Below is the proposed restructuring plan that was presented to the Florida A&M University Board of Trustees on April 6, 2011. On April 7, 2011, the Board of Trustees approved the University’s Restructuring Plan.

EXCELLENCE IN A NEW ERA:
DEVELOPING THE MILLENNIAL FAMUan

OVERVIEW

As we enter our next era, Florida A&M University wants to distinguish itself among other institutions as the university that accentuates student potential, resulting in graduates with undergraduate, master’s, professional and doctoral degrees in multiple fields of study, especially the sciences, technology, engineering, and mathematics (STEM) and health care arenas. This aspiration builds upon our historic traditions while forging a courageous path into the knowledge-based economy of the new millennium. The FAMU student of 2020 thinks critically, solves complex problems, is conversant in global issues and assumes leadership roles in research and development, civic and educational organizations as well as classrooms and boardrooms. These students will interact with faculty members, who transmit and create knowledge by being actively engaged in research as well as creating innovations that address multi-layered problems. All University employees are committed to contributing to the success of each FAMUan, in homage to our motto of “Excellence with Caring.” FAMU must adjust its intellectual environment, revenue streams, and use the tools of today to create the incubator that will produce this “Millennial FAMUan.” How do we get there?

With the tools of technology and a new millennium of learners that span all age groups, nationalities and races, we must update our academic programs, academic organization, and business operations. As a result, we will become a leaner operation, in which technology will replace some of the functions formerly performed by workers. We will have a reorganized structure of our academic units to create greater synergies and collaborations among faculty and students. We will terminate programs that are not productive and radically redesign those programs that will accentuate our historic strengths.

As President of Florida A&M University, in partnership with the FAMU’s Board of Trustees (BOT), I envision a future where University administration, faculty, staff, students and alumni will embrace this transition into a new era fueled by our long-standing commitment to excellence. The University’s Leadership Team and I have engaged aggressively in a
comprehensive review of our academic and administrative operations to ensure that we are optimizing resources in an efficient and productive manner to achieve three (3) distinct goals:

1. *Strengthen academic programs and academic structure while contending with fiscal constraints,*
2. *Increase academic and administrative efficiencies and productivity,* and
3. *Reinvest in focused areas of strength.*

Achieving these goals will occur in an iterative process that builds on the conversations that began during the current FAMU administration’s initial year among faculty, task forces, students, administrators and staff. It also maximizes the use of PeopleSoft which was purchased in the 1999 to automate the University’s business processes. Using information gathered during the accreditation re-affirmation process, the strategic planning process, from task forces on academic structure and programs, as well as the recently convened President’s Restructuring and Reinvesting Committee (PRRC) and advisory committee, this plan is submitted for the board’s approval. This plan reduces the operating budget by 15%, to hopefully create a pool to reinvest/invest into areas that will produce the Millennial FAMUan. Adhering to this plan over the next three years (2011-2014) will keep our “20/20 Vision with Courage” firmly in focus and each accomplished goal will yield the achievements that we all desire.

**1887-2012: 125-Year Legacy of Leadership**

Since its founding in 1887, the University has held to its core mission of educating under-represented scholars. As a land-grant institution, the university was created to teach agriculture, science and engineering, as a response to the industrial revolution and changing social class structure rather than higher education's historic core of classical studies. Today, as a modern university, FAMU envisions a shift in its academic and business operations that will permit teaching, research and public service that educate the student who views him- or herself as a global leader in a knowledge-based economy of the Information Age. FAMU scholars—faculty and students—must have the tools and capabilities to access, harness, create and distribute knowledge as well as have ready access to information that will provide them with the tools to solve the complex issues that impact the global society.

With the dawn of the new millennium, Florida A&M University continues to face an age-old question that has faced many historically black colleges and universities (HBCUs)—what is our relevance in an integrated society? Despite many new opportunities for today’s college students, statistics have revealed that significant numbers of African American and other minority students still seek the nurturing, leadership and generational legacies offered at an HBCU.
Articles in *The New York Times* and *The Wall Street Journal* have used dated resources to disparage the relevance of HBCUs. However, current research denotes the several layers that HBCUs contribute to the success of educating underrepresented minorities. One noted scholar, Dr. Marybeth Gasman noted in the *Chronicle of Higher Education*:

However, I have also found that without HBCU’s, we would have miniscule numbers of blacks, especially black women, earning STEM degrees and entering the graduate STEM fields. HBCU’s have areas of strength and areas of weakness just as all colleges and universities do—especially those that have suffered from decades upon decades of being under-resourced.¹

In 2010, the National Academies ranked FAMU “No. 1” in the nation as the institution of origin for African Americans who earn doctorates in natural science and engineering. This spring, a FAMU graduate became the first African American female admitted into the MD-Ph.D. program at the University of Florida. As an HBCU, FAMU must continue its legacy of producing graduates with doctoral degrees in the STEM and health care areas. The University will focus its efforts on continuing this legacy of leadership. Below are the guide posts that direct our path, namely our vision, our mission statement and our values.

**Vision Statement**
*Florida A&M University (FAMU) will be internationally recognized as a premier land grant and research institution committed to exemplary teaching, research, and service preparing transformational graduates with high ethical values dedicated to solving complex issues impacting our global society.*

**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*

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Values
Florida Agricultural and Mechanical University holds the following values essential to the achievement of the university’s mission:

- Scholarship
- Excellence
- Openness
- Fiscal Responsibility
- Accountability
- Collaboration
- Diversity
- Service
- Fairness
- Courage
- Integrity
- Respect
- Collegiality

Guiding Principles for the Budget Reduction Process

1. Submit a balanced budget
2. Maintain our 5% statutory requirement for reserve
3. Maintain compliance with state laws, policies and regulations (internal controls)
4. Teaching is the highest priority and faculty layoffs last resort
5. Must not sacrifice the health and safety of the campus
6. Preserve admission, financial aid, and registrar offices
7. Review non-instructional activities in light of mission and productivity
8. Develop efficiencies in the university’s administrative areas as we leverage technology and ensure greater delivery of services to our students and vendors
9. Review our academic programs that are critical to the mission of the University AND exhibit high productivity in enrollment, graduation, research, service and teaching
10. Maintain highly productive accredited programs
11. Identify new sources of revenue
12. Institute a robust distance learning program
13. Use the strategic plan to accomplish multi-year goals

Additional Guidelines for Restructuring

1. Reduce administrative costs
2. Eliminate low productivity programs,
3. Reduce duplication in course offerings
4. Reduce duplication in administrative processes
5. Reduce energy costs
6. Implement private sector expertise where appropriate, and
7. Increase revenue

The reality of the challenging fiscal constraints dampens the speed and alacrity needed to accomplish these goals. The University must therefore adopt a new strategy for operating efficiently within a constrained budget, while identifying and creating new revenue streams to address its focused strengths and more efficient operations.

