering Technology

Sameer Kapileshwari
Associate Vice President for Facilities
Planning

Tim Moore
Vice President for Research

Ruena Norman
Former Dean (Retired), School of Nursing

Strategic Priority 3: High Impact Research, Commercialization, Outreach, and Extension Services

Charles Weatherford
Chair
Associate Vice President for Research and
Executive Director of Title III Programs

Murray Gibson
Dean, FAMU-FSU College of Engineering

Victor Ibeanusi
Dean, School of the Environment

Lewis Johnson
Assistant Dean, College of Science and
Technology

Tim Moore
Vice President for Research

Robert Taylor
Dean, College of Agriculture and Food
Sciences

Michael Thompson
Former Dean, College of Pharmacy and
Pharmaceutical Sciences

Komalavalli Thirunavukkuarasu
Assistant Professor of Physics (Faculty
Senate Rep)

STRATEGIC PLAN WORKGROUP COMMITTEE (2016-2017)

Strategic Priority 4: Transformative Alumni, Community, and Business Engagement

Wanda Ford
Interim Vice President for Finance and
Administration and Chief Financial Officer

Thomas Mitchell, Sr.
Co-Chair
Executive Director FAMU Boosters and
Immediate Past President of the FAMU
National Alumni Association (Alumni
Representative)

Shelby Chipman
Band Director

George Cotton
Vice President for Advancement

Barbara Cohen Pippin
Director, Governmental Relations

Carmen Cummings
Senior Executive Director of University
Engagement and Alumni Affairs

Milton Overton
Athletic Director

Kathy Times
Executive Associate Director for
Communications

Strategic Priorities 5 and 6: First-Class Business Infrastructure and Outstanding Customer Experiences

Beverly Barrington
Chair
Interim Associate Vice President
for Strategic Planning, Analysis and
Institutional Effectiveness

Linda Barge-Miles
Special Assistant to the President/BOT
Liaison

Anita Favors Thompson
Former City Manager of the City of
Tallahassee (Community Representative)

Rick Givens
Vice President for Audit and Compliance

Ronald Henry
Associate Vice President for Information
Technology/CIO

Rashada Houston Turner
Instructor, School of Business and Industry

William Hudson
Vice President for Student Affairs

Tiffany Holmes
Assistant Vice President/University
Controller

Joyce Ingram
Associate Vice President and Chief HR
Officer

Agatha Onwunli
University Registrar

Nigel Edwards
Associate Vice President for Enrollment
Management

Lisa Stewart
Director, Financial Aid

Felicia Williams
Director, Student Services, School of
Business and Industry

STRATEGIC PLANNING TASK FORCE (2015-2016)

Larry Robinson
Chair
Distinguished Professor, School of the
Environment

Cynthia Hughes Harris
Co-Chair
Dean, School of Allied Health Sciences

Maurice Edington
Dean, College of Science and Technology

Wanda Ford
Executive Director, Title III Programs

Shawnta Friday-Stroud
Dean, School of Business and Industry

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(Student Representative)

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and Dean of the Graduate School

Tommy Mitchell Sr.
President of the National Alumni
Association (Alumni Representative)

Donald Palm
Associate Provost for Undergraduate
Education

Charles Weatherford
Associate Vice President for Research

Committee Staff
Beverly Barrington
Assistant Vice President, Strategic Planning

METRICS TABLE

METRIC	2017	TARGET 2022
Strategic Priority 1: Exceptional Student Experience		
Annual Degrees Awarded	2,279	2,500
FTIC Admission Profile: High School GPA	3.54	3.65
FTIC Admission Profile: SAT test score	1,018	1200
FTIC Admission Profile: ACT test score	22.9	25
FTIC Admission Profile: Percent of Regular Admits	80.0%	85%
Fall Enrollment Headcount: Total	9,614	12,000
AA Transfers Headcount Enrollment	749	1,100
Licensure Pass Rates (First-Time)		
Licensure Pass Rates: Pharmacy	59%	90%
Licensure Pass Rates: Law	54%	90%
Licensure Pass Rates: Physical Therapy	82%	90%
Licensure Pass Rates: Nursing	76%	90%
Graduation Rates		
Graduation Rates: Four Year	18%	40%
Graduation Rates: Six Year (PBF Metric)	40.7%	60%
FTIC Retention Rates		
FTIC Retention Rates: Academic Progress Rate (2nd Year Retention with GPA Above 2.0) (PBF Metric)	74.6%	85%
FTIC Retention Rates: Second-Year	83%	88%
FTIC Retention Rates: Third-Year	67%	80%
FTIC Retention Rates: Fourth-Year	60%	75%
Percentage of Baccalaureate Degrees Awarded Without Excess Hours (PBF Metric)	28.3%	60%
Percentage of Bachelor's Recipients with Debt	86.5%	83%
Average Amount of Debt for Bachelor's who have graduated with debt	\$33,568	\$27,000
Student Loan Default Rates (Cohort Default Rate)	14.0%	9.0%
Percentage of Students Completing High Impact Co-Curricular Experiences	TBD	60%
Percentage of Students Completing Internships	TBD	TBD
Percentage of Students Completing Capstone Projects	TBD	TBD
Percentage of Students Completing Field Experiences	TBD	TBD
Percentage of Students Completing Research Experiences	TBD	TBD
Number of Students Completing Study Abroad or International Experiences	84	TBD
Percentage of Bachelor's Graduates Enrolled or Employed (\$25,000+) within the U.S. One Year After Graduation (PBF Metric)	64.6%	75%
Annual Number of Students Utilizing the University Career Center Services	TBD	TBD
Percentage of Bachelor's Degrees Awarded in Programs of Strategic Emphasis (PBF Metric)	48.0%	55.0%
Percentage of Graduate Degrees Awarded in Programs of Strategic Emphasis (PBF Metric)	58.2%	60.0%
Median Wage of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation (PBF Metric)	\$32,700	\$38,000
Number of Residential Facilities Refreshed	TBD	TBD
Number of Athletics Facilities Refreshed	TBD	TBD
Number of Instructional Facilities and Equipment Refreshed	TBD	TBD

