

Strategic Plan

for

Florida Agricultural and Mechanical University

Academic Year 2004-05 – Academic Year 2012-2013

December 14, 2004

INTRODUCTION

The University's mission statement, vision statement, and core values provide its various stakeholders with an enduring sense of purpose, aspiration, and ideals. These items also serve as the foundation for this strategic plan, and thus are provided below.

Mission Statement

"The mission of Florida Agricultural and Mechanical University (FAMU), as an 1890 land-grant institution, is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological and student-centered environment conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors in our ever-evolving society. The University seeks and supports a faculty and staff of distinction dedicated to providing outstanding academic preparation at the undergraduate, graduate, doctoral and professional school levels, with a particular emphasis on integrity and ethical conduct. FAMU is committed to inspirational teaching, exemplary research and meaningful public and community service through creative partnerships at the local, state, national and global levels. The University is also committed to the resolution of complex issues that will enhance humankind. While the University continues its historic mission of educating African Americans, persons of all races, ethnic origins and nationalities are welcomed and encouraged to remain life-long members of the university community. The University, through its diverse faculty and staff, provides a caring, nurturing, collegial and respectful environment."

Vision Statement

"Florida Agriculture and Mechanical University will provide the citizens of Florida, the nation, and the world with inspirational teaching, relevant research, and meaningful service by offering opportunities to enhance humankind."

Core Values

Scholarship, Excellence, Openness, Fiscal Responsibility, Accountability, Collaboration, Diversity, Service, Fairness, Courage, Integrity, Respect, Collegiality, Freedom, and Ethics.

The mission of Florida A&M University compels it to produce highly qualified graduates capable of productively contributing to the State of Florida, the nation and the world. Since its inception in 1887, Florida A&M University (FAMU) has gone through several metamorphoses. Beginning as a state normal school for African American students, the institution evolved through the stages of being a teachers' college and a senior college, into a full-fledged state university in 1953. What began as a small state normal school with fifteen students is today a fully accredited comprehensive/doctoral university spread over 423 acres containing 156 buildings with over 13,000 students enrolled in 13 colleges and schools and two institutes. Collectively, these programs offer 66 bachelor's degrees in 103 major tracks, 37 master's degrees, two professional degrees, and 11 Ph.D. degree programs, which are taught and administered by more than 650 faculty members.

For more than 117 years, Florida A&M University has served the citizens of the State of Florida and the nation through its preeminent educational programs by continuously producing capable and productive graduates. FAMU's educational programs have been and continue to be the

building blocks of a legacy of academic excellence with caring. As we progressively move into the 21st century, FAMU, “Florida’s Opportunity University,” is committed to meeting the challenges and needs of future generations. FAMU is also committed to continuous improvement and strategic growth, which should enable the institution to maintain its competitive advantage while positively contributing to the attainment of the Board of Governors (BOG) Y-Axis strategic goals (see Appendix A). Moreover, it is imperative that all members of the FAMU community – students, faculty, administrators, staff, alumni, the Board of Trustees Strategic Planning Sub-Committee members, members of the Board of Trustees, members of the Board of Governors, members of the State of Florida Department of Education, members of the Florida Legislature, the Governor, university partners, and friends – join ranks to facilitate FAMU in continuing a tradition of ‘Excellence with Caring.’”

Planning Context

As with any planning process, it is essential to recognize institutional achievements, opportunities, challenges and constraints affecting FAMU and to identify the planning assumptions. From a political prospective, intensive planning will be required to institutionalize the devolution process which was mandated by the Legislature and will drastically change operational procedures in all phases of the University. Beginning on August 23, 2002, FAMU’s Enterprise Resource Plan (ERP) was initiated and has made excellent progress, especially in Student Administration and Financial Management. Continuous plans are made to fully effectuate a smoothly operating ERP in the months and years ahead.

Emerging issues such as alternative tuition policies, excess credit hour penalties, limits on out-of-state student enrollment, academic learning compacts, performance based funding strategies, and new demands of specialized and general accrediting bodies (e.g. Southern Association of Colleges and Schools (SACS)), will noticeably impact the University. Through internal measures and with the assistance of the new Office of Assessment, which was established in 2004, FAMU will address all issues and problems, with special emphasis on improving student learning, retention, progression, and graduation rates.

From an economic perspective, FAMU must plan and secure the human, fiscal and technological resources to support an increasing student body. During the last five years, the University experienced an annual increase in enrollment from 12,202 in 1999-2000 to 13,115 in 2003-2004. These figures reflect FAMU’s continuing emphasis of providing access to opportunities in higher education for the diverse citizenry of Florida. It should be noted that over \$6 million in tuition revenue has been lost in the last few years due to the decline in out-of-state enrollment. An analysis of our economy, employment rates, and trends in funding for higher education all point to the need for the University to be more competitive in pursuing alternative sources of funding, attracting higher numbers of qualified students, and meeting the enrollment corridor designated by the State University System (SUS). FAMU must also work continuously for a rapid transition from having more lower-level undergraduates to more upper-level undergraduates and graduate students.

From a socio-demographic perspective, the minority population in Florida is increasing; however, the performance of high school graduates on the SAT and the ACT is increasing at an

exceptionally slow rate. Competition by majority institutions for high performing minority students makes it difficult for FAMU to attract quality students from Florida. Studies in 2002 and 2003 by the Florida Department of Education show that of African Americans who took the SAT and the ACT, the combined number who made the requisite scores to be admitted to a state University was less than 4,000. Less academically prepared students take longer to graduate. To facilitate a more effective teaching and learning environment, FAMU established the Freshman and Sophomore Year Experience program in 2004 to enhance student progression through a centralized and focused approach to advising and counseling. This effort combined with other plans underway will help to enhance student progression through the broad offerings of academic programs.

From a technological perspective, FAMU plans to increase its educational technology resources and help close the gap with emphasis on minority populations in Florida. The University will build on its existing distance learning programs, such as those operating in the College of Education in collaboration with the University of Cape Coast, Ghana West Africa, and the Executive Doctoral (ExDoc) programs in Tampa, St. Petersburg, Miami and Jacksonville, which are sponsored by the College of Pharmacy and Pharmaceutical Sciences. In an effort to improve the technological capabilities of the faculty, the FAMU administration distributed a total of 336 personal computers among the faculty during the Fall Semester 2004. The Media Center will intensify its role in faculty development via the use of educational technology and in preparation for additional distance learning programs. Developing more effective distance learning programs during the years ahead will lead to the recruitment of a greater number of non-traditional students, thus contributing to the University's emphasis on diversity.

During the last five years, FAMU has experienced notable success in procuring contracts and grants to assist both undergraduate and graduate students in research and to support their academic/professional studies. The University will continue to pursue more forcefully than ever external funds through contracts and grants to undergird both student and graduate research, with emphasis at the graduate and professional levels. Principal investigators at FAMU received the following amounts in research and training funds: a total of \$40.4 million in 1999-2000, and \$60.1 million in 2003-2004. FAMU's expressed goal is to reach the level of \$100 million per year in external funding through contracts and grants.