**Today’s Tool--Technology**

Florida A&M University has invested in technology to assist its faculty, staff, students and other University stakeholders in the development of modern critical tools. In 2001, the Florida State Legislature re-wrote the State Education Code. The new Education Code abolished the Board of Regents and gave each State University a governing Board of Trustees. State Universities also became Public Corporations and state agency status was removed. As a result of the status change, former members of the State University System of Florida were no longer supported users of the state financial accounting and payroll systems. Therefore, FAMU had to install and maintain the appropriate hardware and software to support its systems.

As a result of this devolution, Florida A&M University joined the Florida Universities Consortium/Alliance to reduce the purchase price of PeopleSoft’s Enterprise Resource Planning (ERP) software. This software was a first step in replacing the University’s legacy system which supported financial and payroll systems at the university. The ERP software provided web-based real time integrated systems. By collaborating with two larger institutions (Florida State University and University of Florida), FAMU would not only save funding on software licensing fees but on consultants and staff training.

During the summer of 2002, the ERP unit was established to implement a new system to support FAMU’s business operations. Staffing for the ERP team was determined functionally and the team reported to the ERP Project Director who reported to the Vice President for Fiscal Affairs. Senior staff and subject matter experts were interviewed and selected by an ERP organizer chosen by FAMU’s President. In 2005, ERP became known as Enterprise Information Technology (EIT) and was merged with Planning and Analysis and the Computing Center. EIT now includes not only application development and support but computer support services, network infrastructure services as well as application security and disaster recovery.

In 2004, FAMU successfully implemented PeopleSoft Student Administration, Financial Management and portal applications. It was not until 2007 that Human Capital Management (HCM) version 8.9 was implemented. During 2008, FAMU’s Application Management Teams upgraded both Financial Management 8.4 and Campus Solutions 8.0 (formally known as Student
Administration) to version 9.0. Now, the University will embolden our technology efforts to enhance our productivity.

1.0 Academic Program Restructuring Overview

Goal 1: Strengthen academic programs and structure while contending with fiscal constraints

In order to attract the “best and brightest” faculty and students (undergraduate and graduate), the intellectual environment must be active, engaging, addressing real world problems with innovative research. Since the University has not undergone a comprehensive review of its academic programs in decades, this restructuring process permitted the academic community to take a critical look at its program offerings. This review led to recommendations that will attract students that can become Millennial FAMUans.

1.1 Academic Program Evaluation Methodology

The President’s Restructuring and Reinvestment Committee (PRRC) developed the methodology for the academic programs by reviewing the FAMU strategic initiatives and conducting focus groups in January and February 2011. The PRRC reviewed the input from the focus groups. The goal was to optimize the academic programs that support our mission as well as meet state and global needs. This assessment identified the strength of each program at the various degree levels. In other words, the first step was determining academic productivity. The critical factors considered were:

- Enrollment of majors;
- Degrees awarded;
- Student Full Time Equivalents (FTE);
- Sponsored research awards;
- Cost per credit hour; and
- Return on investment (ROI) on research.

All academic programs were reviewed. The first three (3) factors were weighted and the final two were added based on the feedback from our conversations with focus groups. Academic productivity was determined by a scoring method which yielded a score. These scores were placed into ranges which then determined a program’s productivity level. See Appendix A (Example of Scoring).

Next, the model combined an indicator of societal need. Societal need was indicated by whether a program was on the Board of Governors’ list of critical needs in education, health, STEM fields, security and emergency services, and globalization. These are also the programs that FAMU has identified as priority areas. If a program was on the list, it was designated as high need; if not, it was designated as low need. The combination of the indicator of societal
need and academic program productivity resulted in all programs being assigned to one of four (4) quadrants:

- high need, high productivity
- low need, high productivity
- high need, low productivity
- low need, low productivity

See Appendix B (Productivity Quadrant List)

Assessing the productivity of academic programs is a complex task that cannot be confined purely to quantitative measures. Therefore, upon assigning each program to one of the quadrants, further analyses were conducted, using multiple filters, many of them qualitative in nature, in an attempt to ensure that no important factors were overlooked prior to assessing a program’s viability. The additional filters included:

- Programs that are central to the FAMU mission;
- Programs that represent a strength of FAMU and its priorities for the future;
- Programs that provided significant potential for future growth through radical redesign;
- Comparison to productivity of similar programs at peer institutions (another factor recommended by the academic focus groups).

In order to gather additional qualitative information, in February 2011, all programs falling into quadrants 2 (low need, high productivity), 3 (high need, low productivity) and 4 (low need, low productivity) were requested to provide information in response to the following questions:

1. Provide summary information on any concerns or issues within your program that may not be addressed by quantitative data.
2. How do you see your department and its program(s) contributing to the realization of the University’s strategic vision? (consult the University Strategic Plan at [http://www.famu.edu/OfficeofInstitutionalEffectiveness/UserFiles/File/Strategic_Plan_2010_2020_Approved.pdf](http://www.famu.edu/OfficeofInstitutionalEffectiveness/UserFiles/File/Strategic_Plan_2010_2020_Approved.pdf))
3. List any existing or expected interdisciplinary or inter-university activities in which your program is engaged.
4. What disciplinary, national or international trends do you anticipate that may impact your program, and what impact may they have?
5. How will your program contribute to generating revenue for the University? Please be specific.

A summary of these responses are noted in Appendix C. Thus, program faculty and deans provided information pertaining to the programs.

1.2 Analysis of Academic Programs

As a result all the information gathered, the President recommends that ten (10) programs in the quadrant with “low need and low productivity” be retained with attention paid to specific details such as:

- Is a new program and will incorporate another program that is proposed for termination;
• Increase enrollment and increase degree production essential to our mission;
• Has high enrollment and degree production and will address a workforce need.

These programs span three (3) colleges or schools as noted below:
  • College of Arts & Sciences  6
  • College of Education      3
  • School of Journalism & Graphic Communication  1
  
  GRAND TOTAL                      10

An additional 13 programs in the “high need, low productivity” quadrant are recommended to be retained due to their centrality to the mission of the University and/or high societal need in STEM areas. They will also be encouraged and monitored for increased enrollment and degree production.