METRICS TABLE

METRIC	2017	TARGET 2022
Number of Student Recreational Facilities Renovated or Refreshed	TBD	TBD
Number of New Residential Facilities	TBD	TBD
Average Cost to the Student (PBF Metric)	\$12,640	\$11,000
Enrollment in Online Degree Programs	29	100
Percentage of Undergraduate FTE in Online Courses	2.3%	15%
Strategic Priority 2: Excellent and Renowned Faculty		
Number of New Faculty Hires in Areas of Strategic Emphasis	TBD	TBD
Number of Faculty Recognized and Rewarded for Excellence in Teaching	TBD	TBD
Number of Faculty Recognized and Rewarded for Excellence in Research	TBD	TBD
Number of Faculty Recognized and Rewarded for Excellence in Service	TBD	TBD
Number of Research Proposals Submissions from Interdisciplinary Teams	TBD	TBD
Number of Faculty Members Generating Prestigious Awards Per Year	TBD	TBD
Number of Colleges/Schools that Revise Tenure and Promotion Criteria	TBD	TBD
Number of Dedicated Spaces Allocated for Faculty Use	TBD	TBD
Number of Recommendations from Master Plan Steering Committee that Are Implemented	TBD	TBD
Strategic Priority 3: High Impact Research, Commercialization and Public Service		
Total Research and Development (R&D) Expenditures	\$45.4M	\$50M
Number of Graduate Degrees in Research Thrust Areas	TBD	TBD
Number of Peer-Review Publications in Research Thrust Areas	TBD	TBD
Number of Agreements/MOUs with National Research Laboratories and Companies	TBD	TBD
Percentage of R&D Expenditures Funded from External Sources (PBF Metric)	80.0%	84%
Number of Invention Disclosures	3	6
Number of Patents Issued	3	6
Annual Ranking of Graduate Programs in Regional and National Publications	TBD	TBD
Annual Number of Faculty Awards	TBD	TBD
Annual Number of Student Awards	TBD	TBD
Annual Number of Faculty Presentations at National and Regional Conferences	TBD	TBD
Annual Number of Student Presentations at National and Regional Conferences	TBD	TBD
Number of Research Doctorates Awarded	20	30
Percentage of Students Engaged in Outreach/Service Events	TBD	TBD
Percentage of Faculty Engaged in Outreach/Service Events	TBD	TBD
Percentage of Staff Engaged in Outreach/Service Events	TBD	TBD
Percentage of Students in Service Learning Courses	TBD	TBD
Number of Participants in Seminars, Workshops, Trainings and Events Sponsored by BAERS	TBD	TBD
Number of Participants in Seminars, Workshops, Trainings and Events Sponsored by CHE	TBD	TBD
Number of Participants in Seminars, Workshops, Trainings and Events Sponsored by SBDC	TBD	TBD

METRICS TABLE

METRIC	2017	TARGET 2022
Number of Externally Recognized Outreach/Public Service Engagement Programs and Partnerships	TBD	TBD
Strategic Priority 4: Transformative Alumni, Community and Business Engagement		
Annual Giving	\$6.4M	\$15M
Annual Alumni Giving Rate	6.4%	TBD
Annual Number of Donors	4,900	6,300
Annual Percent of Corporate Contributions	TBD	TBD
Endowment Value	\$115.6M	\$155M
Number of Public-Private Partnerships	TBD	TBD
Student Community Engagement Activities and Volunteer Hours	TBD	TBD
Faculty Community Engagement and Volunteer Activities	TBD	TBD
Staff Community Engagement and Volunteer Activities	TBD	TBD
Number of Public Policy and Higher Education Initiatives in Which FAMU Administrators, Faculty, Staff, and Students are Engaged	TBD	TBD
Number of International Partnerships that Align with FAMU's Mission and Strategic Priorities	TBD	TBD
Number of Media Citations Per Year	TBD	TBD
Stakeholder Satisfaction with University Publications	TBD	TBD
Student, Faculty, and Staff Satisfaction with Engagement Opportunities Between the President and On-campus Stakeholders	TBD	TBD
Annual Dollars Raised in Support of Signature Programs	TBD	TBD
Annual Debt/Surplus for Athletics	TBD	TBD
Strategic Priority 5: First- Class Business Infrastructure		
Staff Satisfaction Rates with Professional Development Opportunities	TBD	TBD
Number of External Staff Acknowledgements and Rewards	TBD	TBD
Staff Turnover Rates	TBD	TBD
Percent of Budget Allocated for Strategic Priorities	TBD	TBD
Number of Significant Audit Findings	TBD	TBD
Percent of Audit Findings Recommendations Implemented	TBD	TBD
Number of Repeat Findings	TBD	TBD
Annual Cost Savings	TBD	TBD
Number of Administrative Units Restructured	TBD	TBD
Number of Participants in Business-Related Training Programs	TBD	TBD
Student, Faculty, and Staff Satisfaction Rates with IT services	TBD	TBD
Percent of On-time Submissions of Data Files and Reports to External Agencies	TBD	TBD
Strategic Priority 6: Outstanding Customer Experiences		
Customer Satisfaction Ratings	TBD	TBD
Number of External Awards for Service Excellence	TBD	TBD

METRICS GLOSSARY

Strategic Priority 1: Exceptional Student Experience

Annual Degrees Awarded

This metric is based on the total number of students graduating at the bachelor's, master's, professional and doctoral levels in an academic year (summer, fall and spring).

Source: *Accountability Report*

Admissions Profile of First-Time-In-College (FTIC) Students

This metric is based on the academic profile of all new FTIC students enrolled in the Fall semester (includes Summer FTIC enrollees who return in the fall semester).

Source: *Accountability Report*

High School Grade Point Average

This metric is based on average high school grade point average (GPA) of all enrolled FTIC students for a given cohort.

Source: *Institutional Research*

Average SAT Test Score

This metric is based on average SAT test score of all enrolled FTIC students for a given cohort.

Source: *Institutional Research*

Average ACT Test Score

This metric is based on average ACT test score of all enrolled FTIC students for a given cohort.

Source: *Institutional Research*

Percent of Regular Admits FTIC students

This metric is based on students who meet the minimum eligibility requirements for first-time-in-college (FTIC) students seeking admission to an undergraduate degree program.

Source: *Institutional Research*

Fall Enrollment Headcount

This metric is based on the total student enrollment (full- and part-time) across all colleges and schools.

Source: *Accountability Report*

AA transfers headcount enrollment

Total number of students enrolled who are classified as transferring from the Florida College System with an Associate of Arts Degree.

Source: *Institutional Research*

Licensure Pass Rates (First-Time)

This metric applies to students who took a licensure examination and passed in the first attempt. FAMU licensure programs reported: Pharmacy, Law, Physical Therapy, and Nursing.

Source: *Accountability Report*

Licensure Pass Rates: Pharmacy

This metric is based on data received from the NAPLEX national exam pass rates reported online by the National Association of Boards of Pharmacy.