From a faculty perspective, FAMU must continue to strengthen graduate programs to meet the criteria of a Doctoral/Research-Intensive University. This must occur while enhancing undergraduate programs, balancing faculty teaching loads and providing adequate facilities and tools for competitive research. With 11 Ph.D. programs and increasing external funds from federal and private sources, considerable progress continues to be made at FAMU. The Department of Educational Leadership in the College of Education, which was established in 1997, has produced 41 graduates with Ph.D. degrees, and the College of Pharmacy and Pharmaceutical Sciences takes pride in the fact that since 1989 it has produced 59 graduates with Ph.D. degrees, 43 of whom are African American. The Florida A&M University/Florida State University College of Engineering has the potential to lead the nation in the production of African American Ph.D. recipients in engineering. The first Ph.D. degree was awarded in Physics by FAMU to an African American in the Spring Semester of 2004; and the first two Ph.D.s in Environmental Sciences were awarded to under-represented minorities during the Fall

Semester of 2004. The Institute of Public Health, which was approved by the Board of Governors to begin offering the Doctor of Public Health in the Spring Semester of 2005, has already produced 80 master's degrees. The housing of a large cadre of professors with established records in research, grant writing, patents and publishing at FAMU suggests that meeting the criteria of a Doctoral/Research-Intensive University are well within reach.

Assumptions

In any strategic planning process, it is essential to identify basic planning assumptions. Listed below are those assumptions essential to the development of this strategic plan:

- FAMU will continue to provide opportunities for African Americans and persons of all races, ethnic origins and nationalities to receive a quality education with the combined support of the state, federal government and the private sector;
- FAMU will obtain the necessary human, fiscal and technological resources as well as implement University-wide initiatives to effectively cope with emerging issues facing the University; and
- FAMU will strengthen and enhance teaching and learning in its undergraduate programs and expand its emphasis on graduate programs, grantsmanship, research, and international education.

Strategic Planning Approach

The organizational structure of the planning process included a subcommittee of the Board of Trustees, a leadership team composed of key administrators, and internal consultants recruited from the FAMU faculty. The latter two groups held a two-day planning retreat to discuss issues confronting the University and to propose possible strategic solutions. This comprehensive strategic plan was developed using a stakeholder approach, which required input from various constituents that are directly or indirectly affected by Florida A&M University. Input from the following stakeholders was gathered: students, administrators, faculty, staff, alumni, Board of Trustee members, the Board of Governors, the Division of Colleges & Universities (DCU), Industry Cluster members, and various community constituents. Several public meetings were held during which stakeholders were invited to provide input directly to the BOT subcommittee and the leadership team. In addition, an environmental scan was taken which examined the political, economic, socio-demographic, technological, and internal perspectives that may affect the University. This environmental scan included formal surveys of faculty, students, and BOT members. Additional input was provided by faculty via the Faculty Senate and from opportunities to review draft versions of this plan, which was provided to all colleges, schools and institutes.

After thoroughly reviewing the input from stakeholders, analyzing the various perspectives listed above and considering certain aspects of the 1998-2003 Strategic Plan, five (5) broad strategic initiatives were identified.

The five (5) strategic initiatives are:

1. Enhance the Processes of Student Access, Recruitment, Enrollment, Retention, Progression, and Graduation at the Undergraduate and Graduate Levels;
2. Improve the Effectiveness of University Processes;
3. Retain and Enhance Appropriate and Necessary Institutional Resources (Human, Physical, Financial, and Technological Resources);
4. Enhance Institutional Development; and
5. Enhance Institutional Diversity (per our Land-Grant mission) and International Initiatives.

While these strategic initiatives will not encompass all of the activities that we plan to engage in over the next ten years, it is believed that accomplishing these five strategic initiatives will catapult FAMU to recognition as a preeminent Doctoral/Research-Intensive University.

Strategic Initiative 1: Enhance the Processes of Access, Recruitment, Enrollment, Retention, Progression, & Graduation at the Undergraduate and Graduate Levels

Situational Context: The Strategic Y-Axis Goals set by the Board of Governors (BOG) for 2008-2009 expect increases of 26% in Bachelor degrees, 26% in Master's degrees, 8.5% in Doctoral degrees, 35% in Professional degrees, and a 25.6% in all degree categories for the State University System (SUS). The plan also prioritizes the need for degrees in the following areas: health (with nursing deemed critical); education (with the following areas of education deemed critical: math, science, reading, exceptional education, English for Speakers of Other Languages (ESOL), foreign languages, school psychology, and technology/industrial arts); and mechanical, natural and medical sciences with technology programs, design and construction, electronic media and simulation designated as "emerging".

For 2012-2013, BOG goals require additional increases of 16.5% in Bachelor degrees, 16.5% in Master's degrees, 5.6% in Doctoral degrees, and 22% in Professional degrees. It is expected that 50% of all degrees will be awarded in prioritized areas during this period. Additionally, the BOG wants the percentage of minority graduates to equal their representation in the total population.

Goal 1.1: Enhance Access to the University

Strategy 1.1.1: Develop more effective and targeted recruitment strategies for FTICs.

Performance Measure(s):

- 1.1.1.1 Increase the number of First-Time-In-College (FTIC) students enrolled by 10 percent in 5 years and by 20% in 10 years.
- 1.1.1.2 Increase the number of out-of-state recruitment visits by 4% in 5 years and 8% in 20 years.
- 1.1.1.3 Increase the enrollment of high-performing students, including National Achievement Scholars, to re-establish FAMU's national leadership in these areas.
- 1.1.1.4 Establish an Office of Enrollment Management.

Strategy 1.1.2: Develop more effective and targeted recruitment strategies for community college transfers.

Performance Measure(s):

- 1.1.2.1 Increase the number of community college transfer students enrolled by 10 percent in 5 years and by 20 percent in 10 years.
- 1.1.2.2 Increase the number of non-Florida community colleges articulation agreements.

Strategy 1.1.3: Develop more effective and targeted recruitment strategies for graduate students.

Performance Measure(s):

- 1.1.3.1 Increase the number of graduate students enrolled by 20% in 5 years and 40% in 10 years.

Strategy 1.1.4: Enhance the coordination and collaboration of pre-college programs and initiatives.

Performance Measure(s):

- 1.1.4.1 Conduct an analysis on the success rate of summer K-12 programs to support enrollment.
- 1.1.4.2 Establish the Center for Educational Enhancement to enhance teaching and learning.
- 1.1.4.3 Increase the college acceptance of FAMU pre-college program participants by 50% in 5 years.

Strategy 1.1.5: Expand the use of a student-centered state-of-the-art distance education while assessing student learning styles.

Performance Measure(s):

- 1.1.5.1 Include electronic classrooms as a component of all new teaching facilities.
- 1.1.5.2 Equip existing classrooms in high demand programs with electronic classroom features.
- 1.1.5.3 Develop distance learning capacity (courses and full programs) in academic areas of high need and demand.
- 1.1.5.4 Increase our geographical reach with state-of-the-art distance learning.
- 1.1.5.5 Assess student learning styles and match with appropriate delivery methods of distance learning.
- 1.1.5.6 Providing faculty with training in modes of delivering distance learning.

Goal 1.2: Enhance the Quality of Student Life

Strategy 1.2.1: Enhance University Housing facilities for undergraduate and graduate students.

Performance Measure(s):

- 1.2.1.1 Implement Housing Plan developed by MGT with flexibility to capitalize on new opportunities that may present themselves.

Strategy 1.2.2: Enhance students' University Housing experiences.