Further, the President recommends that the university close 21 academic programs, terminate and merge three (3) others into remaining programs and suspend one (1) program. The programs recommended for termination had few students enrolled (some even have 0 students and 0 faculty members); produced few graduates in recent years; do not meet a state need; and have weak research funding. These programs, recommended for termination or suspension, are located in seven (7) colleges or schools as noted below:
  • CESTA        4
  • School of Journalism & Graphic Communication  2
  • College of Education  9
  • College of Arts & Sciences  7
  • School of Architecture  1
  • School of Allied Health Sciences  1
  • School of Business & Industry  1
  
  GRAND TOTAL                      25

One graduate program is scheduled to become dormant to permit the newly restructured bachelor’s program to mature. Later the Provost will review and determine its viability to attract our graduates and other graduate students. See Appendix D (Recommended Action of Academic Programs).

1.3 Implementation of Recommended Structure

Although 25 programs have been identified for closure or suspension, most will continue for another one or two years to teach out those students that are currently enrolled in the programs and are making satisfactory progress towards graduation. A few of the identified programs have no students and no faculty; therefore, they will close immediately. The PRRC will continue to work with the deans of the respective colleges and schools to determine the reasonable time for teaching out these programs. Further, the President and the committee reviewed the faculty impact within these programs. Most do not impact faculty because the faculty are teaching in other programs that will continue. As a result of program terminations,
these faculty members could devote greater time to those courses and programs with higher demand, which currently may be taught by adjuncts, thus improving the quality of the remaining programs with larger numbers of students. In a few cases (about 10), faculty members may not have credentials to teach in other areas within the department, division, college or school. Within that group, several have tenure. However, the University will respect and adhere to all rules, regulations and policies that apply to all employees.

1.4 BOG Academic Program Productivity Evaluation

It is important to note that while the University was conducting its academic program evaluation, the Board of Governors initiated an academic program productivity based solely upon degrees awarded over the last five (5) years. This review has identified 58 academic programs at FAMU; however, the University will provide rationales to support the information noted above and will justify the continuation of the other programs. The University has submitted a preliminary response, subject to board review of the recommendations contained in this report. This information will be shared with the board at the April meeting in the Academic Affairs Committee.

2.0 Academic Division Reorganization Overview

Goal 1: Strengthen academic programs and structure, while contending with fiscal constraints.

Now that we know the programs that may remain, it is important to assess if the current organizational structure will assist the University in developing the Millennial FAMUan. Academic reorganization did not emerge due to this report; this is a discussion that has been occurring nationally for the last few years.

On October 20, 2008, Provost Cynthia Hughes Harris appointed an Organizational Task Force of faculty, deans and administrators to examine the current academic organizational structure of the university. Provost Harris charged the task force to “review the effectiveness” of the manner in which the Florida A&M University academic programs are housed. Specifically, the task force was asked to “confirm the appropriateness of the existing organizational structure of our academic units or to provide recommendations of alternative structures that would strengthen the university” and its commitment to academic growth and integrity.

The Task Force was chaired by Mr. Rodner Wright, AIA, Dean of the School of Architecture, and consisted of a total of 34 members from the academic and administrative units of the university. See Appendix E (Report of the Organizational Task Force Methodology and Process, November 2010). The task force submitted recommendations to the Provost in January 2011.

In February 2011, MGT of America, Inc. (MGT) was retained by FAMU to assist in the redesign of its academic structure. Over a period of several weeks, MGT worked in tandem with Dean
Wright, the University’s academic leadership, and PRRC to identify opportunities to build upon FAMU’s strengths through the reorganization of academic units. Specifically, the combined efforts included analysis of Task Force findings and conclusions, analysis of selected peer institutions, and identifying and assessing alternative alignments of FAMU’s degree-granting colleges and schools. Subsequently, the President and the Provost reviewed the recommendations of the Task Force and MGT.

2.1 Guiding Principles for Academic Reorganization

As one of the initial steps, MGT developed a statement of “guiding principles” to provide direction for the assessment of FAMU’s academic structure. After review and modification by the university’s academic leadership, the following principles were adopted:

- Academic reorganization should build on the findings and recommendations of the Organizational Analysis Task Force.
- FAMU must divest in order to invest for the future.
- Academic reorganization should build on FAMU’s strengths and enhance the quality of academic and research programs.
- Mission critical units should be preserved and remain intact.
- Recommendations for reorganizing academic units should be criteria-based.

In addition to guiding principles, MGT proposed a set of criteria to assess various possibilities for FAMU’s academic structure. The following three (3) criteria were endorsed by FAMU academic leadership:

1) **Program Effectiveness** (which involved three (3) subcomponents):

- *Instructional Synergy* – The combination of departments/colleges/schools should lead to opportunities for shared course offerings and use of instructional labs.

- *Research Synergy* – The combination of departments/colleges/schools should lead to stronger interdisciplinary collaborations for securing extramural funding and extending community outreach.

- *Academic Impact* – The combination of departments/colleges/schools should have a major impact on the University’s teaching, and public service missions.

2) **Program Efficiency**

- Improved Staffing Efficiency – The combination of departments/colleges/schools should lead to more efficient college administrative FTE to faculty FTE ratios.
Cost Improvement – Over time the combination of departments/colleges/schools should lead to cost reductions.

3) Program Focus

Mission Critical – The combination of departments/colleges/schools should contribute to FAMU’s core mission.

2.2 Analysis of Academic Organization at Peer Universities

As part of its analysis, MGT considered how similar universities have chosen to group their programs and departments into larger or reconfigured academic units. While each university has its own set of circumstances, information about how they have chosen to align academic units provides insight into how other institutions attempt to find synergies that contribute to program effectiveness.

Number of College-Level Units

Florida A&M University currently has 14 degree-granting units that report directly to the provost (including General Studies and Graduate Studies which were reconfigured in an earlier management adjustment and will not exist as of June 30, 2011). The Organizational Task Force recommended a structure that resulted in 14 academic units; however, their recommended structure was configured differently from the current University structure.