Source: *Accountability Report*

Licensure Pass Rates: Law

This metric is based on data from the February and July administrations every calendar year as reported online by the Florida Board of Examiners.

Source: *Accountability Report*

Licensure Pass Rates: Physical Therapy

This metric is based on the three-year average pass rates for first-time examinees on the National Physical Therapy Examination.

Source: *Accountability Report*

Licensure Pass Rates: Nursing

This metric is based on the first-time performance of graduates of baccalaureate nursing programs by the National Council Licensure Examination for Registered Nurses.

Source: *Accountability Report*

Graduation Rates

Four-Year Graduation Rates

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or Summer continuing to Fall) term and had graduated from the same institution within four years.

Source: *Accountability Report*

Six-Year Graduation Rates

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or Summer continuing to Fall) term and had graduated from the same institution within six years.

Source: *Accountability Report*

FTIC Retention Rates

This metric is based on the percentage of FTIC students who returned the following Fall semester.

Source: *Accountability Report*

Academic Progress Rate (2nd Year Retention with GPA Above 2.0)

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or Summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).

Source: *Accountability Report*

Second-Year Retention Rates

This metric is based on the number of full-time FTIC freshman students who return to the University for a second year.

Source: *Institutional Research*

Third-Year Retention Rates

This metric is based on the number of full-time FTIC freshman students who return to the University for a third year.

Source: *Institutional Research*

Fourth-Year Retention Rates

This metric is based on the number of full-time FTIC freshman students who return to the University for a fourth year.

Source: *Institutional Research*

Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Source: *Accountability Report*

METRICS GLOSSARY

Percent of Bachelor's Recipients With Debt

This metric is the percentage of bachelor's graduates in a given academic year who entered the University as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by the institution - excludes parent loans.

Source: *Common Dataset*

Average Amount of Debt for Bachelor's Degree Recipients Who Have Graduated with Debt

This metric is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does not include students who did not enter a loan program that was certified by the institution.

Source: *Common Dataset*

Student Loan Default Rates (Cohort Default Rate)

This metric is based on student loan cohort default rate (CDR) data which include undergraduate and graduate students, and refers to the three-federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans.

Source: *U.S. Department of Education*

Percentage of Students Completing High Impact Co-Curricular Experiences

This metric is based on the percentage of students who complete an internship, capstone project, field experience or research experience each year.

Source: *FAMU Registrar (Student Information System), Colleges/Schools/Exit Surveys*

Percentage of Students Completing Internships

This metric is based on the percent of students who successfully complete an internship.

Source: *FAMU Registrar (Student Information System), Colleges/Schools/Exit Surveys*

Percentage of Students Completing a Capstone Project

This metric is based on the percent of students who successfully completes a capstone project.

Source: *FAMU Registrar (Student Information System), Colleges/Schools/Exit Surveys*

Percentage of Students Completing Field Experience

This metric is based on the percent of students who successfully complete a field experience.

Source: *FAMU Registrar (Student Information System), Colleges/Schools/Exit Surveys*

Percentage of Students Completing Research Experience

This metric is based on the percent of students who successfully complete a research experience.

Source: *FAMU Registrar (Student Information System), Colleges/Schools/Exit Surveys*

Number of Students Completing Study Abroad or International Experiences

This metric is based on the number of students that engage in FAMU's variety of international programming options.

Source: *International Education and Development Office*

Percentage of Bachelor's Degree Graduates Enrolled or Employed (\$25,000) within the U.S. One Year after Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States.

Source: *Accountability Report*

Annual Number of Students Utilizing the University Career Center Services

This metric is based on the number of students who utilize the service offerings provided by the University Career Center.

Source: *Career Center*

Percentage of Bachelor's Degrees Awarded Within the Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as "Programs of Strategic Emphasis."

Source: *Accountability Report*

Percentage of Graduate Degrees Awarded Within the Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as "Programs of Strategic Emphasis."

Source: *Accountability Report*

Median Wage of Bachelor's Graduates Employed Full-Time in Florida One-Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.

Source: *Accountability Report*

Number of Residential Facilities Refreshed

This metric is based on the number of residential facilities that are refreshed. This includes refreshed equipment to support teaching, research, and service.

Source: *Facilities Planning*

Number of Athletics Facilities Refreshed

This metric is based on the number athletics facilities that are refreshed.

Source: *Facilities Planning*

METRICS GLOSSARY

Number of Instructional Facilities and Equipment Refreshed

This metric is based on the number of refreshed facilities that support instruction.

Source: *Facilities Planning*

Number of Student Recreational Facilities Renovated or Refreshed

This metric is based on the number of recreational facilities that are renovated or refreshed.

Source: *Facilities Planning*

Number of New Residential Facilities

This metric is based on the number of newly constructed residential facilities.

Source: *Facilities Planning*

Average Cost to Students (Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours)

This metric is based on resident undergraduate student tuition and fees, books, and supplies as calculated by the College Board, the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students).

Source: *Accountability Report*

Percent of Undergraduate FTE Enrolled in Online Courses

Full-Time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both.

Source: *Annual Work Plan*

Strategic Priority 2: Excellent and Renowned Faculty

Number of New Faculty Hires in Areas of Strategic Emphasis

This metric is based on the number of new full-time faculty hired in the BOG defined programs (areas) of strategic emphasis.

Source: *Human Resources, Academic Affairs*

Number of Faculty Recognized and Rewarded for Excellence in Teaching, Research, and Service

This metric is based on the number of faculty who are recognized for their outstanding contributions in the areas of teaching, research, and service.

Source: *Academic Affairs*

Number of Research Proposal Submissions from Interdisciplinary Teams

This metric is based on the number of research proposals that are submitted from faculty in two or more academic disciplines or fields of study.

Source: *Division of Research*

Number of Faculty Members Receiving Prestigious Awards Per Year

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering, and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, and Woodrow Wilson Fellows.

Source: *Annual Work Plan*

Number of Colleges/Schools that Revise Tenure and Promotion Criteria

This metric is based on the number of colleges and schools that revise tenure and promotion criteria.

Source: *Academic Affairs*

Number of Dedicated Spaces Allocated for Faculty Use

This metric is based on the number of spaces allocated specifically for faculty use.

Source: *Facilities Planning*

Number of Recommendations from the Master Plan Steering Committee that are Implemented

This metric is based on the number of recommendations from the Master Plan Steering Committee that are implemented to support teaching, research, and service.