Performance Measure(s):

- 1.2.2.1 Obtain 80% or higher student satisfaction rating of housing experience in 5 years.
- 1.2.2.2 Provide living and learning concepts at two of the newly constructed housing facilities.
- 1.2.2.3 Develop quality of life lecture series relating to student wellness.

Strategy 1.2.3: Enhance University wellness services offered to students.

Performance Measure(s):

- 1.2.3.1 Increase the number of counseling programs and services by 10 percent within 5 years.
- 1.2.3.2 Enhance the safety and security measures of students in residence halls/ apartments through additional technology devices and personnel.
- 1.2.3.3 Increase collaboration within the Division to develop grant proposals to address obesity, HIV/AIDS, STDs and other related illnesses.

Strategy 1.2.4: Enhance University Parking & Parking Services.

Performance Measure(s):

- 1.2.4.1 Increase the number of on-campus parking spaces per 100 students to 25 in 5 years and 30 in 10 years.
- 1.2.4.2 Provide reliable student transportation to and from satellite parking areas.

Goal 1.3: Academic Enhancement and Improvement

Strategy 1.3.1: Obtain Southern Association of Colleges and Schools (SACS) Reaffirmation.

Performance Measure(s):

- 1.3.1.1 Institute a research-based planning and evaluation process that incorporates a systematic review of programs and services that a) result in continuous improvement and b) demonstrates that the institution is effectively accomplishing its mission.
- 1.3.1.2 Develop and implement a budgeting system that supports strategic initiatives, planning, and addressing areas in need of improvement systematically identified through assessment and the academic program review process.
- 1.3.1.3 Identify competencies to be mastered through the general education core of the university and institute a system to assess student achievement of these competencies.
- 1.3.1.4 Select and develop a Quality Enhancement Plan (QEP) directly impacting an aspect of student outcomes. Subsequent to the SACS review, implement the plan and document its impact.
- 1.3.1.5 Submit self-study in 2007, Quality Enhancement Plan by 2008, and obtain reaffirmation in 2008.

Strategy 1.3.2: Enhance Student Retention, Progression and Graduation.

Performance Measure(s):

- 1.3.2.1 Increase the 4-year graduation rate for AA transfer students to 70% in five years from 60%.
- 1.3.2.2 Increase the six year FTIC student graduation rate to 65% in five years from 44%.
- 1.3.2.3 Achieve the degree production targets specified in Attachment A.
- 1.3.2.4 Establish the Freshman and Sophomore Year Experience Program to increase freshman and sophomore retention and progression rates.
- 1.3.2.5 Fully implement the student services component of the ERP system.
- 1.3.2.6 Establish an ongoing ERP training program for faculty and students.
- 1.3.2.7 Enhance the availability of academic program information (catalog, course offerings, academic calendar, etc.) on the FAMU web page.
- 1.3.2.8 Establish an Honors College.

Strategy 1.3.3: Enhance Student Assessment.

Performance Measure(s):

- 1.3.3.1 Establish a FAMU Assessment Planning and Reporting System.
- 1.3.3.2 Constitute Assessment Committees at the institutional level, program departmental level, and the general education level to provide leadership in systematically assessing student learning outcomes.
- 1.3.3.3 Develop and implement assessment plans by all instructional programs and targeted nonacademic programs.
- 1.3.3.4 Articulate and /or refine statements of student learning outcomes to ensure they are measurable, manageable and reflect the institutional mission and goals.
- 1.3.3.5 Articulate statement of expected outcomes by all undergraduate programs to meet FBOG mandated Academic Learning Compacts (ALC).
- 1.3.3.6 Acquire, refine and/or develop assessment instruments to use in monitoring instructional quality and effectiveness by academic departments and the general education program.
- 1.3.3.7 Analyze and document student performance related to the mandated Academic Learning Compacts (ALC) and the licensing /professional examinations.
- 1.3.3.8 Conduct training sessions/workshops on assessment topics to programs, departments, committees and general faculty.
- 1.3.3.9 Document Assessment Activities in support of Institutional Reaffirmation Effort and State Accountability Systems.

Strategy 1.3.4: Offer Relevant New Degree Programs (listed the proposed new degree programs).

Performance Measure(s):

- 1.3.4.1 Seek approval of proposed new degree programs on the strategic plan list as the respective academic units are prepared for full implementation. (See Appendix D)

Strategy 1.3.5: Seek and maintain specialized accreditation of appropriate programs.

Performance Measure(s):

- 1.3.5.1 Develop and implement a university-wide process designed to promote on-going activities to come into compliance with accreditation requirements, with oversight from the Office of the Provost.
- 1.3.5.2 Seek and maintain specialized accreditation in all appropriate academic programs that the University has targeted for accreditation.
- 1.3.5.3 Initiate and implement an ongoing program review process, consistent with State statutes and the policy directive from the Chancellor, to ensure the continuous improvement of the quality and accountability of academic programs.

Strategy 1.3.6: Enhance the status and quality of the FAMU Developmental Research School.

Performance Measure(s):

- 1.3.6.1 Improve all measures of student performance.
- 1.3.6.2 Obtain a rating of A by the Florida School Accountability System.
- 1.3.6.3 Establish innovative research in minority student education in collaboration with the FAMU College of Education.
- 1.3.6.4 Establish IB or magnet programs in collaboration with appropriate University programs.

Goal 1.4: Enhance the Athletic Program

Strategy 1.4.1: Increase the retention and graduation rates of student athletes.

Performance Measure(s):

- 1.4.1.1 Increase the six-year graduation rate from 46% to 65% within the next five years.
- 1.4.1.2 Align student-athlete academic support program with the School of General Studies.
- 1.4.1.3 Hire a director of academic support for student-athletes with appropriate staff and resources.

Strategy 1.4.2: Develop an improved Student Athlete Advisement and Tutorial System.

Performance Measure(s):

- 1.4.2.1 Hire three academic advisors/counselors to assist faculty members in the student advisement of course selection and degree requirements.
- 1.4.2.2 Establish a structured career counseling system to assist student-athletes in identifying appropriate degree tracks and career paths. One advisor/counselor will have expertise in career counseling.
- 1.4.2.3 Establish a tutorial system that meets the needs of student-athletes. This includes developing a system that meets the needs of students while traveling on away games as well as home base tutorials.

Strategy 1.4.3. Enhance the quality of all Division 1A sports.

Performance Measure(s):

- 1.4.3.1 Re-evaluate the Rattler Booster Organization to determine its ability to exist as a major development/fundraising arm for the department of athletes.
- 1.4.3.2 Establish a scholarship endowment fund to help off-set the cost of needed scholarship funds each year.
- 1.4.3.3 Continue to plan and implement facility improvement projects (e.g., Multipurpose center, football field house, stadium upgrades, and renovations of other facilities such as track and field, baseball, softball, and tennis)

Strategy 1.4.4: Develop a plan to move to Division 1A-Football.

Performance Measure(s):

- 1.4.4.1 Conduct a feasibility study to determine the resources (e.g. budget, personnel, facilities, etc.) needed to move to Division 1A.
- 1.4.4.2 Continue to study the options of moving to a Division 1A Conference that meets the needs of the Athletics Department and the University.
- 1.4.4.3 Develop a Division 1A-Football proposal for BOT approval.