The consultants reviewed ten universities across the nation that FAMU has identified as our “peers,” and this group has been endorsed by the State University System Board of Governors. Among the criteria considered in selecting these peers were similarities in program offerings, especially in terms of professional schools, and land-grant mission. The FAMU peer universities are:

• Howard University
• North Carolina A&T University
• Cleveland State University
• Nova Southeastern University
• University of Texas at Arlington
• Old Dominion University
• University of Louisville
• George Mason University
• University of Arkansas (main campus)
• Temple University

A particular focus when comparing the academic organization of the peer universities was on the opportunities for realignment that had been considered by the Task Force. These opportunities included grouping programs in the health professions and replacing FAMU’s traditional “arts & sciences” structure with several smaller groupings of related departments that share more focused programmatic objectives. The consultants reviewed the university’s academic
organization of all colleges with our peers. MGT’s comparative review of the academic structures at peer universities revealed the following:

**Arts & Sciences**

Currently, the College of Arts & Sciences has 14 academic units that report to one (1) dean. FAMU is considering a shift from a single college to possibly two or three separate colleges.

The peers exhibited four different models:

- 6 of the peers have a single College of Arts and Sciences.
- 2 peers have two separate colleges (College of Sciences is separate).
- 1 has three separate colleges (College of Humanities, College of Arts and College of Science & Technology).
- 1 has six different colleges or schools.

**Education**

The College of Education has five (5) academic units that report to one (1) dean. Although numerous programs within this college are proposed for termination, the remaining programs will tighten the focus of the College and address the workforce needs for the future. The Task Force made a slight organizational change, namely, to move teacher education currently in the College of Arts & Sciences to the College of Education. A review of the peer institutions revealed a split between two broad models:

- 4 of the peers, like FAMU, have a stand-alone college.
- 6 of the peers have combined Education within the College of Education & Human Services

**Allied Health and Nursing**

The University has a separate stand-alone college for these two programs. The School of Allied Health has six (6) academic units reporting to one (1) dean and the School of Nursing has two (2) academic units, reporting to one (1) dean. The Task Force proposed no change to this current structure. The peers exhibited several different models:

- 4 of the peers have a stand-alone nursing school; none of these peers also offer an Allied Health program.
- 6 of the peers place their “School of Nursing” in a larger “College” with other health-related units and/or Education such as the College of Nursing & Health Professions or the College of Nursing Education.
- 2 peers offer Allied Health programs and combine them organizationally with Nursing called the “College of Allied Health and Nursing”.
- The Task Force proposed a spin-off of the Institute for Public Health to a free-standing School of Public Health.

**Architecture**
FAMU has a stand-alone college, with two (2) academic units reporting to one (1) dean. A review of the peers found:

Only 3 of the peers offer Architecture:
- 2 of the peers, like FAMU, have a stand-alone college.
- 1 peer combines Architecture with Engineering.

Journalism

FAMU has a stand-alone school, with two (2) academic units reporting to one (1) dean. No changes were proposed by the Task Force. A review of the peers found:

Only 5 peers offer Journalism:
- 4 of the peers have Journalism as a unit within Arts & Sciences (or similar entity).
- 1 of the peers has a School of Communication with a Journalism department.

Summary of Peer Structures

Despite most of the peer universities having larger enrollments, they typically have a smaller number of degree-granting units that report directly to the provost:

- The range is from 6 to 18.
- The mean is 10.1.
- The median is 9.

See Appendix F (Comparison of Peer Universities)

2.3 Analysis of Reorganizing Efforts at Other Universities

In summary, no two universities are organized in the same way. MGT observed a wide variety of approaches for academic structuring, yet each university can be considered a successful institution based on the ability of its structure to meet its identified needs. The implications for FAMU arising from MGT’s analysis of peer academic structures is that the University’s own structure must respond to its unique history, circumstances and opportunities for development. See Appendix G (MGT Report)

2.4 Recommended Structure for Colleges, Schools and Departments

Based on its analysis of potential program synergies, opportunities for greater efficiency, and practices at peer universities and others institutions that have restructured their academic division, FAMU is considering an academic organizational structure that would consist of twelve (12) degree-granting colleges reporting to the provost as well as a University College for non-degree granting programs. The University currently has fourteen (14) academic units. The
Schools of Graduate Studies and General Studies are being eliminated and several units remain the same as they are currently structured. Others have been reorganized based on common themes and collaborative opportunities. Special consideration was also given to academic units whose structure was influenced by decisions of the U.S. Office of Civil Rights. The reorganized academic structure provides FAMU with the competitive edge to maximize its potential within each of the respective units, creating an intellectual environment that will nurture and develop the Millennial FAMUan.

The proposed organizational structure for academic units is expected to lead to: Greater effectiveness by focusing efforts and oversight; greater efficiency by bringing smaller units together; and greater synergy by bringing together related units so that they are better positioned to leverage expertise and resources for increased productivity. Efficiency in some cases results from the combination of smaller units to realize economies of scale. In other instances, efficiency may require extracting certain related programs from a larger unit whose size may inhibit its ability to be efficient. The proposed reorganization builds on FAMU’s strengths and positions units to enhance the quality of their academic and research programs, which will increase the potential for greater accomplishments and increased resources as we move forward.

There are several units, with an established history of strength and success at Florida A&M University. Although the process of reorganization included multiple approaches as to how these units might be organized, the final analysis led to the conclusion that these particular academic units were already well positioned to continue in their current format. Therefore, it is proposed through the recommended reorganizational structure that the Colleges of Pharmacy and Pharmaceutical Sciences, Law, and Engineering remain as stand-alone units along with the Schools of Journalism and Business and Industry. These academic arenas have an identity and strength that reinforce the goals and the mission of FAMU. Rather than reorganizing these units, we will instead build on them as they are and support their continued growth and development. It must be noted though that it is also proposed that a Division of Economics be moved from the current College of Arts and Sciences and added to the School of Business and Industry because it is a more appropriate fit with the goals and mission of SBI. Additionally, due to low productivity, one current program, Graphic Communication, in the School of Journalism is recommended for termination. See Appendix H (Proposed Academic Structure, March 23, 2011)

**College of Science, Technology and Mathematics**

Broadening the participation of minorities in science, technology, engineering and mathematics (STEM) is a critical goal in the state, nation and the world. Currently FAMU programs in science, technology and mathematics are housed, along with many other programs, in the College of Arts and Sciences. It is proposed that the clustering of these programs in a stand-alone college, would reinforce the STEM arena as an identified strength of the university and
facilitate focused collaboration within the disciplines. Increasing African American graduates in the STEM fields is a goal of FAMU’s strategic plan and opportunities for cross-disciplinary involvement will contribute to increase successes in this arena. Additionally, the creation of the College of Science, Technology and Mathematics provides an infrastructure for the coordination of education, training, research, and service activities that will provide leverage for FAMU to achieve and maintain its status as the premier University for the production of African American graduates in the STEM disciplines.