Source: *Facilities Planning*

Strategic Priority 3: High Impact Research, Commercialization, and Public Service

Total Research and Development (R&D) Expenditures

This metric is based on the total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

Source: *Accountability Report*

Number of Graduate Degrees in Research Thrust Areas

This metric is based on the number of graduate level degrees awarded in FAMU's research thrust areas, which will be defined by the FAMU Research Committee.

Source: *Institutional Research*

Number of Peer-Review Publications in Research Thrust Areas

This metric is based on the number of peer-reviewed articles published by faculty in the research thrust areas.

Source: *Colleges and Schools*

Number of Agreements/MOUs with National Research Laboratories and Companies

This metric is based on the number of executed agreements/memorandums of understanding with national research laboratories and/or companies that support the research enterprise.

Source: *Academic Affairs, Division of Research*

METRICS GLOSSARY

Percent of R&D Expenditures Funded from External Sources

This metric reports the amount of research expenditures funded from federal, private industry and other (non-state and non-institutional) sources.

Source: *Accountability Report*

Number of Invention Disclosures

This metric is based on the number of invention disclosures that are submitted to the University's Office of Technology Transfer and Export Control.

Source: *Accountability Report*

Number of Patents Issued

This metric is based on the number of utility patents issues to FAMU faculty by the United States Patent and Trademark Office – does not include design, plan or other patent types.

Source: *Accountability Report*

Annual Number of Faculty and Student Awards

This metric is based on the number of faculty and students who receive awards for excellence in studies, research, teaching, and service.

Source: *Colleges and Schools*

Number of Research doctorates awarded

The number of degrees awarded that are defined as a Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.

Source: *Accountability Report*

Annual Number of Faculty and Student Presentations at National and Regional Conferences

This metric is based on the number of faculty and students who present scholarly work at national and regional conferences.

Source: *Colleges and Schools*

Percentage of Students, Faculty and Staff Engaged in Outreach/Service Events

This metric is based on the percentage of students, faculty, and staff that are engaged in outreach/service events that enrich the local, state, national, and global communities.

Source: *Colleges and Schools*

Percentage of Students in Service Learning Courses

This metric is based on the percentage of students who are enrolled in courses that incorporate community involvement.

Source: *Registrar's Office (Student Information System)*

Number of Participants in Seminars, Workshops, Trainings, and Events Sponsored by BAERS, CHE, and SBDC

This metric is based on the number of participants engaged with FAMU programs and service offerings by the Brooksville Agricultural and Environmental Research Station (BAERS), Center for Health Equity (CHE), and Small Business Development Center (SBDC).

Source: *Colleges and Schools*

Number of Externally Recognized Outreach/Public Service Engagement Programs and Partnerships

This metric is based on the number of external outreach, public service programs, and partnerships entered into by University faculty, staff and students.

Source: *Colleges and Schools*

Strategic Priority 4: Transformative Alumni, Community, and Business Engagement

Annual Giving

This metric is based on the total giving amount to the University (restricted and non-restricted) from alumni, corporations, and other donors.

Source: *Accountability Report*

Annual Alumni Giving Rate

This metric is based on the percentage of alumni who give to the University.

Source: *Accountability Report*

Annual Number of Donors

This metric is based on the total number of donors who contribute through the FAMU Foundation.

Source: *FAMU Foundation*

Annual Percent of Corporate Contributions

This metric is based on the percentage of total gifts received that are from corporate donations.

Source: *FAMU Foundation; Voluntary Support of Education survey*

Endowment Value

This metric is based on the total dollar value (size) of the University endowment.

Source: *Accountability Report*

Number of Public-Private Partnership

This metric is based on the number of public-private partnerships that are executed and operational to support teaching, learning, and research.

Source: *Division of Finance and Administrative Services*

Student Community Engagement Activities and Volunteer Hours

This metric is based on the number of community engagement activities and volunteer hours accumulated by students.

Source: *Student Affairs, Academic Affairs*

Faculty and Staff Community Engagement Activities and Volunteer Activities

This metric is based on the number of community engagement activities and volunteer hours accumulated by faculty and staff.

Source: *All Divisions, Academic Affairs*

Number of Public Policy and Higher Education Initiatives in Which FAMU Administrators, Faculty, Staff, and Students are Engaged

This metric is based on the number of initiatives that FAMU administrators, faculty, staff, and students participate in that have implications for setting public policy and impacting higher education initiatives.

Source: *All Divisions*

Number of International Partnerships that Align with FAMU's Mission and Strategic Priorities

This metric is based on the number of executed international partnerships that are in alignment with the University's mission and strategic priorities.

Source: *Academic Affairs*

METRICS GLOSSARY

Number of Media Citations Per Year

This metric is based on the number of notable citations of FAMU in the media.

Source: *Office of Communications*

Stakeholder Satisfaction with University Publications

This metric is based on feedback received via customer service surveys.

Source: *Office of Communications, Assessment Office*

Student, Faculty, and Staff Satisfaction with Engagement Opportunities between the President and On-Campus Stakeholders

This metric is based on feedback received via surveys on the overall satisfaction with engagement opportunities with the president and other administrators.

Source: *Assessment Office*

Annual Dollars Raised to Support Signature Programs

This metric is based on total funds raised to support University signature programs (e.g., Athletics, Pharmacy, Business, Marching 100, Essential Theatre)

Source: *FAMU Foundation*

Annual Debt/Surplus for Athletics

This metric is based on the annual athletics revenues and/or allocations in comparison to expenditures.

Source: *Athletics, Division of Finance and Administration*

Strategic Priority 5: First-Class Business Infrastructure

Staff Satisfaction Rates with Professional Development Opportunities

This metric is based on feedback received through various survey instruments to evaluate and assess the effectiveness of professional development training.

Source: *Human Resources, Assessment Office*

Number of External Staff Acknowledgements and Rewards

This metric is based on the number of external awards and recognitions that staff receive.

Source: *Human Resources, Assessment Office*

Staff Turnover Rates

This metric is based on the percentage of employees who leave the University in a given year.

Source: *Human Resources*

Percent of Budget Allocated for Strategic Priorities

This metric is based on the percent of the annual operating budget that is allocated to support the University's strategic priorities.

Source: *Division of Finance and Administration, Budget Office*

Number of Significant Audit Findings

This metric is based on the number of audit findings that usually identify a problem related to noncompliance with University policies and procedures, governmental regulations, and/or operating efficiencies.