Strategic Initiative 2: *Improve the Effectiveness of University Processes*

Situational Context: Given the dynamic environment in higher education and some of the recent challenges FAMU has faced, it is believed that enhancing the University's accountability systems and reengineering various business processes throughout the University will enable FAMU to be more competitive in the future. All stakeholders are demanding quality service and fiscal accountability. External entities such as the Southern Association of Colleges and Schools (SACS) will more closely scrutinize educational institutions with regards to Institutional Effectiveness. FAMU is preparing for SACS reaffirmation in 2008.

Goal 2.1: *Improve Administrative Processes throughout the University*

Strategy 2.1.1: Implement the Enterprise Resource Planning (ERP) System.

Performance Measure(s):

- 2.1.1.1 Realign the Change Management Committee to monitor the progress of the ERP implementation in comparison with the scheduled implementation dates, projected budget and value to the enterprise.
- 2.1.1.2 Monitor Efficiency: How efficient are implemented systems? Efficiency is reflected in process cost and ease of use. Does the process require workarounds, manual processes, etc? Is the process solution *cost effective*?
- 2.1.1.3 Measure Flexibility: Does the system have the ability to have process options, to personalize experiences, or to be easily changed? (e.g., can process changes be implemented without expensive and time-consuming system changes?)
- 2.1.1.4 Determine Accessibility: Capacity to access processes in a variety of ways and times. (e.g., can users of the process access information conveniently?) Does

information from the process flow efficiently and in real time to other points in the enterprise where it is needed?

- 2.1.1.5 **Assess Added Value:** Does the process contribute to the University's capacity to accomplish the following goals: increase organizational competencies; enable collaboration among people, systems, and enterprises; implement new leadership methods and capabilities; increase the capabilities to promote teamwork; and formalize knowledge transfer across the enterprise.

Strategy 2.1.2: Develop university-wide policies & procedures.

Performance Measure(s):

- 2.1.2.1 Review and revise, as appropriate, all existing university policies and procedures.
- 2.1.2.2 Implement the schedule to convert former Chancellor's Memoranda into university policies and procedures.

Strategy 2.1.3: Continually Train and Upgrade University Employees.

Performance Measure(s):

- 2.1.3.1 Review and revise all position descriptions.
- 2.1.3.2 Develop minimum competencies for each position.
- 2.1.3.3 Develop and apply a uniform pay plan across various divisions.
- 2.1.3.4 Develop and implement a comprehensive employee training program.

Goal 2.2: Enhance Accountability Processes in all units within the University

Strategy 2.2.1: Implement a University-Wide Performance Management System.

Performance Measure(s):

- 2.2.1.1 Provide performance management training to all supervisors.
- 2.2.1.2 Develop a performance evaluation process for each job family.

Strategy 2.2.2: Align internal resource allocation to performance.

Performance Measure(s):

- 2.2.2.1 Develop a performance-based incremental Resource Allocation Model for all colleges, schools and institutes.
- 2.2.2.2 Seek special funds and opportunities to remedy historical disparities in resource allocation across the different colleges, schools, and units.
- 2.2.2.3 Develop a salary equity strategy.

Goal 2.3: Improve Communication within the University and with the Public

Strategy 2.3.1: Implement an Internal Management Communication System.

Performance Measure(s):

- 2.3.1.1 Develop an intranet for internal management communication.

2.3.1.2 Develop a uniform technology communication strategy.

Strategy 2.3.2: Develop a Public Relations/Marketing Strategy.

Performance Measure(s):

2.3.2.1 Hire an Associate Vice President for University Communications by December 31, 2005 with appropriate staff and resources.

2.3.2.2 Complete the planning and development of a comprehensive University Public Relations and marketing Strategy consistent with the objectives and timelines set forth in Action Plan 006.

Strategy 2.3.3: Enhance University's use of the Home Page and the Public Access Station.

Performance Measure(s):

2.3.3.1 Develop a seven-day around-the-clock programming strategy for the public access station.

2.3.3.2 Develop an IT strategy that interactively uses the FAMU homepage.

Strategic Initiative 3: *Retain and Enhance Appropriate and Necessary Institutional Resources (Human, Physical, Financial, & Technological)*

Situational Context: In order to successfully implement this Strategic Plan, the University will need to make certain that it has the necessary human, physical, financial, and technological resources. The acquisition of the necessary resources will be key to FAMU becoming a preeminent Doctoral/Research-Intensive University. The BOG Strategic Y-Axis Goals call for the establishment of world-class academic research capacity and new centers of excellence along with increases in the amount of contracts and grants awarded to State Universities by federal sources.

Goal 3.1: *Work toward attaining a modified mission driven funding formula for FAMU*

Strategy 3.1.1: Communicate the need and rationale to reduce the funding gap to the appropriate Stakeholders.

Performance Measure(s):

3.1.1.1 Obtain DCU's acceptance of the Position Paper.

Strategy 3.1.2: Seek a BOG resolution to eliminate the funding gap.

Performance Measure(s):

3.1.2.1 Adoption of a modified funding formula for FAMU.

3.1.2.2 Implement BOG provisions.

3.1.2.3 Eliminate funding gap.

Goal 3.2: Enhance Employee Hiring and Training Processes

Strategy 3.2.1: Develop minimum competencies (technological and other) for all job families.

Performance Measure(s):

- 3.2.1.1 Assess the competencies of all existing employees.
- 3.2.1.2 Develop training programs to bring the technological competencies of existing employees up to the newly established required minimum.

Strategy 3.2.2: Review and update personnel policies and processes, including hiring, disciplinary actions, and terminations.

Performance Measure(s):

- 3.2.2.1 Implementation of updated policies and procedures.

Goal 3.3: Enhance Technological Infrastructure and Resources

Strategy 3.3.1: Enhance and solidify the IS (Information Systems) network and ensure continuous university-wide connectivity.

Performance Measure(s):

- 3.3.1.1 All faculty, staff, students and administrators shall have high-speed Internet access.
- 3.3.1.2 Develop and implement a comprehensive IT and technology plan for the University.

Strategy 3.3.2: Develop funding strategies to support the acquisition of state-of-the-art IT resources for faculty, staff, students and administrators.

Performance Measure(s):

- 3.3.2.1 Identify IT resource needs during annual budgeting process.
- 3.3.2.2 Increase collaborative activities with IT companies.

Goal 3.4: Firmly establish the University as a competitive Doctoral/Research-Intensive University that is highly regarded in the research community and is noted for state-of-the-art research that supports high-quality graduate, undergraduate and professional programs.

Strategy 3.4.1: Establish and strengthen the University's expertise and reputation in selected areas of research consistent with the BOG's Y-Axis as well as in areas relevant to FAMU's unique mission as a public HBCU and land-grant institution.

Performance Measure:

- 3.4.1.1 Establish a comprehensive research strategy for the University.
- 3.4.1.2 Increase research funding to \$125 million annually during the next 5 years.

- 3.4.1.3 Increase research funding to \$ 200 million level annually by year 2015.
- 3.4.1.4 Increase scholarly output and technology transfer to levels comparable to aspirational institutions.
- 3.4.1.5 Establish centers of excellence in Biotechnology (Molecular Biology) Research, Environmental Science, Drug Development and Delivery, Homeland Security, Information and Communication Technologies, Medical and Healthcare Disparities, Anti-cancer and Anti-HIV Research, Viticulture and Agricultural Sciences, Bioengineering Science, and African-American History.