**College of Behavioral Sciences, Art and Humanities**

The programs in this proposed college are also currently housed in the College of Arts and Sciences. While having a large College of Arts and Sciences provides economies of scale, it has been recognized for some time that the college may be too large and complex to attend to all of the academic and student needs across diverse disciplines. It is anticipated that the restructured College of Arts and Sciences that cluster programs in behavioral sciences, art and humanities will provide increased opportunities for shared scholarly initiatives, cross teaching and joint research pursuits. The clustering of these programs, with so much in common with each other, will increase the likelihood of success in research, external funding arenas as well as service arenas that address needs and interests specific to the diverse communities in which our faculty, students and alumni are involved.

**College of Health Professions**

The healthcare programs at FAMU contribute to the University’s mission and produce a significant percentage of the state and the nation’s African American health care professionals. Thus, Florida A&M University is proposing the establishment of the College of Health Professionals which will consist of a School of Allied Health Sciences; a School of Nursing; and a School of Public Health. As a result of housing these health programs in a common unit, it is anticipated that the synergy between these disciplines will increase. Collaboration will be able to occur on multiple levels including shared teaching, which will contribute to the reduction of duplication in course offerings and increased collaboration in research, which will increase sponsored research and scholarship. Elevating public health from an Institute (a dependent entity with a singularly focused goal and little or no autonomy) to a school (a free-standing unit with complex course offerings, and success in external research and related funding) will allow the School to enter scholarly realms that are currently closed to it. As a School of Public Health, there will be more opportunities for addressing the health needs of our community and nation with the support of both local and federal agencies. Together, the three programs within the College of Health Professions will heighten its visibility and enable it to flourish through
increased enrollment, research and public service by virtue of their ability to collaborate and build on common goals and interests.

**College of Education**

The undergraduate teacher education programs, for which the College of Arts and Sciences is currently responsible, will be moved to the College of Education under the proposed structure, which will make that college responsible for all teacher education programs. Baccalaureate programs in science education, mathematics education, social science education and music education will have the benefit of being housed in a unit that is dedicated to the recruitment, retention and graduation of teachers. Most of these programs currently have low enrollment and produce few graduates in areas that have an urgent need for more minority teachers. It is anticipated that moving the programs to the College of Education can significantly increase the production of teachers and help FAMU once again be the top producer of African American teachers in the nation.

**School of Environmental Sciences**

The Environmental Sciences Institute (ESI) is currently a relatively small but vibrant and highly productive unit. An external consultant who conducted a program review of ESI recommended that it be elevated to a school as a step to dramatically increase its national visibility, its scope and its productivity. As the world faces increased challenges in arenas such as climate change, water quality, sustainability, biodegradable fuels and other environmental issues including catastrophic events, it is clear that the environment studies will be central to the future of our society. Elevating ESI to a school, will position FAMU to be a leader in environmental research and education, and give it greater access to external research funding.

**School of Architecture**

It is proposed that the engineering technology programs currently housed in the College of Engineering Sciences, Technology and Agriculture (CESTA) move to the School of Architecture. The construction and electronic engineering technology programs have the potential for a strong synergy with architecture. Together, these programs will address the “built” environment more holistically. It will enable sharing based on faculty expertise across the disciplines. Additionally, architecture and engineering technology students will widen their perspectives through shared courses and faculty. The integration between architecture and engineering technology will create an opportunity to expand upon the existing community college articulation agreements for the Construction Technology program as part of the six
articulation agreements that exist for the community college architecture programs. The School of Architecture will continue to demonstrate the university’s commitment to this unit created through the involvement of the federal Office of Civil Rights.

**College of Agriculture**

Currently agriculture is part of the offerings within CESTA. Having a stand-alone College of Agriculture will enable FAMU to focus on this important area that is central to our mission. With a singular focus on agriculture and its related issues, the College has the opportunity to grow into areas of need in contemporary society. Contemporary studies in agriculture encompass food safety arenas related health studies, veterinary technology and medicine, and a wide array of issues within the natural environment arenas. The College of Agriculture will continue to support the FAMU mission and seek opportunities to increase collaborative opportunities with related units within the university as well as with external funding agencies.

**University College**

In addition to the high number of degree-granting units within the Division of Academic Affairs, there are also non-degree granting units. Currently those units operate independently without an organized relationship with each other. The establishment of a University College allows the non-credit generating programs to be housed together and overseen by a Director who will have the ability to coordinate functions, integrate common activities, and facilitate opportunities for collaboration, cooperation and growth. The programs in the University College, Office of Retention, Office of the Registrar, Office of International Education and Development, and the Honors Institute have university-wide goals and are involved with meeting needs and providing opportunities for students and faculty across the university. Formerly, the School of General Studies and the School of Graduate Studies and Research existed as non-degree granting entities. These Schools will not exist after June 30, 2011. The function of the School General Studies has been subsumed in the Office of Retention and other units within the Division of Academic Affairs. The function of the School of Graduate Studies will be incorporated into the Division of Research.

The recommended structure, along with proposed titles of the administrative leader of each major academic unit, is illustrated in **Chart 2.4 (Proposed Academic Structure)**

Chart 2.4
2.5 Implementation of Recommended Academic Structure

A significant number of complex issues will need to be addressed and resolved before completing the full implementation of the proposed academic reorganization. The President and Provost will need to:

- Notify specialized accrediting bodies and assure them that the new structure continues to satisfy their requirements.
- Recruit and appoint academic deans and directors for the newly constituted units.
  - Work with the newly appointed deans to develop unit-level strategic plans that leverage the opportunities that come from realignment.
  - Encourage team-building among newly consolidated faculties.
Consider space reassignment to enable physical consolidation of newly combined units.

- Set up accounts and develop operating budgets for newly structured academic units.

- Update various aspects of the university governance process, including establishment of committees that reflect the new academic structure and refinement of unit-level bylaws.

- Develop new communication materials, including the University catalog, Web site, admissions brochures.

Chart 2.5 below illustrates the implementation timeline for these tasks. Overall, it may take twelve (12) months to fully realize the new structure. However, at the end of the day, the academic administrative operations should flow smoother and with reduced time constraints, permitting more time spent with teaching students, engaging student in research projects and assisting student with their professional development as scholars and leaders.

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3.0 Academic Administrative Restructuring Overview

Goal 2: Increase academic and administrative efficiencies and productivity;

The results of surveying faculty and staff indicate the need to improve academic and administrative efficiencies and productivity. An evaluation of repetitive processes and procedures in academic units demonstrate the need to restructure and reinvest academic
administrative services. This section highlights the method and recommendations by the Deans of the academic units.