Source: *Audit and Compliance*

Percent of Audit Findings Recommendations Implemented

This metric is based on the percent of the recommended correction actions that are implemented associated with the audit findings.

Source: *Audit and Compliance*

Number of Repeat Findings

This metric is based on the number of repeat findings based on the previous audit.

Source: *Audit and Compliance*

Annual Cost Savings

This metric is based on the total amount of cost savings across the university for academic and administrative support (e.g., shared services, technology services/equipment, software, supplies, printing, etc.).

Source: *Division of Finance and Administration*

Number of Administrative Units Restructured

This metric is based on the number of administrative units that are restructured to increase efficiency and effectiveness in University operations.

Source: *All Divisions, Human Resources*

Number of Participants in Business Related Training Programs

This metric is based on the number of employees who participate in training programs that are designed to enhance their knowledge and ability to carry out their job function and effectively manage the University's business processes.

Source: *Human Resources – Training and Development*

Student, Faculty, and Staff Satisfaction Rates with IT Services

This metric is based on feedback received via survey instruments on the overall satisfaction of IT related services.

Source: *Assessment Office*

Percent of On-Time Submissions of Data Files and Reports to External Agencies

This metric is based on the percentage of data files and reports that are submitted on time to external agencies (e.g., Board of Governors, IPEDS, National Surveys, etc.)

Source: *Division of Strategic Planning, Analysis and Institutional Effectiveness*

Strategic Priority 6: Outstanding Customer Experiences

Customer Satisfaction Ratings

This metric is based on feedback received via survey instruments on the overall satisfaction of core academic and administrative functions (e.g., colleges and schools, financial aid, admissions, housing, registrar, student accounts, library, career center, public safety).

Source: *Assessment Office*

Number of External Awards for Service Excellence

This metric is based on the number of external recognitions that the University receives for its service excellence.

Source: *Human Resources, Office of Communications*

FAMU SHORT LIST OF PEERS

Peer Listing Update:

THE OFFICE OF INSTITUTIONAL RESEARCH (OIR) has compiled a listing of 17 peer institutions for use in its comparative analysis of faculty salaries at FAMU to those of other similar institutions.

Cluster analysis was used to create comparison groups based on the following criteria:

- program mix
- percent of undergraduates receiving Pell grants
- undergraduates as a percentage of total enrollment
- six-year graduation rate
- first year retention
- student/faculty ratio
- composite ACT 75th percentile scores

The cluster analysis generated 10 groups of institutions based on these characteristics. Institutions included in or near the same cluster as FAMU were retained for further consideration.

FAMU is somewhat anomalous in three respects. First, the University's program mix which includes a law school, engineering school, and college of pharmacy are uncommon for an institution of FAMU's size. Second, compared to other similarly sized institutions

FAMU's total research expenditure amount, is relatively large for an institution of its size. Finally, FAMU has a high proportion of Pell grant recipients when compared to similar institutions (especially similar non-minority serving institutions). Each of these factors was accounted for in preparing the list of potential peers.

While the extended list of 17 institutions was necessary for salary data comparisons, a shorter subset of this list is necessary for other peer comparisons. Primary areas of emphasis in shortening the list of institutions to produce the accompanying list of peers were based on total research expenditures and the percentage of undergraduates receiving Pell Grants. A series of cuts to the original listing of 334 institutions was made using these variables. The final cut includes institutions with between \$10M and \$65M in total research expenditures, and where 40% or greater of the undergraduate population received Pell Grants during the 2013-14 academic year.

In support of the University's ongoing strategic plan and other operational initiatives, the OIR and Office of Institutional Effectiveness have selected a subset of peer institutions used in the 2014 faculty salary comparability study for use in future planning and reporting efforts. This subset was developed using a number of criteria including Carnegie Classification, historical inclusion in peer listings, program mix, and national rankings.

Proposed Peer Listing (2015)

Institution	Control	Carnegie Classification	Engin.	Law	PharmD	Total Enrollment	% Undergrad	% Pell	Grad Rate	1st Year Retention Rate	Total Research Expend (\$M)	Student to Faculty Ratio	Comp ACT 75th Percentile
Florida Agricultural and Mechanical University	Public	DRU	Yes	Yes	Yes	10,743	83.1	64	40.9	82	52,263	17	22
Howard University	Private Nonprofit	High Res.	Yes	Yes	Yes	10,297	67.7	45	60.6	82	45,486	10	26
University of Memphis	Public	High Res.	Yes	Yes	No	21,480	80.2	47	43.2	76	51,194	14	25
University of Toledo	Public	High Res.	Yes	Yes	Yes	20,743	77.9	38	45.4	68	68,228	21	25
University of Arkansas at Little Rock	Public	DRU	Yes	Yes	No	12,377	80.6	40	24.4	70	10,500	14	27
Cleveland State University	Public	High Res.	Yes	Yes	No	17,497	69.3	43	32.0	67	61,111	19	25
North Carolina A & T State University	Public	DRU	Yes	No	No	10,561	84.0	59	42.9	80	35,103	16	21
Northern Illinois University	Public	High Res.	Yes	Yes	No	21,138	74.8	43	51.0	66	21,823	15	24
Marshall University	Public	Lg. Masters	Yes	No	No	13,407	72.8	44	44.4	69	18,998	19	24
University of Southern Mississippi	Public	High Res.	Yes	No	No	15,249	81.8	46	45.1	72	60,079	17	27
Texas A & M University-Corpus Christi	Public	DRU	Yes	No	No	10,913	83.9	42	40.2	57	15,776	22	23
Texas A & M University-Kingsville	Public	DRU	Yes	No	No	12,229	77.1	54	34.1	64	17,419	20	21
Mercer University	Private Nonprofit	Lg. Masters	Yes	Yes	Yes	8,351	52.9	41	59.5	82	31,376	12	28
Southern Illinois University-Edwardsville	Public	Lg. Masters	Yes	No	Yes	13,850	81.1	36	50.4	69	26,992	18	25
Boise State University	Public	Lg. Masters	Yes	No	No	21,981	86.6	37	38.0	71	27,920	20	26
University of South Alabama	Public	High Res.	Yes	No	No	15,065	75.1	37	33.4	68	40,172	19	26
Jackson State University	Public	High Res.	Yes	No	No	9,134	75.6	65	38.5	76	46,943	15	21
North Carolina Central University	Public	Lg. Masters	No	Yes	No	8,093	76.9	64	39.7	73	11,076	15	19

Key:
 Recommended as Peers
 Alternate Institutions if substitutes are needed

PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
SCHOOL OF BUSINESS AND INDUSTRY				
52.1399 52.1301, or 52.1302	BS Business Analytics	Business Analytics is a new discipline. Many companies are creating high-paying positions in this area. It is a degree that is within the 2017 Areas of Strategic Emphasis.	STEM	None
52.1399 or 52.1302	MS Business Analytics	Business Analytics is a new discipline. Many companies are creating high-paying positions in this area. It is a degree that is within the 2017 Areas of Strategic Emphasis.	STEM	None
52.1399 or 52.1302	PhD Business Analytics	Business Analytics is a new discipline. Many companies are creating high-paying positions in this area. It is a degree that is within the 2017 Areas of Strategic Emphasis.	STEM	None
52.1401	BS Marketing	Presently Marketing is a concentration within the Business Administration curriculum. These majors are likely to be sought after by a variety of companies, including firms that have developed new Marketing channels (technology and integrated advertising firms).	Not listed	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF-T, USF- SM, USF- SP, UWF
52.0203	BS Supply Chain Management	Supply Chain Management is a relatively new discipline. Many companies are creating high-paying positions in this area. It is a degree that is within the 2015 Areas of Strategic Emphasis – STEM.	STEM	None
52.0203	PhD Supply Chain Management	Supply Chain Management is a relatively new discipline. The PhD in Supply Chain Management will facilitate the recruitment and training of students to become future leaders in academic as well as the public and private sectors. It is a degree that is within the 2017 Areas of Strategic Emphasis is STEM.	STEM	None
52.0801	BS Finance	Presently Finance is a concentration within the Business Administration curriculum. Finance majors are likely to be sought after by the nation's elite banks and financial institutions that recruit SBI's top bachelor's candidates.	Gap Analysis	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF-T, USF-SM, USF- SP, UWF
52.1101	BS International Business	This would be a new major for SBI and would align with the University's strategic focus on international initiatives. The market is likely to be top undergraduates students who desire to work for multinational companies.	Global	FAU, FIU, UNF, USF-T, USF-SP

PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
TBD	BS Sports, Entertainment, and Facilities Administration	Sports, Entertainment, and Facilities Administration is an area in great demand by students and organizations. The management and administration of the built environment or physical plant - the largest asset of most organizations, private and public, international and domestic, including sports and entertainment organizations - have become a strategic priority. As such, many companies have high-paying positions in this area.		
TBD	MS Sports, Entertainment, and Facilities Administration	Sports, Entertainment, and Facilities Administration is an area in great demand by students and organizations. The management and administration of the built environment or physical plant - the largest asset of most organizations, private and public, international and domestic, including sports and entertainment organizations - have become a strategic priority. As such, many companies have high-paying positions in this area.		
COLLEGE OF EDUCATION				
13.0301	PhD Curriculum and Instruction	This program will enable FAMU to better utilize resources and strengths in the College of Education.	Education	FAU, FIU, FSU, UF, USF-T, UWF
13.1001	BS Special Education	This is a critical-need area to serve the public schools and the demand is very high.	Education	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF-T, UWF
13.1001	MS Special Education	This is a critical-need area to serve public schools. Enhances induction efforts for classroom teachers.	Education	FAU, FGCU, FIU, UCF, UF, UNF, USF-T, USF-SP, UWF

PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
13.0101, 13.9999	BS Education, Child and Family Studies	<p>This new program is for students who want to prepare to work in child- and family-focused settings such as agencies, organizations, or centers that are not academically focused or do not require personnel that have a teaching degree.</p> <p>This is an alternative to a teacher certification program for students who want to work in agencies, centers, or organizations that focus on children and families, but not in the capacity of teachers.</p>	Education for the 13. CIP Codes	FAU, FGCU
COLLEGE OF AGRICULTURAL AND FOOD SCIENCES				
26.1201	BS Biotechnology	Scientific personnel in biotechnology is a critical factor in further defining the competitive edge of the U.S. and the world in this area. Personnel needs for these personnel are barely being met by recruiting from a shrinking pool of scientists.	STEM	
01.1101	MS Plant and Soil Sciences	The MS in Soil Sciences will facilitate the recruitment and training of minority students to become future leaders and scientists in academia and in the government and private sectors.	STEM	None
51.0808	BS Veterinary Technology	Currently a track within Agricultural Sciences. The program is a "cutting-edge" life sciences major with an applied focus in the health and welfare of animals.		None
26.0702	PhD Entomology	This program will take advantage of a highly successful research faculty and globally recognized research programs in biological control, water quality biomonitoring and public health epidemiology in CESTA. Currently the College has a cooperative doctorate with UF.	STEM	UF
01.1201	PhD Soil Science	The PhD in Soil Sciences will facilitate the recruitment and training of minority students to become future leaders and scientists in academia and in the government and private sectors. Soil Science provides an understanding of the practical application of biology, chemistry, physics, and earth sciences principles to integrated land use and environmental protection. Soil Science graduates enjoy a wide array of science, technology, and business opportunities in economic and environmentally sound management of natural, agricultural, and urban ecosystems.	STEM	UF

PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
FAMU-FSU COLLEGE OF ENGINEERING				
14.0901	MS Computer Engineering	Enrollment in computer engineering is one of the fastest growing programs in the U.S. As the technology advances, there is a strong demand for computer engineering with advanced knowledge and training. MS and PhD computer engineers are in short supply and command some of the highest starting salaries.	STEM	FAU, FIU, UCF, UF, USF-T
14.0901	PhD Computer Engineering	Enrollment in computer engineering is one of the fastest growing programs in the U.S. As the technology advances, there is a strong demand for computer engineering with advanced knowledge and training. MS and PhD computer engineers are in short supply and command some of the highest starting salaries.	STEM	FAU, UCF, UF, USF-T
14.0201	MS Aerospace Engineering	Based on the current strength of faculty and research related to aerospace engineering, we are confident that the program will achieve national recognition in five years to be recognized as one of the top aerospace graduate programs.	STEM	UCF, UF
14.0201	PhD Aerospace Engineering	Based on the current strength of faculty and research related to aerospace engineering, we are confident that the program will achieve national recognition in five years to be recognized as one of the top aerospace graduate programs.	STEM	UF
14.0501	BS Biomedical Engineering	Biomedical engineering is becoming one of the major engineering areas of the 21 st century. As the understanding of DNA and genome has advanced, new companies in biotechnology, bioengineering, biomedical and pharmaceutical industry are being established which require biomedical engineers. The College of Engineering currently offers an MS and PhD in this area. A BS can be initiated with minimal new resources.	STEM	FGCU, FIU, UF
14.0901	MS Computer Engineering	Enrollment in computer engineering is one of the fastest growing programs in the U.S. As the technology advances, there is a strong demand for computer engineering with advanced knowledge and training. MS and PhD computer engineers are in short supply and command some of the highest starting salaries.	STEM	FAU, FIU, UCF, UF, USF-T

PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
14.0901	PhD Computer Engineering	Nationally, enrollment in computer engineering is one of the fastest growing in the U.S. As computer-engineering technology advances there is a strong demand for computer engineers with advanced knowledge and training. MS and PhD computer engineers are in short supply and command one of the highest starting salaries.	STEM	FAU, UCF, UF, USF-T
14.1401	MS Environmental Engineering	Environmental engineering plays an important role in protecting the earth environment. In addition to conventional technologies, environmental engineering now invokes new scientific development of material and biological and chemical analysis. The demand for environmental engineers and scientists continues to be strong.	STEM	FIU, UCF, UF, USF-T
14.1401	PhD Environmental Engineering	Environmental engineering plays an important role in protecting the earth environment. In addition to conventional technologies, environmental engineering now invokes new scientific development of material and biological and chemical analysis. The demand for environmental engineers and scientists continues to be strong.	STEM	UCF, UF, USF-T
14.1801	MS Materials Engineering	Modern engineering products require new materials. Materials engineering is a base for many engineering disciplines and plays an important role in the economic development of the U.S. MS and PhD programs will educate engineers specializing in new material production and their applications. This would be a collaborative effort between FAMU College of Science and Technology and College of Engineering.	STEM	FIU, UCF, UF, USF-T
14.1801	PhD Materials Engineering	Modern engineering products require new materials. Materials engineering is a base for many engineering disciplines and plays an important role in the economic development of the U.S. MS and PhD programs will educate engineers specializing in new material production and their applications.	STEM	FIU, UCF, UF

PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
14.2701	MS Systems Engineering	Enrollment in systems engineering will provide a solid foundation of fundamental systems engineering knowledge while also teaching students how to apply a systems perspective to business and technology. This discipline accounts for both the technical and business needs of stakeholders when solving complex problems. It provides a perspective that considers the requirements of all components and constituencies within the system, allowing companies to design the most efficient and effective approaches to solving the problems they face.	STEM	FIU, UF
SCHOOL OF THE ENVIRONMENT				
30.3301	BS Sustainability	There is student demand for a program that is focused on social and policy aspects of environmental issues.	STEM	UF
30.3301	MS Sustainability	There is student demand for a program that is focused on social and policy aspects of environmental issues.	STEM	USF-T
30.3301	PhD Sustainability	There is student demand for a program that is focused on social and policy aspects of environmental issues.	STEM	None
SCHOOL OF ARCHITECTURE AND ENGINEERING TECHNOLOGY				
04.0201	DArch Architecture	The Doctor in Architecture degree is the advanced architectural degree accepted by the accrediting board.	STEM	None
15.1001	MS Construction Engineering Technology & Management	Interdisciplinary degree with articulated paths with Architecture and several Engineering disciplines. This advanced degree in Construction ET and Management is highly sought after by industry nationwide. Graduates of this program at the BS level and others have been asking for such a program to be implemented at FAMU for many years. It is designed to be offered online as well as on campus.	STEM	FIU, UF
COLLEGE OF SOCIAL SCIENCES, ARTS AND HUMANITIES				
05.0201	PhD African and African American Studies	There is currently no PhD program in the state. The program is consistent with the mission and would position FAMU to make important contributions to the field. The external consultant for the 2004 program review in History recommended the program.	Global	None

PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
43.9999	BS/BA Global Security/ International Affairs/ Homeland Security	A major concern in the U.S. is to prevent terrorist attacks and increase cultural understanding. This program will provide the technological aspects of global conflict studies and homeland security. Students learn about critical thinking, risk management, threat mitigation, and solution planning.		FAU
44.0401	MPA Public Administration	This program will provide knowledge of the structure and functioning of public organizations and enable graduates to work as public administrators, leaders, and management consultants. The external consultant for the political science program review recommended this program in 2004.		FAU, FGCU, FIU, FSU, UCF, UNF, USF-T
50.0102	BS Digital Arts	There is a great demand for new curriculum in music technology to satisfy employment opportunities in churches, clubs, and other venues where multifaceted electronic equipment can minimize the number of musicians required. Many students at FAMU and in high school express an interest in this degree offering.	STEM	UCF, UF
COLLEGE OF SCIENCE AND TECHNOLOGY				
11.0701	PhD Computer Science	There is a market demand in academia and industry for PhD graduates in Computer Science. The program will address the shortage of minorities in the field and is part of the COESMET plan.	STEM	None
11.1003	BS Cybersecurity	This major prepares individuals with the knowledge and skills to protect the digital assets of various institutions. Majors will learn the tools and organizational practices to maintain a secure cyberspace infrastructure. Individuals with cybersecurity knowledge are highly sought after in today's high-tech marketplace.	STEM	None
11.1003	MS Cybersecurity	This major prepares individuals with the knowledge and skills to protect the digital assets of various institutions. Majors will learn the tools and organizational practices to maintain a secure cyberspace infrastructure. Individuals with cybersecurity knowledge are highly sought after in today's high-tech marketplace.	STEM	FIU
26.0101	PhD Biology	Few HBCUs offer a PhD in Biological Sciences. A recent surge in African American interest in pursuing higher degrees in sciences, and the necessity of replacing African Americans retiring from academic and non-academic positions underscore the need for this program. This is part of the COESMET plan.	STEM	FAU, FIU, FSU

PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
26.0102	MS Biomedical Sciences	This program would help prepare students for entry into dental school and other scientific fields.	STEM	FAU, FSU, UCF
27.0101	MS Mathematics	This program will increase the number of minority professionals in mathematical careers, prepare students for pursuing a PhD in mathematics and other sciences, and encourage industry partnerships.	STEM	FAU, FSU, UF, USF-T, UWF
27.0101	PhD Mathematics	This program will increase the number of minority professionals in mathematical careers, particularly in academia. Since mathematics is a foundational science, this program will also support the other PhD programs in the sciences and engineering, and develop research capabilities. This falls within the scope of COESMET.	STEM	FAU, FSU, UF, USF-T
30.3001	MS Computational Science	The MS in Computational Sciences will be a highly interdisciplinary, research-based, program which will leverage the expertise of the college's faculty in biology, chemistry, computer science, mathematics and physics, their research productivity and technological resources to provide students with the requisite computational skills, experiences, and expertise to solve a diversity of complex, real-world problems.	STEM	FSU
30.3001	PhD Computational Science	The Ph.D. in Computational Sciences will be a highly interdisciplinary, research-based, program which will leverage the expertise of the college's faculty in biology, chemistry, computer science, mathematics and physics, their research productivity and technological resources to provide students with the requisite computational skills, experiences, and expertise to solve a diversity of complex, real-world problems.	STEM	FSU
40.0501	PhD Chemistry	There is a critical shortage of U.S. citizens who pursue a PhD in Chemistry. The shortage is even more acute for African Americans, who comprised less than 3% of PhD recipients in Chemistry in 2002. FAMU is poised to build on institutional strengths to address the national need for more minority PhD chemists.	STEM	FAU, FIU, FSU, UCF, UF, USF-T
11.0802	BS Data Science	This new major would combine computer science, mathematics and statistics to prepare individuals for the world of Big Data. Data Scientists are highly sought after for employment in many fields, such as health care, finance, and science.	STEM	FPU

PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
11.0802	MS Data Science	This new major would combine computer science, mathematics and statistics to prepare individuals for the world of Big Data. Data Scientists are highly sought after for employment in many fields, such as Health care, finance, and science.	STEM	FPU
SCHOOL OF ALLIED HEALTH SCIENCES				
51.0706	MS Health Informatics	There are grant opportunities because of the significant market demand for graduates of such programs. This would build on our existing BS in Health Informatics.	Health	UCF
51.0908	Master of Cardiopulmonary Science	Respiratory therapists who have earned a BS degree may wish to advance their degree to a master's degree (MS) in respiratory therapy. There are currently three MS programs with an emphasis in respiratory therapy in the U.S. The proposed Master of Respiratory Therapy program will focus on preparing health care providers how to serve victims of bio-terrorism, how to become better prepared in emergency preparedness, how to address the different communicable diseases, and the knowhow of effective management and leadership skills in the health arena. The CoARC is also seeking to move the profession to include a Physician Extender Program, much like Nurse Practitioners.	Health	None
51.0912	MPA Physician Assistant	These programs are in high demand nationally and are an extremely popular career path that provides students with a career avenue in medicine. The only existing program in Florida is at UF.	Health	FGCU, FIU, FSU, UF, USF-T
51.2306	Doctorate of Occupational Therapy	The entry-level requirement for Occupational Therapists is expected to be in the OTD in the coming years and many programs in Florida are beginning to transition from the MSOT to the OTD.	Health	None

PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
51.2314	PhD Rehabilitation Science	There is a deficit in research-trained academics in both physical and occupational therapy, and a strong nation-wide demand for PhD trained scientists and educators in physical rehabilitation. Physical therapy already mandates a doctorate for entry-level therapists and occupational therapy is moving in that direction. In order to prepare future clinicians in evidence-based practice and clinical research, there needs to be a balance between clinically prepared doctoral instructors and research-prepared clinical instructors. This proposed Ph.D. program would be applicable to applicants with backgrounds in physical and occupational therapy and in other rehabilitation-related fields.	Health	UF, USF-T
SCHOOL OF JOURNALISM, MEDIA AND GRAPHIC COMMUNICATION				
09.0702	BS Digital Media (Digital Communications and Media/Multimedia)	There is a high demand for students prepared in the growing field of digital media including instruction in graphic design, animation and writing for media.	STEM	FAU, FGCU, FSU
09.0702	MS Digital Media (Digital Communications and Media/Multimedia)	This program will prepare students in the growing field of digital media and will appeal to students who wish to work in the industry as well as those who wish to teach at the high school or community college levels.	STEM	FAU, FSU
09.0902	MS Public Relations	This program is designed to attract students who do not have a baccalaureate in the field but wish to pursue a career in public relations.	Gap Analysis	None
COLLEGE OF PHARMACY AND PHARMACEUTICAL SCIENCES				
51.1005 or 51.0719	BS Clinical Research	The BS in Clinical Research is needed because it is part of the College's goals to meet the emerging manpower needs of Scripps Research Institute and other Pharmaceutical and Biotechnology firms that will be coming to Florida.	Health	FGCU, UCF, USF-T
51.1005 or 51.0719	MS Clinical Research	The MS in Clinical Research is needed because it is part of the College's goals to meet the emerging manpower needs of Scripps Research Institute and other Pharmaceutical and Biotechnology firms that will be coming to Florida.	Health	None

PROPOSED NEW DEGREE PROGRAMS

CIP Code	Proposed Program	Rationale	2017 Areas of Strategic Emphasis	OTHER SUS UNIVERSITIES WITH SAME PROGRAM
51.2201	BS Public Health	The need for a trained public health workforce has created the need for increased undergraduate education in the discipline. The Bachelor of Science in Public Health will provide the competencies needed for entry-level positions in public health and the health care industry. The proposed program will have the distinction of focusing on health disparities experienced by the poor and underserved in the state.	Health	FGCU, FSU, UF, USF-T
51.2201	PhD Public Health	Currently, there is only one PhD degree in Public Health in the State (USF). The need for analytical research-trained public health individuals is rapidly rising, particularly in Florida. The new accreditation requirements by the Council for Education in Public Health (CEPH) is driving a need for additional faculty with PhD training in public health.	Health	FIU, UF, USF-T
SCHOOL OF NURSING				
51.3818	DNP (Doctor of Nursing Practice) Nursing	In 2004, the American Association of Colleges of Nursing (AACN) recommended that the current level of preparation necessary for advanced nursing practice be moved from the master's degree to the doctorate level by 2015. Therefore, the School of Nursing master's degree program must transition to the DNP. The practice doctorate is designed for nurses seeking a terminal degree in nursing practice, and offers an alternative to research-focused doctoral programs (i.e. PhD programs).	Health	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF-T

NEW SCHOOLS FOR STRATEGIC PLAN

The University will explore the possible benefits of establishing a School of Public Health.

Proposed School	Rationale
Public Health	School status will elevate the visibility of FAMU's public health activities and position the University to enhance the education of students and significantly increase research funding from external sources and increase the serving of the community.

STUDENT SUCCESS

FACULTY INVESTMENT

HIGH IMPACT RESEARCH

CONSTITUENT ENGAGEMENT

EFFICIENCY AND EFFECTIVENESS

CUSTOMER SERVICE



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