Strategy 3.4.2: Provide incentives for faculty, staff and students to be aggressively engaged in research and other creative activities and to pursue federal, state and private funding support.

Performance Measure:

- 3.4.2.1 Align faculty teaching loads with research productivity expectations.
- 3.4.2.2 Provide start-up seed funds for newly incoming FAMU faculty.
- 3.4.2.3 Allocate resources to upgrade research infrastructure (Allocation of necessary research space, improving library, computing, acquiring modern research equipment and providing technical support).
- 3.4.2.4 Increase the amount of indirect funds going to academic units and PIs.
- 3.4.2.5 Strengthen the provision of reasonable matching funds for research and training grants and contracts.
- 3.4.2.6 Advocate and support the establishment of endowed chairs, professorships and faculty fellowships to strengthen graduate research activities.
- 3.4.2.7 Strengthen financial support for graduate students as well as provide other support for faculty and graduate students to attend state or national professional and scientific meetings, internships and workshops.
- 3.4.2.7 Increase undergraduate student participation in research.

Strategy 3.4.3: Enhance all business processes to support FAMU's position as a nationally recognized research institution with an efficient and effective research infrastructure that supports the smooth operation of research activities, consistent with all institutional, state and federal regulations.

Performance Measure:

- 3.4.3.1 Establish a Research Foundation.
- 3.4.3.2 Develop and implement the People Soft grants management system.
- 3.4.3.3 Maintain and strengthen a responsive research compliance system that monitors the successful operation of all research activities, consistent with institutional, state and federal regulations.
- 3.4.3.4 Develop a system to facilitate, update and support the process of submitting proposals, including the provision of all necessary information regarding grantsmanship protocols and funding opportunities.

Goal 3.5: Maintain and Enhance University Facilities

Strategy 3.5.1: Systematically plan for growth of the campus' geographical area.

Performance Measure(s):

- 3.5.1.1 Extend the campus development agreement through December 2005.
- 3.5.1.2 Develop 2005-2015 Master Plan for BOT approval by December 2005.
- 3.5.1.3 Develop and Implement a Land Acquisition Strategy.
- 3.5.1.4 Align PECO (Five-Year Facilities Plan) with the tenants of this strategic plan.

Strategy 3.5.2: Maintain functional, culturally relevant, environmentally friendly and aesthetically pleasing campus facilities and infrastructure.

Performance Measure(s):

- 3.5.2.1 Annually update the Five-Year Capital Improvement Plan.
- 3.5.2.2 Develop and Implement Campus Design Standards by June 30, 2005.
- 3.5.2.3 Provide ongoing staff training in project management.

Strategic Initiative 4: *Enhance Institutional Development*

Situational Context: As stated in the situational context for Strategic Initiative 3, the attainment of necessary financial resources will be key to FAMU's continued growth, improvement, and outstanding performance in the years to come. New lobbying efforts at the state and national levels can facilitate FAMU's acquisition of new and additional public funds. While there is a definite need to reduce the existing and potential future funding gap if no changes to the funding formula are made, the University also needs to increase its funding from private sources. The financial resources from an increase in private funding will complement state funding, and enable FAMU to engage in innovations to help students, faculty, staff, the local community (especially the Southside of Tallahassee) and all stakeholders.

Goal 4.1: *Enhance Institutional Fundraising*

Strategy 4.1.1: Institute the University's Comprehensive Capital Campaign.

Performance Measure(s):

- 4.1.1.1 Receive a minimum of \$251 million in private gifts and pledges from individuals and organizations by December 1, 2009.
- 4.1.1.2 Raise a minimum of 100% in private gifts and pledges relative to an approved financial goal and time period, and to address specific University needs.

Strategy 4.1.2: Enhance the relationships with the Industry Cluster Partners.

Performance Measure(s):

- 4.1.2.1 Increase the number of Industry Cluster members by 50 percent during the next five years.
- 4.1.2.2 Receive an annual score of at least 80% on the Service Satisfaction surveys completed by FAMU Industry Cluster members.

Strategy 4.1.3: Enhance the relationship with and the donations of Trustees, Alumni, Faculty, Staff and other university constituents.

Performance Measure(s):

- 4.1.3.1 Design and implement an Annual Giving Program throughout the planning period that achieves a minimum 15% year-to-year increase in fundraising receipts, which will be used to address University needs.
- 4.1.3.2 Increase the Alumni participation rate (gifts made payable to the Florida A&M University Foundation) to 20% by December 1, 2009 and to 40% by December 1, 2013.

Goal 4.2: *Enhance the Services Provided to the Local, State, National, and International Communities*

Strategy 4.2.1: The University will engage in Economic Development on the Southside of Tallahassee.

Performance Measure(s):

- 4.2.1.1 The University shall establish a Center for Health Care Disparities on Tallahassee's Southside.
- 4.2.1.2 The University shall establish an economic development committee to explore development opportunities on Tallahassee's Southside.
- 4.2.1.3 University faculty and staff will seek federal and state funding opportunities that support development on the Tallahassee's Southside.

Strategy 4.2.2: The University will enhance its involvement with K-12 public schools on the Southside of Tallahassee.

Performance Measure(s):

- 4.2.2.1 The University will have a meaningful presence in each school on the Southside of Tallahassee.
- 4.2.2.2 The University shall endeavor to assist each of Tallahassee's Southside school to receive a passing grade in the Florida Schools Accountability System.

Strategy 4.2.3: The University will enhance its involvement with grassroots community Organizations.

Performance Measure(s):

- 4.2.3.1 The University will continue to sponsor educational and cultural events on campus and throughout the Tallahassee community.
- 4.2.3.2 The University and its employees will continue to raise funds to support community organizations.
- 4.2.3.3 University senior management will pursue opportunities to professionally and morally support community organizations.

Strategy 4.2.4: Develop lobbying strategies for state and national issues.

Performance Measure(s):

- 4.2.4.1 The University shall develop and implement comprehensive state and national lobbying strategies.
- 4.2.4.2 FAMU will realize a constant stream of federally “appropriated” initiatives.

Strategic Initiative 5: *Enhance Institutional Diversity (per our Land-Grant Mission) and International Initiatives*

Situational Context: In addition to the Land-Grant Mission of the University, the BOG Strategic Y-Axis Goals requires that each State University meets the needs of the community and fulfill unique institutional responsibilities. From the perspective of the State University System, the BOG wants the percentage of minority graduates to equal their representation in the total population.

In The Lexus and the Olive Tree (1999), Thomas Friedman, noted journalist and two time Pulitzer Prize winner, effectively illustrates that every organization is linked and anchored inextricably to global interactions. The abstract concept of international understanding has been, and will continue to be, a traditional value of education. The practical effect of "globalization" is that it affects nearly every aspect of life. Educational programs, regardless of level, must provide tangible recognition of this evolving perspective.