3.1 **Academic Administrative Methodology**

Within the Academic Administrative Services, the Provost and her staff created the following methodology to determine a matrix for reducing the administrative personnel within the Division. Academic administrative services consist of employees who provide support to the academic units. Employees within this category include Administrative and Professional (A&P), University Support and Personnel System (USPS) and those in time-limited/temporary personnel known collectively as Other Personnel Services (OPS).

The Division of Academic Affairs created a plan of action that would result in a reduction in the Academic Affairs budget for A&P and USPS personnel. In order to accomplish the reduction, data were collected regarding the number of faculty, USPS and A&P employees as well as students in each college/school/institute (Unit). That data was utilized to calculate the requisite dollar amounts by which each unit would reduce its budget.

On March 14, 2011, Deans were provided the budget reduction amount for their respective academic unit based on the collected data. The deans were charged with providing viable alternatives and strategies for reaching the targeted reduction amount. Although it was possible to reduce the respective budgets without input from the deans, the Deans are critical contributors to the restructuring process, as each has special knowledge regarding the specific needs of the units as well as any special operational requirements.

3.2 **Analysis of Academic Administrative Units**

The proposed reduction amounts for the units are listed below: In order to help the deans understand the basis of the need for reductions to their A&P and USPS personnel, it was critical that they have an understanding of how administrative processes are going to work in conjunction with the Administrative Service Assistance Program (ASAP), a new administrative unit at the University.

Prior to receiving their proposed reduction amount on the 14th of March, the deans participated in a presentation provided by the CFO and her staff on ASAP and its multiple parameters. The deans were oriented to all of the functions that ASAP would handle, thus reducing the need for a full complement of A&P and USPS personnel within their respective units. As a result of their understanding of the purposes, goals and projected outcomes of ASAP, the deans then proposed reductions specific to their academic unit to the Office of Academic Affairs with opportunities to revise their proposals based on questions and feedback, prior to the final submission. The reductions that the deans provided represented their operational needs after the implementation of ASAP as well as special needs that are specific to each unit such as accreditation, laboratory management or specialized programs.
It must also be noted that all actions related to this process will be undertaken in accordance with University’s regulations and applicable collective bargaining agreements.

4.0 Administrative Restructuring Overview

Goal 2. Increase academic and administrative efficiencies and productivity.

In order to achieve the goal of increasing academic and administrative efficiencies and productivity, it is imperative that we fundamentally rethink how we do business administratively. In light of the budget reductions that have occurred over the past three years, where most of the impact was absorbed in the administrative units, now is a propitious opportunity to reengineer our administrative operations. This section highlights the approach, analyses, and recommendations that will help us to achieve the specified goal.

Technology…an Enabler of Business Process Change

As noted in the “Investing in the Future of FAMU: FAMU Restructuring Plan for 2011-2014,” submitted to the BOT on November 24, 2010, the FAMU Leadership Team endorsed an improvement effort that is currently underway in the Division of Administrative and Financial Services (DAFS). The Transformation through Technology Enhancements (T³E) project will fully leverage the capabilities of our PeopleSoft (iRattler) system so that the University can improve dramatically its core business processes. T³E permitted us to reexamine all of our finance related business processes in light of the underlying technical architecture inherent in iRattler. To begin, the University has focused efforts in the area of administrative and financial services, re-vamping and re-engineering these processes to create a more efficient operation. In the future, we want to expand this reengineering effort to include a broader spectrum of business processes beyond the financial realm. This more comprehensive reengineering effort is prudent step as we anticipate future reductions.

In total, the T³E group has reengineered about 15 processes, including travel, payroll, and purchasing among others. Now, the applicable PeopleSoft modules are being re-implemented to “leverage the technology” to make the new business processes a reality. Along with the implementation, the team is also deploying change management strategies that help the university to successfully accommodate the transition to new roles and activities related to the new business processes. The travel and expense module will be the first new business process to be introduced. The travel module is planned to “go-live” on March 28, 2011, using a pilot group concept that encompasses five departments. Over the next three months, we will implement the remaining departments on campus.
We anticipate a similar implementation process for each of the business processes that we have reengineered. Once the financial phase of the T^3E project is complete, we expect:

- Faster processing of travel reimbursements requests
- More efficient and timely purchasing processes
- More efficient and timely payment of bills
- Better control and management of assets
- Better streamlined recruitment and hiring of employees
- Greatly simplified financial statement development
- Efficient and effective overall financial management and reporting processes.

This T^3E project will improve the quality of the services provided to the end users in several key areas. We have refined the data, improved processes, and eliminated a host of manual and labor intensive workarounds to allow smoother work flow. These improvements will facilitate our ability to move forward to implement other sorely needed PeopleSoft modules that will enhance our operations. (See section on Administrative Service Assistance Program below). With enhanced reliability and capability, we seek to restore the confidence of end-users as a result of our increased technological strength.

Further, we are assessing the EIT division to ensure that our employees are organized to support the use of technology among our faculty, students and staff. We expect to make the appropriate changes in the technology area so that we can fully leverage our technologies in support of our business operations.

4.1 Administrative Methodology

The President’s Restructuring and Reinvestment Committee (PRRC) developed this methodology by reviewing the FAMU strategic initiatives and the input from the focus groups. The goal was to optimize the efficiencies of all administrative processes by leveraging technology. Heightening the efficiencies will increase productivity and permit administrative units to focus more on their core business and move the operational business to a designated, specialized unit. See Section 5.3: ASAP discussion below. Further, this methodology permitted PRRC to understand the functions and positions within each department; such understanding was essential to this analysis; therefore, the critical factors considered were:

- Identify operating departments;
- Identify employee roles and the percentage of time devoted to role;
- Identify “like processes” and/or “repeatable” processes;
- Determine time devoted to the roles via full-time equivalents (FTEs);
- Determine the steps within each process (from beginning to end);
- Determine capacity for each process;
- Identify data associated with each process;
- Identify number of employee FTEs required based on processes; and
- Determine management structure needed to support each process.
Additional process analyses occurred, including a review of the following data:
- Organizational charts;
- Salary/Wage for every position;
- Process costs by combining salary with roles;
- Determine non-employee costs (supplies, equipment, etc.); and
- Determine overall cost categories that tie to the budget.