The study of the art, history, literature, language, business, politics, science, religion and culture of other countries, coupled with a working understanding of international dynamics, is now a fundamental part of the education necessary for success in any profession. International education is no longer an ancillary concept. Study abroad programs and related academic initiatives abroad are no longer auxiliary add-ons to college and university experiences. International education programs and activities must be considered core elements of the academic experience of all students. The presence of international students on the campus enhances the diversity of the student body, exposes American students to other cultures and fosters mutual understanding among different peoples and cultures, and contributes new and fresh perspectives in academic discourse. International development projects expand the service mission of the university beyond the boundaries of the United States.

Goal 5.1: *Enhance Institutional Diversity Initiatives*

Strategy 5.1.1: Maintain FAMU’s position as the top producer of African American baccalaureate degree recipients.

Performance Measure(s):

- 5.1.1.1 FAMU will continue to produce the highest number of African American baccalaureates.

Strategy 5.1.2: Become the number one producer of African Americans with graduate and professional degrees in agricultural sciences, business, chemistry, computer science, engineering, environmental science, nursing and allied health sciences, pharmacy, physics, public health and all new graduate programs implemented during the next ten years.

Performance Measure(s):

- 5.1.2.1 The number of African Americans with graduate and professional

degrees graduated by FAMU in areas designated above.

Strategy 5.1.3: Maintain a diverse composition of faculty and staff.

Performance Measure(s):

5.1.3.1 Meet or exceed all state and federally mandated equal employment opportunity goals.

Strategy 5.1.4: Maintain FAMU's position as a national recruiter of African Americans and other underserved minorities.

Performance Measure(s):

5.1.4.1 Maintain an out-of-state enrollment mix of approximately 20 percent.

Goal 5.2: Enhance International Initiatives and Programs

Strategy 5.2.1: Partner with federal government and other agencies to engage in research and academic programs in the areas of health, agriculture, and education.

Performance Measure(s):

5.2.1.1 Increase the amount of international research and development projects awarded by fifteen percent.

5.2.1.2 Increase the number of FAMU degree programs offered abroad through distance learning to 5 programs.

Strategy 5.2.2: Keep the FAMU's brand highly visible within the international community.

Performance Measure(s):

5.2.2.1 Increase in the number of international students graduating from FAMU by five percent.

5.2.2.2 Increase in the number of students participating in study abroad programs by fifteen percent.

5.2.2.3 Increase the number of prestigious international affairs-related scholarships and fellowships awards to FAMU students by ten percent.

5.2.2.4 Increase the number of faculty and staff awarded prestigious international fellowships and scholarships by ten percent.

Strategy 5.2.3: Strengthen and expand the global perspectives of undergraduate and graduate students at FAMU.

Performance Measure(s):

5.2.3.1 Increase the number of students participating in education abroad programs by twenty percent.

5.2.3.2 Increase the number of prestigious international affairs-related scholarships and fellowships awards to FAMU students by ten percent.

5.2.3.3 Increase the number of FAMU students taking the U.S. Department of State

- Foreign Service Written Examination by five percent.
- 5.2.3.4 Establish a required “Global Issues” core course for undergraduates.
- 5.2.3.5 Increase the number of Colloquium events on campus with a global focus by ten percent.

Strategy 5.2.4: Enhance the international dimension of academic and research programs at FAMU.

Performance Measure(s):

- 5.2.4.1 Increase the number of foreign languages offered at FAMU to six.
- 5.2.4.2 Increase student enrollment in advanced foreign language courses by fifteen percent.
- 5.2.4.3 Increase the amount of faculty and staff that travel abroad for conferences, research, or university business by thirty percent.
- 5.2.4.4 Establish joint degree programs with quality universities abroad.
- 5.2.4.5 Increase the amount of international research projects awarded to FAMU by fifteen percent.

Strategy 5.2.5: Strengthen and expand the international dimension of outreach and service efforts.

Performance Measure(s):

- 5.2.5.1 Increase the number of faculty, staff, and students participating in FAMU’s international projects by thirty percent.
- 5.2.5.2 Increase the number of international visitors hosted by FAMU by forty percent.
- 5.2.5.3 Increase the amount of student participation in short-term service/learning projects abroad by thirty percent.
- 5.2.5.4 Establish active and supportive Alumni Association Chapters abroad.

Appendices

Appendix A: Board of Governors Y-Axis Goals

Appendix B: Financing the Strategic Plan

Summary of Financial needs to successfully implement the strategies listed in the plan.

Appendix C: Forms for Strategic Plan Implementation and Monitoring

Form A: All Divisions/Units must complete this form for Strategic Plan Goals being implemented in the current academic year.

Form B: Complete this form only if your Division/Unit has revised any goals, performance evaluation measures and/or activity steps to accomplish goals.

Form C: Complete this form only if your Division/Unit is proposing new goals to accomplish existing Strategic Plan Goal(s).

Form D: All units must submit this form for Strategic Plan Goals that were implemented and/or completed in the previous academic year.

Appendix D: New Degree Program Inventory

Appendix E: Summary Version of Strategic Plan

FAMU's Strategic Plan outlines the University's roadmap for at least the next ten years. After using a stakeholder approach to conduct a strategic audit of the University and its external environment, five (5) strategic initiatives have been delineated as the major catalysts to build upon FAMU's successes and its tradition of "Excellence with Caring." The strategic initiatives are:

- 1) Enhance the Processes of Student Access, Recruitment, Enrollment, Retention, Progression, and Graduation at the Undergraduate and Graduate Levels;
- 2) Improve the Effectiveness of University Processes;
- 3) Retain and Enhance Appropriate and Necessary Institutional Resources (Human, Physical, Financial, and Technological Resources);
- 4) Enhance Institutional Development; and
- 5) Enhance Institutional Diversity (per our Land-Grant mission) and International Initiatives.

While these strategic initiatives will not encompass all the activities that FAMU will engage in over the next ten years, it is believed that accomplishing these five strategic initiatives will catapult FAMU to being recognized as a preeminent Doctoral/Research-Intensive University.

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Exhibit 1

**BOARD OF GOVERNORS
STRATEGIC PLANNING/EDUCATIONAL POLICY COMMITTEE**

Strategic Planning for the State University System
Y-Axis

Goals and Objective	2002-03(or as indicated)	2008-09	2012-13
II. Constituent University Goals			
Access to and production of degrees			
1. Bachelor	1,492	2,529	3,292
2. Master's	317	718	1,034
3. Doctoral*	17	87	186
4. Professional	101	335	375
TOTAL	1,927	3,669	4,887
5. Access/Diversity: Minority Representation in SUS Graduates as Percentages of Expected Representation			
B. Meeting statewide professional and workforce needs (details to support 1.A)			
TOTAL Degrees	1,927	3,669	4,887
TOTAL Degrees in Targeted Programs	1,037	2,021	2,841
Targeted Program Degrees as % of ALL Degrees	54%	55%	58%
1. Critical Needs: Education	31	48	72
2. Critical Needs: Health Profession	289	984	1,399
3. Economic Development: Emerging Technologies	336	534	834
a. Mechanical Science and Manufacturing	95	130	163
b. Natural Science and Technology	77	182	306
c. Medical Science and Health Care	49	70	114
d. Computer Science and Information Technology	88	120	213
e. Design and Construction	27	32	38
f. Electronic Media and Simulation	0	0	0
4. Economic Development: High-wage/ high-demand jobs	381	455	536
5. Educated citizenry/ workforce (not specifically targeted)	890	1,648	2,046

BOG Strategic Planning Request, Continued

C. Building world-class academic programs and research capacity	2002-03	2008-09	2012-2013
1. Research expenditures	48,428,676	78,000,000	114,000,000
a. Total Research Expenditures per full-time faculty	85,000	106,000	135,000
b. Federal Research Expenditures per full-time faculty	68,000	91,000	118,000
c. Research expenditures- Contracts and Grants (constant dollars)	48,428,676	78,000,000	114,000,000
2. US Patents Issued per 1000 full-time faculty	7	16	24
3. National Research Council rankings (number of ranked programs in top 25% nationally)			
4. Centers of Excellence			
a. Biomedical and Marine Biotechnology (FAU)			
b. Photonics (UCF)			
c. Regenerative Health Biotechnology (UF)			
d. New Centers of Excellence		1	2
5. Doctoral degrees per 1000 full-time faculty	30	119	221
6. Other forms of National Recognition for Institutions' Academic and Research Programs			
a. Faculty Admitted to the National Academies in the last five years			
b. Highly cited Scholars			1
c. Nobel Prizes, Pulitzer Prizes and MacArthur Fellowships awarded to faculty in the last five years			
d. Academic programs that will receive national recognition*	4	5	7
* We propose that ranking in the top 10 nationally in producing minority graduates, particularly in graduate programs, be acknowledged in this category of national recognition			

Number of Faculty

568

734

842

Florida A&M University
New Degree Programs that may be explored for Strategic Plan
(Revised 12-14-04)
2004-2014

Proposed Program	Rationale
School of Business and Industry	
BS Finance <i>(mission)</i>	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 who recruit SBI's top bachelor's candidates.
BS Marketing <i>(mission)</i>	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).
BS International Business <i>(high wage program)</i>	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 native undergraduates and international students who desire to work for multinational companies.
College of Education	
BS Special Education <i>(teacher education)</i>	This is a critical need area to serve the public schools and the demand is very high.
BS Health Education <i>(teacher education, health)</i>	This program will serve a need in public schools as well as prepare students to work with community organizations in health-related activities.
BS Integrative Studies for Community Development <i>(needed option for students)</i>	There is a need to accommodate students in the College of Education who do not enter teacher education programs. Graduates would be prepared to work in various community organizations.
PhD Curriculum and Instruction <i>(education)</i>	This program will enable FAMU to better utilize resources and strengths in the College of Education.
College of Engineering Sciences, Technology and Agriculture	
BS Food Science and Technology	Develop the current successful track in food

<i>(mission- agriculture)</i>	science into a full degree program. This program previously received feasibility authorization from the Board of Regents.
BS Agricultural Teacher Education <i>(teacher education)</i>	There is a demand for teachers certified in Agricultural Education.
MS Plant and Soil Sciences <i>(mission – agriculture)</i>	The MS and 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.
PhD Entomology <i>(mission – agriculture; university strengths)</i>	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 the UF.
PhD Plant and Soil Sciences <i>(mission – agriculture)</i>	The MS and 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.
FAMU-FSU College of Engineering	
BS Biomedical Engineering <i>(emerging technologies)</i>	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.
MS Computer Engineering <i>(emerging technologies)</i>	Enrollment in computer engineering is one of the fastest growing programs in the US. 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.
MS Materials Engineering <i>(emerging technologies)</i>	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 US. MS and PhD programs will educate engineers specializing in new material production and their applications.
MS Environmental Engineering <i>(emerging technologies)</i>	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 continue to be strong.
PhD Computer Engineering <i>(emerging technologies)</i>	Nationally, enrollment in computer engineering is one of the fastest growing in the US. 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.
PhD Environmental Engineering <i>(emerging technologies)</i>	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 continue to be strong.
PhD Materials Engineering <i>(emerging technologies)</i>	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 US. MS and PhD programs will educate engineers specializing in new material production and their applications.
School of Architecture	
BLA Landscape Architecture <i>(design and construction)</i>	This program will support the current Master of Landscape Architecture and expand minority access to the profession.

DArch Architecture <i>(design and construction)</i>	The Doctor in Architecture degree is the advanced architectural degree accepted by the accrediting board.
PhD Architectural Studies <i>(mission)</i>	This would be the “academic umbrella” for advanced graduate studies in special areas of historic interest to FAMU: ethnicity, cultural diversity, gender and minorities. The rationale for the degree is based on new trends in the field. Currently the School has large percentages of African American and Hispanic students, as well as women.
PhD Environmental Design <i>(mission)</i>	Interdisciplinary degree that would include Architecture, Landscape Architecture, Urban Design, and Community Planning and sustainability components. This is a reflection of new trends.
College of Arts and Sciences	
BS Music Technology <i>(emerging- electronic media)</i>	There is a great demand for new curriculum in music technology to satisfy employment opportunities in churches, clubs and other venues where multifact electronic equipment can minimize the number of musicians required. Many students at FAMU and in high school express an interest in this degree offering.
BS Emergency Management Studies <i>(new field to meet national needs in domestic security)</i>	The high policy profile and the vast resources dedicated to this area are strong indicators of its relevance and importance as a field of growing academic concern. The creation of the US Department of Homeland Security (USDHS) in 2002 has been seen by some scholars as the most ambitious effort to reorganize and expand the federal government in the area of foreign policy since 1947. The emerging field compels institutions of higher learning to develop a body of knowledge (scientific, technical, and management) that will facilitate and enhance effective and sound public policy. A professional and well-educated cadre of skilled workers are needed to meet the workforce demands of Homeland Security and Emergency Management.
MS Mathematics <i>(mechanical and natural science)</i>	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.
MA English (specializing in African American Literature, African Literature and African Caribbean Literature) <i>(mission)</i>	The program will prepare scholars of literature for additional graduate study, increase minority professionals in this field and establish research interests for students and faculty.
MA Political Science and Government <i>(mission)</i>	This will provide graduate education that will enable students to become staff and officials or consultants to various levels of government. This program was recommended by the external consultant for the political science program review in 2004.
MPA Public Administration <i>(mission)</i>	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. This program was recommended by the external consultant for the political science program review in 2004.
MS Economics <i>(mission)</i>	The 2004 program review of Economics revealed that FAMU is the highest producer of African American BS graduates in Economics (an average of 27 per year). The external consultant recommended initiation of this degree to capitalize on the BS productivity and address the acute shortage of African Americans with graduate degrees in economics.
EdS School Psychology <i>(teacher education)</i>	EdS is the recognized and accepted degree for practice in the state of Florida. The current FAMU MS in this field is outdated and does not provide the current professional support in the field.
PhD School Psychology <i>(education)</i>	National statistical data indicate a low representation of minorities at the practice level as well as the training and administrative levels.
PhD Computer Science <i>(emerging technologies)</i>	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.