4.2 Analysis of Administrative Operations

With T³E as a conceptual framework for fundamentally rethinking our financial and administrative business processes, we will deploy several complementary efforts that will enhance our ability to achieve the desired results. Leveraging technology also means reconceptualizing our existing technologies like ImageNow and Maximus (primarily used in Facilities), as well as assessing our technical architecture to ensure that we have the appropriate capabilities and skill sets to support our reengineered environment.

Below is a brief description of each of the key enabling resources that will play a major role in our success:

4.2 (a) Technology Assessment

As we implement the various PeopleSoft modules, we have consulted with one of the leading strategic technology assessment firms in the industry to provide us with a comprehensive plan for improving our technology capabilities. By implementing their recommendations, we will ensure that FAMU is technically capable of managing our new processes plus set a strong foundation for building future applications that will further enhance our performance. The technology assessment firm has offered some preliminary suggestions for improving our efforts:

- Trying to name organizations according to their actual functions.
- Combine similar skills/work among the same team.
- Increase the help desk staffing.
- Increase the PeopleSoft (PS) technical staffing levels.
- Collapse the PS functional teams into a single team, significantly reducing the current number of employees.
- Create a team of Business Analysts to work directly with user departments to improve their use of PeopleSoft.

Chart 4.2 (a)
Completion of the full scope of work will allow us to completely transform our Enterprise Information Technology Division.

4.2(b) Implementation of a new Technology Hosting Agreement

Our current PeopleSoft system is hosted by IBM. The current contract with IBM expires at the end of August 2011 and thus presents us with a great opportunity to renegotiate many of the features that we will need to complement our transformed information technology capabilities. The new hosting arrangement will include improvements that will embrace system processing speed, provide more reliable system performance, standardize maintenance, and upgrade windows that are more compatible with our needs. The new contract will allow for peak processing periods like fall and spring student registration and will also create a solid foundation for revisiting our email application. Our new contract should also allow us to consider student-centric mobile applications, and other technology improvements that will improve customer service.

4.2 (c) Expansion of ImageNow
We are currently planning the expansion of ImageNow, which is our document management system that allows us to eliminate paper processes and create electronic workflows; smoother workflows will enable dramatic organizational improvements. We anticipate expanding the system to include actual data capture that will flow directly into PeopleSoft by using web-based and scanner technology.

4.2 (d) Upgrade of Maximus with AIM (Asset Works)

We are actively planning an upgrade of the current software that is used primarily with job work orders and utilities processing. By upgrading to the newer generation of the Maximus system, we will dramatically expand the uses to include front end processing in auxiliaries, telephone and utilities bill processing, physical space management, project management, and other business processes. AIM is a highly configurable, web-based application that can be adapted for many uses. The software is widely used in many business operations and higher education. We anticipate significant cost savings in the telephone, service and repair, and utilities areas due to technology enabled business process change that substantially increase our productivity. The system has built-in measurements and dashboards that allow for much more transparency in our business processes.

4.2 (e) Administrative Service Assistance Program (ASAP)

The Division of Administrative and Financial Services will focus on a centralized processing unit called the Administrative Service Assistance Program (ASAP). Departments from across the campus will permit this unit to manage their financial, human resources, and administrative responsibilities. This program will standardize and streamline operational tasks and processes while meeting the fiscal/administrative needs of the participating units. These processes will standardize reports for budget reconciliation and management reports, budgetary control for purchasing, review disbursement documents, oversee travel transactions, process personnel appointment documents as well as time and leave entries. The ASAP staff will be assigned to certain departments within the various schools or colleges, creating a partnership to ensure efficient and effective business processes and operations.

The ASAP staff will receive extensive training over several months and participate in required continuous training annually. Individuals within the unit will be professional staffers who have the following qualities: pay attention to detail, are well-organized, problem-solvers, dedicated professionals who are responsive and results-oriented. Managers within this unit will be multi-taskers, who are well-versed in university policies and procedures. The work of ASAP mirrors the actions of Governor Scott’s initiative to centralize all administrative functions.
4.2 (f) Academic Success Initiative

“It takes a whole campus of whole persons to develop whole students” (Braskamp, 2006). The Millennial FAMUan will begin developing during orientation, sustain efforts through retention, persevere with progression, and celebrated during graduation. Our approach to nurturing the Millennial FAMUan will encourage the student to think critically, reflecting upon their strengths as a central ingredient to their personal development and growth. Creating a culture of academic success by encouraging students to use all available support services will compliment the evolution of the Millennial FAMUan.

The retention, progression and graduation of the Millennial FAMUan occur in partnership with the academic colleges and schools, including a major collaboration between the Division of Academic Affairs and the Division of Student Affairs through an unconventional and flexible programming schedule. Currently the Office of University Retention serves as the Academic
Advisement Center for all first and second year students. Additional functions subsumed in this office will transfer the general studies functions to units in the Division of Academic Affairs. These functions will be absorbed by other areas such as the College Level Achievement Skills (CLAS) that will become a part of the Testing Service Bureau. The College Preparatory (C-Prep) unit will work within the College of Arts & Science. The Upward Bound Math and Science as well as the Special Summer Programs will transfer to the Office of Continuing Education. Athletic Academic Advising will occur in the Athletics Department. Eventually, these support services will encompass the FAMU Academic Success Initiative, a unit designed to improve retention, progression and graduation rates of the Millennial FAMUan, including partnerships with the English, Writing, mathematics, and science tutorial services.

Moreover, the Division of Student Affairs will augment its customer service by leveraging technology to improve efficiencies and effectiveness. The Division has partnered with Enterprise Information Technology (EIT) Office to ensure that the student modules in the PeopleSoft system are fully functional and that the staff will be cross-trained and evaluated to ensure proficiency in using this software. Further, several units within the Division will participate in the Administrative Services Assistance Program (ASAP) unit discussed above. Students and staff have recommended areas for improvement and the Division has accepted the challenge to improve all areas of service to minimize the issues contributing to the inefficiencies of the past. The future is here, the future is now and the growth of the Millennial FAMUan requires that the whole campus work and develop the whole student.
Chart 4.2 (f) Proposed ASI
5.0 CONCLUSION

5.1 Proposed Reduction Recommendation

Arriving at these recommended reductions occurred through an iterative process. This included conversations with administrators, faculty, staff, students, alumni and other University constituents. We established task forces, hired consultants, conducted surveys and held focus groups. Information regarding the restructuring documentation and processes is located at http://www.famu.edu/index.cfm?restructuring. We are also using the PeopleSoft system to automate and maximize the University’s business processes. Therefore, the strategic reductions of these FTEs will ensure the continuation of the University’s infrastructure. The FTEs reduction plan is located on the website also. The FTEs reduction is approximately 242 positions (including stimulus, but excluding OPS or temporary employees).

The University has strategically generated approximately $18.7 million in reductions in order for investment and re-investment in our strengths and the new Millennial FAMUan as well as to prepare for the anticipated legislative reductions.
5.2 **Potential Additional Revenue Streams**

*Goal 3: Reinvest in Focused Areas of Strength.*

A comprehensive plan for increasing University revenue from all sources is noted in Graph 6.2 which depicts estimated revenues that can be used for investment and/or reinvestment in the new Millennial FAMUan. FAMU will recommend a tuition increase of 15% for the 2011-12 academic year. In addition, goals have been given to the Division of Sponsored Research to increase research dollars by 7% above the previous year’s revenue. Further, the University Relations Division is slated to raise $1.6 million in unrestricted dollars. Given this charge, the university feels comfortable having between $2-3 million for reinvestment/investment.

5.3 **Reinvestment/Investment Overview:**

In order to develop the environment that will nurture and foster the Millennial FAMUan, the University must reinvest any generated funds into our priorities. These priorities are:

- Buffer the state budget reductions
- Optimize technology
- Support the Academic Success Initiative
- Support nationally ranked academic programs
- Increase faculty and staff compensation and create competitive incentives for new and distinguished faculty.

Reinvestment will occur through the additional revenues generated from increases in tuition, research and a capital campaign.

5.4 **Reinvestment Priorities**
An outcome of this process that we promised the board was to create opportunities to reinvest/invest in our priorities. Below is a summary of these opportunities:

- Align this plan with the University’s Strategic Plan: “20/20 Vision with Courage;”
  - We have kept the top strategic initiative, namely retention and graduation, as a major focus.
- Focus on high value, signature programs, while strategically reducing the staff;
  - The academic productivity review permitted the University to gather productivity data and make informed decisions about our productive and mission driven programs.
  - We included the academic administrative functions to leverage the technology, leading to a strategic reduction in staff.
- Target the recruitment of students to ensure they are able to meet their educational goals, resulting in increased retention and graduation rates;
  - We have created the Office of Retention that will combine advising and academic support services to ensure that we meet our goals for retention and graduation.
  - Begin the Academic Success Institute.
  - We have initiated activities that will permit targeted recruitment of our future growth among community college transfers, graduate students and distance learning students.
- Leverage technology to improve administrative and business processes; and
  - We have re-engineered our progresses via our T3E work, after reviewing the “As-is” process, utilizing the technology and our previous investments in technology to ensure that we see the ROI.
  - We are assessing EIT.
  - We are reviewing our technology hosting agreement.
  - We will implement and expand ImageNow.
  - We will upgrade Maxium with AIM.
  - We are implementing the ASAP unit that will centralize our administrative processes, leveraging the technology to increase our efficiencies and effectiveness.
- Place an emphasis on research and graduate programs.
  - The Graduate Studies Task Force will analyze the remaining graduate programs and new academic structure to ensure that we optimize the synergies and collaborative efforts within and among the Academic Division.
  - Created task force groups to examine some priority areas. See discussion of Task Force Groups below.

5.5 Next Steps

Communications Plan
Once action is taken by the FAMU Board of Trustees, the Office of Communication will work with President Ammons and the Leadership Team to make sure FAMU stakeholders are
provided information about the university’s restructuring and reinvestment strategy. This Office will create branding initiatives that will ensure that our stakeholders are made aware of the action taken by the board and see the value and benefits of the plan. These initiatives will include:

- developing editorials, press releases, advertisements and television programming, information for social media network that promote elements of the plan;
- including the highlights of the plan in speaking engagements for the leadership team and other administrators and staff;
- developing a formal report with photographs for distribution;
- developing signs, placard cards and other collateral pieces to promote the plan;
- a new secondary logo that promotes the new direction; and
- promoting our restructured FAMU in conjunction with the 125th anniversary celebration activities; and
- continuing to provide transitional support and information via the Employees Assistance Program (EAP), the Department of Insurance, the Department of Retirement, and Workforce Plus.

Task Groups Related to Restructuring

At the beginning of spring 2011, I identified critical arenas to be explored as a means of strengthening the University’s movement towards the future of Florida A&M University. Once the critical arenas were confirmed, the Provost and I established four (4) faculty-based task groups to engage in analysis and exploration within the identified content areas. The task groups are as follows:

I. **PhD/Graduate Program Strengthening Task Group – Chair: Dr. Verian Thomas, Interim Dean, School of Graduate Studies and Research.**
   This group is charged with identifying approaches to ensure that we successfully recruit doctoral students, retain them, and ensure that they experience an on-time graduation. Such topics as increased enrollment, funding, as well as opportunities for research and teaching assistantships will also be explored by the task group.

II. **Biomedical Sciences Program Development Task Group – Chair: Dr. Karam Soliman, Professor of Pharmacy.**
   This group is charged with developing a proposal to establish a biomedical sciences academic unit at FAMU. The unit will offer degree programs as well as support research in biomedical arenas. It is expected that the task group will build on current offerings in science and health programs as well as lay the groundwork for future programs in related arenas.

III. **Academic Success Task Group – Chair: Dr. Narayan Persaud, Professor of Criminal Justice (and newly elected president of the Faculty Senate)**
This group is charged with identifying approaches to ensure that we successfully recruit students, retain them and ensure that they experience an on-time graduation. This group will also pay particular attention to those students who enter the University with deficits in their academic preparation or other factors that could interfere with one’s successful matriculation. The group is also charged with developing a structured and rigorous program that provides tools, strategies and resources to ensure the academic success of our students.

IV. **Biomedical Sciences Coordinating Task Group – Chair: Dr. Henry Williams, Associate Dean, College of Arts and Sciences.**

This group is charged with reviewing science and math courses that are common to the various health science programs within the University. The group is expected to develop and/or modify courses so that they meet the specific needs of students in pharmacy, nursing, allied health and select content arenas of engineering. Students enrolled in these specialized programs will experience courses that are designed to meet the specific needs of their respective disciplines and taught by instructors with a history of successfully transmitting the content of each field of study.

All task force groups have been informed to provide final recommendations to me no later than the end of spring 2011. Toward that end, the task force groups have been engaged in rigorous discussions and analysis to explore their respective issues throughout the spring. Their preliminary results indicate that these task group members believe in the process of restructuring as an opportunity to reinvest in the strengths of the University.

- Review our opportunities for public-private partnerships and outsourcing selected services.
- Capitalize upon our distance education efforts.