PhD Biology <i>(natural science)</i>	Only 8 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.
PhD Chemistry <i>(natural science)</i>	There is a critical shortage of US citizens who pursue a PhD in Chemistry. The shortage is even more acute for African Americans, who comprised of 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.
PhD Mathematics <i>(support mechanical and natural science)</i>	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.
PhD African and African American Studies <i>(mission)</i>	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 program was recommended by the external consultant for the 2004 program review in History.
School of Allied Health Sciences	
MS Rehabilitation Counseling <i>(health)</i>	Discussions with state and federal officials in the field, and research indicate that there is a strong need for minority rehabilitation counselors. Federal scholarship grants are available to begin such programs and recruit students. This will be a good career path for the BS in Health Science graduates who are not accepted into the MS in Physical Therapy, and for BS graduates in several other majors.
MPA Physician Assistant <i>(health)</i>	These programs are in high demand nationally and are an extremely popular career path and provide students with a

	career avenue in medicine. The only existing program in Florida is at UF.
MAT Athletic Training <i>(health)</i>	There is very high student interest in careers related to sports. Only 5% of athletic trainers nationwide are minorities. There are 6 undergraduate programs in Florida, but no master's degrees either in Florida or at other HBCUs.
DPT Physical Therapy <i>(health)</i>	The profession is moving from the master's to the doctoral level and we anticipate that in a few years only programs at the doctoral level will be accredited by CAPTE. FAMU currently has an MS in Physical Therapy.
School of Journalism, Media and Graphic Communication	
BS Digital Media <i>(emerging- electronic media and simulation)</i>	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.
MS Digital Media <i>(emerging- electronic media and simulation)</i>	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.
MS Public Relations <i>(mission)</i>	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.
PhD Journalism <i>(mission)</i>	This program will prepare students to qualify for faculty positions in journalism and mass communication. Data indicate the need for increased numbers of African American professors in Journalism.
College of Pharmacy and Pharmaceutical Sciences	
BS Pharmaceutical Sciences <i>(health)</i>	The BS in Pharmaceutical Sciences 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.
MS Clinical Research <i>(health)</i>	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.
School of Nursing	
PhD Nursing <i>(health)</i>	The PhD program will be grounded in the current Cooperative Doctoral Program among FAMU, UF, FSU, and UNF. Currently only 3.3% (563) of nurses with doctoral degrees are African American/Black. FAMU's program will attract large numbers of African American nurses and consequently increase the number of African American nurses in leadership positions.
Interdisciplinary (Multiple Schools/Colleges involved)	
MS Health Communication <i>(health)</i>	This is an emerging field with market demand.
School of Veterinary Medicine	
DVM Veterinary Medicine <i>(health)</i>	A School of Veterinary Medicine will build upon the existing strengths in health disciplines and the animal science program in CESTA. In addition to the traditional opportunities in private practice, some jobs are expected to open up in the public sector, related to homeland security.
School of Medicine	
MD Medicine <i>(health)</i>	A School of Medicine will build upon the existing strengths in the health disciplines at FAMU and address the need for minority physicians. It would also significantly strengthen the current efforts at FAMU to address health disparities of minorities.

Note: Once approved by the FAMU Board of Trustees and accepted by the Board of Governors, the University may explore the possibility of initiating the programs listed above. Placement on the list does not guarantee implementation, which will be dependent on proposals meeting the Board of Governor's criteria for new degrees, institutional priorities and the availability of resources.

Proposed New Schools for Strategic Plan

In addition to the new schools in Veterinary Medicine and Medicine, associated with new degree programs outlined above, the University also proposes to pursue a School of Public Health. This School would house the existing degree programs in public health as well as other activities associated with the Institute of Public Health.

Proposed School	Rationale
Public Health	Establishing a School of Public Health is the vision that has undergirded the development of the Institute of Public Health, and its master's and doctoral programs. 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

FAMU STRATEGIC PLAN IMPLEMENTATION

FORM D

ANNUAL PERFORMANCE EVALUATION

YEAR

DATE OF EVALUATION:

DIVISION/UNIT:

GOAL STATEMENT:

PERFORMANCE EVALUATION MEASURE(S) SUBMITTED:

TOTAL NUMBER (#) OF ACTIVITY STEPS FOR THE OBJECTIVE: _____

LIST THE NUMBER OF EACH ACTIVITY STEP COMPLETED:

LIST THE NUMBER OF EACH ACTIVITY STEP NOT COMPLETED:

WRITE A BRIEF EXPLANATION FOR EACH ACTIVITY STEP NOT COMPLETED.

Activity Step#

Explanation

FAMU STRATEGIC PLAN IMPLEMENTATION

FORM D

ANNUAL PERFORMANCE EVALUATION (continued)

HOW WELL WAS THE OBJECTIVE IMPLEMENTED USING THIS PERFORMANCE EVALUATION MEASURES AS YOUR YARDSTICK?

**WHAT EVIDENCE EXISTS OF PERFORMANCE?
NARRATIVE:**

LIST ANY PRODUCTS, DOCUMENTS, FACILITIES, OR COMMODITIES WHICH RESULTED FROM IMPLEMENTATION OF OBJECTIVE:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Rating:	<u>Status</u> (Check One)	<u>Quality</u> (Check One)
	Incomplete _____	Unacceptable _____
	Complete _____	Poor _____
		Fair _____
		Good _____
		Very Good _____
		Excellent _____

Date Performance was Rated:

Name of Rating Officer:
(Print Name)

FAMU STRATEGIC PLAN IMPLEMENTATION

FORM C

PROPOSAL OF NEW OBJECTIVE	YEAR
----------------------------------	-------------

DIVISION/UNIT:

SITUATIONAL CONTEXT:

GOAL(S) SUPPORTED [Goal numbers(s) only]:

PROPOSED PERFORMANCE EVALUATION MEASURE(S):

- 1.
- 2.
- 3.
- 4.
- 5.

PROPOSED ACTIVITY STEPS AND TIME LINES TO ACCOMPLISH OBJECTIVE:

Activity Steps	Fiscal Year	Quarter			
		1	2	3	4
1.					
2.					
3.					
4.					
5.					

Proposer:
(Print Name)

Approval:
(Print Name)

Date:

Date:

FAMU STRATEGIC PLAN IMPLEMENTATION

FORM B

REVISION OF AN EXISTING GOAL/STRATEGY	YEAR
--	-------------

DIVISION/UNIT:

GOAL NO./STRATEGY NO.:

GOAL NO./STRATEGY NO.:

GOAL(S) SUPPORTED [Goal numbers(s) only]:

PROPOSED PERFORMANCE EVALUATION MEASURE(S):

- 1.
- 2.
- 3.
- 4.
- 5.

PROPOSED ACTIVITY STEPS AND TIME LINES TO ACCOMPLISH OBJECTIVE:

Activity Steps	Fiscal Year	Quarter			
		1	2	3	4
1.					
2.					
3.					
4.					
5.					

Proposer:
(Print Name)

Approval:
(Print Name)

Date:

Date:

**APPENDIX C
FAMU STRATEGIC PLAN IMPLEMENTATION**

FORM A

GOAL/STRATEGY BEING IMPLEMENTED THIS YEAR _____

DIVISION/UNIT:
GOAL NO./STRATEGY NO.:
GOAL NO./STRATEGY NO.:

GOAL(S) SUPPORTED [Goal numbers(s) only]:

PROPOSED PERFORMANCE EVALUATION MEASURE(S):

- 1.
- 2.
- 3.
- 4.
- 5.

PROPOSED ACTIVITY STEPS AND TIME LINES TO ACCOMPLISH OBJECTIVE:

Activity Steps	Fiscal Year	Quarter			
		1	2	3	4
1.					
2.					
3.					
4.					
5.					

Proposer:
(Print Name)

Approval:
(Print Name)

Date:

Date: