



FLORIDA A&M UNIVERSITY
DIVISION OF AUDIT



FLORIDA STATE UNIVERSITY
OFFICE OF INSPECTOR
GENERAL SERVICES

Audit Report

FAMU-FSU College of Engineering

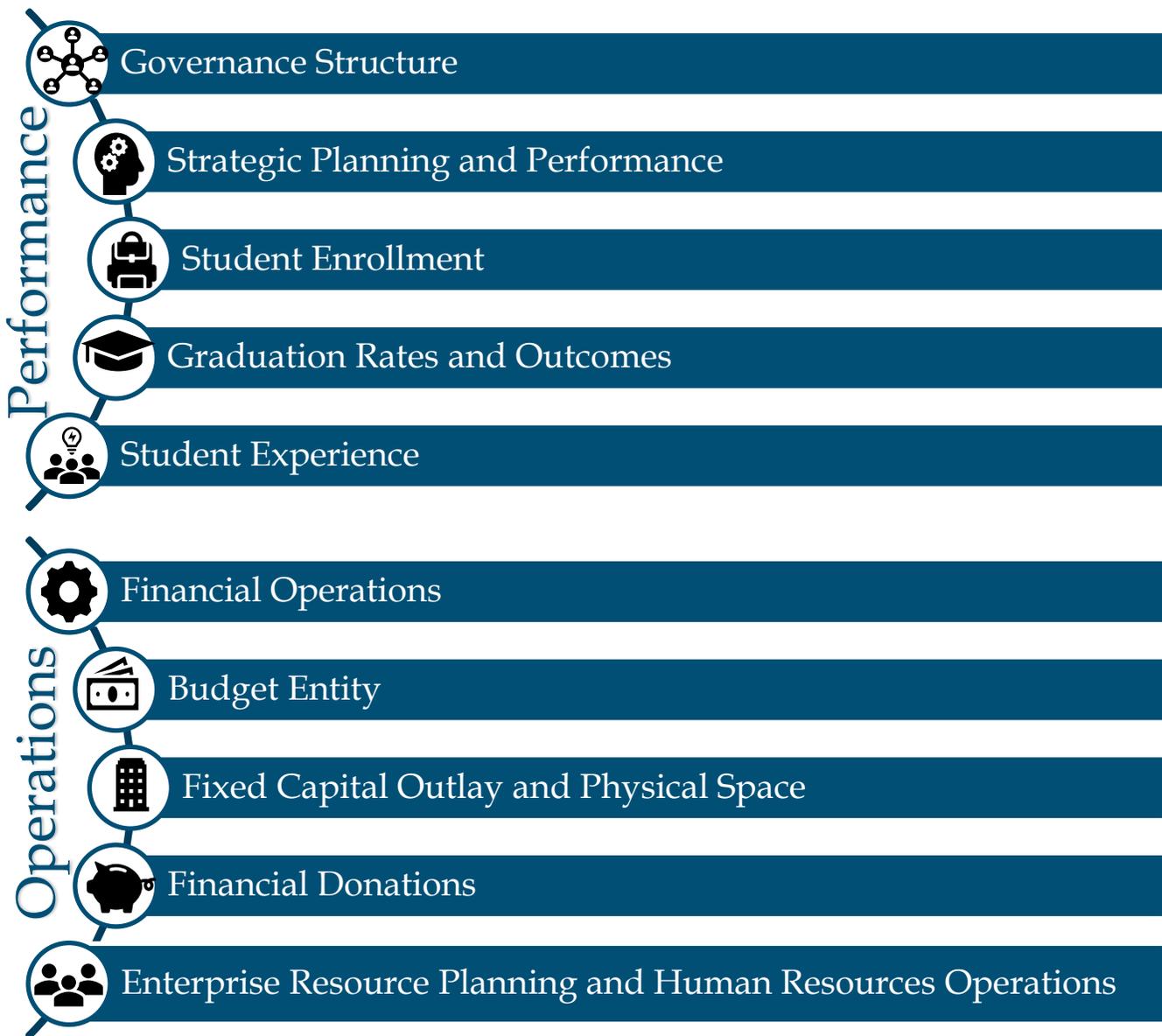


FAMU-FSU College of Engineering Audit

July 21, 2021

EXECUTIVE SUMMARY

This audit of the FAMU-FSU College of Engineering was performed jointly by the FAMU Division of Audit and the FSU Office of Inspector General Services as part of their audit work plans approved by their respective university's Board of Trustees. This audit takes into consideration a 2014 study commissioned by the State University System of Florida (SUS) Board of Governors (BOG) and subsequent actions taken in response to the study; operational activities that took place during fiscal years 2018 - 2020; and student experiences from both the pre-COVID-19 pandemic era and one year into the pandemic. The audit focused on the following performance and operational topics:





GOVERNANCE STRUCTURE

The FAMU-FSU College of Engineering (Joint College) falls under the governance of the SUS BOG and the administrative oversight of each university's Board of Trustees. The Joint College has a Joint College Management Council (JCMC) which functions as a policy-making body for the Joint College in all matters except those that are governed by individual University rules, regulations, policies and procedures.

The Joint College governance has contributed to a synergy unique in American higher education by combining a historically black college and university (FAMU), and a Carnegie classified Research 1 Institution (FSU). To highlight just a few benefits of the Joint College, it:



Expands FAMU's access to FSU's research opportunities and resources



Advances engineering through scholarly research



Enhances FSU's ability to participate in funding opportunities afforded to FAMU as a HBCU



Furtheres the ideal and strategic advantage of diversity and inclusion in both higher education and the workforce



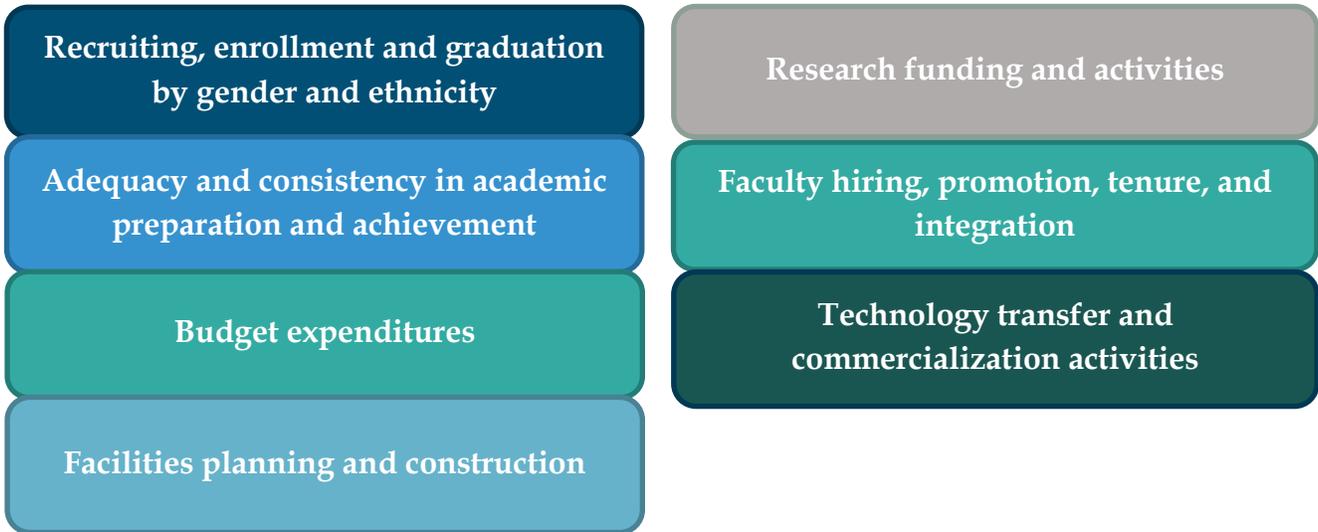
Provides engineering education opportunities to students of varied backgrounds (notably women, African Americans, and other minorities)



Produces a significant number of patents contributing to the economic impact on the community and the state

The Joint College's governance structure, while complex, is effective in implementing the processes needed to forecast and plan, organize, direct, coordinate, and control the Joint College to the achievement of its objectives. Execution of the reporting requirements outlined in the *Memorandum of Agreement: Article 8 Semi-Annual Reports* is vital to those charged with oversight and/or management responsibilities to make informed decisions

related to the Joint College. Article 8 requires the Joint College to provide the following reports to the JCMC:



Our review of the current JCOE reporting processes determined that reporting was not always provided to the JCMC in writing or fully included in the JCMC meeting minutes. As JCMC members change, historical information critical to decision making will not be readily available for new members or others wanting to evaluate the progress of the Joint College.

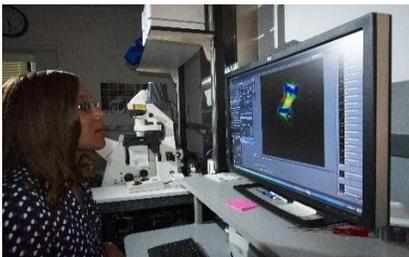
RECOMMENDATIONS:

1. We recommend the Dean work with the JCMC to submit the required semi-annual reports in writing for inclusion in the official meeting minutes to enhance communication and accountability. These reports should include benchmarks and metrics, current results, historical information, and projections to inform performance management, operational and financial planning efforts, and decision-making.
2. We recommend the JCMC initiate a comprehensive search for a candidate that can replace Dean Gibson and continue the work currently in motion on academic and research activities and strategic planning (Dean Gibson recently announced he would step down as Dean in December 2021 to return to teaching and research.)



STRATEGIC PLANNING AND PERFORMANCE

Since its establishment in 1982, the Joint College has operated without the benefit of a formal strategic plan. Upon his appointment in July 2016, Dean J. Murray Gibson led the Joint College utilizing informal strategies to guide his decision-making. As of March 2021, Dean Gibson was in the process of developing a formal FAMU-FSU College of Engineering Strategic Plan which is envisioned to consist of three components:



Research and Graduate Education
Focus Areas: Research Expenditures, Faculty, and Ph.D. Enrollment/Graduates



Student Success
Focus Areas: Graduation and Retention Rates, Class Size, Curriculum Flexibility, Employment Outcomes



Diversity and Inclusion
Focus Areas: Policy, Classroom, Student Life, Student Recruitment, Faculty-Staff Recruitment, Scholarship-Research, Customer Experience

Success for each of these three components is contingent upon increased levels of funding which Dean Gibson has consistently requested through the BOG since 2016 and most recently requested as part of the Joint College’s fiscal year 2021-2022 Legislative Budget Request (LBR). To date, the Legislature has not approved increased funding request associated with LBRs submitted by the BOG. In 2017, the Legislature did appropriate \$1 million in recurring funding in response to a local funding initiative of \$7,168,750.

We reviewed each of the components and present the following observations:

Research and Graduate Education Component: The Research and Graduate Education component currently contains elements that would advance several priorities, goals, and/or metrics of both university’s strategic plans, the State University System of Florida’s (SUS) strategic plan, and the Joint College’s standing in the U.S. News & World Report. The success of this component depends heavily on hiring new faculty. Funding for eight new College Faculty Researchers and startup costs associated with the Research and Graduate Education strategic plan component accounted for \$3.8M of the \$6.5M requested in the 2021-2022 LBR.

Student Success Component: The Student Success component contains elements of both university's strategic plans, the SUS strategic plan, and metrics that may positively impact each university's Performance Based Funding scores. Of the \$ request in the 2021-2022 LBR, \$2M was designated for programs directly related to the Student Success strategic plan component.

Diversity and Inclusion Component: The Joint College has been recognized by the American Society of Engineering Education (ASEE) with the Bronze award and Exemplar status in its Diversity Recognition Program. The Diversity and Inclusion component contains elements of both universities' strategic plans and metrics that positively impact each university's Performance Based Funding scores. The \$2M designated for programs directly related to the Student Success strategic plan component in the 2021-2022 LBR would have also contributed to the success of the Diversity and Inclusion component of the strategic plan.

RECOMMENDATIONS:

- 1. We recommend that the Dean continue to work with his team, the JCMC, and both universities to finalize a formal strategic plan. Upon finalization, we recommend the Dean work with the JCMC to reassess the reports required in Article 8 of the 2018 MOA to ensure alignment of strategic priorities and routine oversight.**
- 2. Performance and financial updates should include reports on key performance metrics in relation to the strategic plan components. To the extent possible, the metrics identified for FAMU faculty and students should also be developed for FSU faculty and students to allow for analysis, comparison, and improvement strategies. This information should be reported for the Joint College as a whole and for each University.**
- 3. We recommend the Dean inform the JCMC regarding the Joint College's contributions to each University's Performance Based Funding metrics and make operational and financial adjustments as necessary to achieve performance targets. As recommended earlier in this report, these updates should be submitted in writing and included in the JCMC meeting minutes.**
- 4. Due to the most recent action taken by the legislature that resulted in no increased funding for the Joint College's 2021-2022 LBR, we recommend the Dean work closely with the JCMC to prioritize the elements of the strategic plan and search for alternative funding sources in order to implement the plan.**



STUDENT ENROLLMENT

Almost all SUS engineering schools, including the Joint College, have seen student enrollment fluctuate up or down an average of less than 100 students in the past five years. The exception is the University of Central Florida which has seen a 1,600-student increase in enrollment over the same period. Joint College total enrollment was essentially flat from 2014 to 2020.

Undergraduate Enrollment: A study of the Joint College was performed by the Collaborative Braintrust Consulting Firm, and a report (Braintrust Consulting Study) was published on January 12, 2015. Since the Braintrust Consulting Study was published, total undergraduate enrollment is down 1.5 percent (33 students) as of fall 2020. An increase in FAMU enrollment is attributed to the Joint College’s recruitment efforts which focused on minority enrollment, with significant attention given to HBCU and state college system transfer students.

The table below illustrates the change in undergraduate enrollment by each university at the Joint College.

Joint College Undergraduate Enrollment				
Year	2014	2020	Difference	Percent Change
FSU	1,951	1,880	-71	3.6% 
FAMU	312	350	+38	12.2% 

Post Graduate Enrollment: During the same period of 2014 to 2020, post graduate enrollment at the Joint College increased from 324 students to 374, a 15.4% increase. The increases in post graduate enrollment was a contributing factor in the Joint College’s ranking increase in U.S. News and World Report of Engineering Graduate Programs from 111th to 102nd and now 98th over the past three years. An aggressive Joint College recruiting campaign for post graduate students has shown impressive results, with a one-year increase of 48 students (12.8%) from 2019 to 2020 for both universities combined.

The following table illustrates the change in post graduate enrolment by each university at the Joint College.

Joint College Post Graduate Enrollment				
Year	2014	2020	Difference	Percent Change
FSU	296	308	+12	4.1% 
FAMU	28	66	+38	135.7% 

Recruitment Efforts: Aggressive recruiting campaigns for undergraduate minorities and post graduate students have shown impressive results, as demonstrated in the tables above. The recruitment campaigns include the following areas:

Recruitment Tours	Living Learning Community	Scholarships
FAMU IGNITE	TCC2FSU	Fellowships
Marketing of Uniqueness	Diversity Campaigns	Research Awards

Joint College recruitment efforts could be further improved with stability in the recruitment position, enhanced resources for student recruitment for additional recruitment visits, and additional scholarship funding to compete for high-performing minority students.

Joint College Growth: The Joint College will not meet its full potential without additional operational and capital investments targeted at strategic growth. In support of this direction, the Joint College has proffered legislative budget requests to grow the Joint College in terms of both degree production and infrastructure. Strategic growth of the Joint College would support both institutions, the SUS, and the state. Growth would further the mission and aspirations of both institutions; support the SUS goal for producing graduates in programs of strategic emphasis; enhance the contributions of the Joint College to Florida’s high-tech economy; and enhance the pipeline of graduates for Florida’s high-demand, high-wage jobs in civil, industrial, mechanical, and electrical engineering¹.

¹ Department of Economic Opportunity, Bureau of Workforce Statistics and Economic Research, Quarterly Census of Employment and Wages – 2019-2027 Statewide and Regional Projections.

RECOMMENDATIONS:

- 1. We recommend the Dean work with FAMU and FSU to secure additional scholarship funding to support recruitment and enrollment goals.**
- 2. The Dean should fill the vacant Recruiting Coordinator position to continue to advance the recruiting initiatives put in place over the past three years.**
- 3. The Dean should work with FAMU and FSU to leverage the increases in the college rankings for the Joint College, as published in the *U.S. News and World Report*, in an effort to recruit high-achieving students and solicit corporate funding for scholarships.**



GRADUATION RATES AND OUTCOMES

Graduation Rates

In 2018, the Florida Legislature changed the first time in college (FTIC) graduation rate metric in the SUS Performance Based Funding system from six-year graduation rates to four-year graduation rates as its standard for awarding points. The table below illustrates the FTIC four-year graduation rates by university for engineering students enrolled in the Joint College and by university for the overall student population enrolled in all majors:

Joint College FTIC Four-Year Graduation Rates				
	FAMU		FSU	
	Joint College	University	Joint College	University
2018	3.6%	22.5%	42.8%	71.5%
2019	18.2%	27.7%	46.6%	69.5%
2020	16.4%	34.6%	47.1%	74.0%

The above table highlights two issues related to disparities in graduation rates within the Joint College:

- Graduating rates for engineering students within both universities are below their respective university’s overall graduation rates; and
- While FAMU’s graduation rates for students are significantly lower than those of FSU students, FAMU graduation rates have improved over the last few years.

In response to inquiries, Dean Gibson provided insights into why the disparities existed. In regards to the low graduation rates for the Joint College compared to their respective university graduation rate, Dean Gibson, indicated four-year graduation is not realistic for engineering majors due to the “intensity and progressive nature of the curriculum.” Internships, which are seen as an integral part of engineering education, also increases the time needed to graduate. Dean Gibson pointed to the five-year graduation rate as a better measure for engineering students. The FTIC Joint College five-year graduation rate in 2020 was more than double the four-year rate for FAMU and nearly double for FSU (38.0% for FAMU and 80.4% for FSU).

In regards to the disparity in graduation rates between FAMU and FSU students within the Joint College, Dean Gibson explained the gap was linked to incoming FAMU students who

are less prepared academically and who must also deal with economic fragility. Retention and graduation rates for FAMU have increased the past two years through additional programs to include improved summer bridge programs and retention programming. However, funds are needed to increase these programs and offer scholarships to allow students to focus more on school and less time on working outside of school.

Outcomes

Employment opportunities continue to be strong for all majors offered by the Joint College and particularly strong for certain majors. For example, the Florida Department of Economic Opportunity (DEO) released data indicating that Civil, Industrial, Mechanical, and Electrical Engineering majors will offer strong job potential in Florida through 2027. However, based on the same job data from DEO, we noted that if the SUS continues to produce 300 to 400 Chemical Engineering graduates a year, there will be a surplus of graduates for the number of jobs available to them within Florida. This dynamic could force Chemical Engineering graduates to seek employment outside of Florida or pursue graduate school.

RECOMMENDATIONS:

- 1. We recommend the Dean continue efforts to address the causal factors for variations in graduation rates between the two universities. These efforts should continue to address academic readiness and provide need-based financial support.**
- 2. To increase graduation rates, the Dean should consider enhancing and expanding the summer bridge program, as well as retention and advising programs.**
- 3. We recommend the Dean and JCMC continue to monitor job demand and consider this information in regard to recruiting, advising, and evaluating degree and program offerings.**



STUDENT EXPERIENCES

We gathered student perceptions through focus groups and reviewed student satisfaction surveys administered by the Joint College’s Student Services and Undergraduate Affairs office. Student perceptions are summarized below by the following topic areas: First Impressions; Facilities, Events, Services, and Curriculum.

First Impressions

Overall, students' first impression of the Joint College was positive. They highlighted the benefits of the smaller campus, small class size, enthusiastic professors, engagement with advisors, and the helpfulness of student organization/club members in helping them understand Joint College processes. Students noted the Joint College could improve new student experience by enhancing orientation and advising for AA transfer students to help facilitate registration and class sequencing and leveraging diversity and inclusion strategies for minorities and females to make them feel more included and welcomed within the Joint College.



Facilities

In general, freshman and sophomore students spend very little time on the Joint College campus; however, juniors and seniors spend their time almost exclusively on the Joint College campus. Students enjoyed the cleanliness and space of the Joint College classrooms, restrooms, parking, and common areas. However, they felt the Joint College could improve the student experience by providing for food options, dining spaces, outdoor recreational areas, and improve the scheduling processes of study areas.



Events

Students were appreciative of the events organized by the Joint College. They felt that open houses and pop-up food events enhanced their career opportunities and provided valuable social opportunities among their peers to share their work and network. The STEM career fairs were valuable by providing students an opportunity to network with both recruiters and alumni. Students suggested the career fairs logistics could be enhanced through use of classrooms as recruiter space; and adding majors that recruiters seek to the career fair information guides.



Services

Students were pleased with the overall services provided by the Joint College. They specifically highlighted the Joint College’s organizations and clubs; industry speakers at events; internship opportunities; corporate partner contact opportunities; advising services; and availability of teaching assistants.



Curriculum

While students did not highlight areas of the curriculum they were particularly pleased with, they did note that the Joint College could improve the curriculum by ensuring the curriculum kept up with industry standards and integrate industry software training into courses to enhance the competitiveness of students in the job market upon graduation.



RECOMMENDATIONS:

- 1. We recommend the Dean evaluate the student feedback summarized in the section above and consider all opportunities for improvement. The Dean should also consider how to best use the positive student feedback noted above in recruitment efforts.**



FINANCIAL OPERATIONS

The Joint College is funded through appropriations made directly to the Joint College by the Florida Legislature and totaled \$14.9 million in 2019-2020. Additional significant supplemental funding is provided from both universities' budgets and amounted to \$17.6 million in 2019-2020 with total appropriations and allocations amounting to \$32.57 million. The approved July 2018 MOA designates FSU as the Joint College's fiscal agent responsible for financial administration and operations. Management indicated they are pleased with FSU's performance in carrying out fiscal agent responsibilities.

Although FSU is administratively responsible for maintaining a separate and identifiable account for the Joint College finances and budget, the Dean, who reports functionally to both university provosts, is responsible for managing this budget. The chart below highlights the resources and expenditures for the Joint College during the review period.

Combined Engineering E&G and Carryforward Resources Fiscal Years 2015-16 through 2019-20					
	2015-16	2016-17	2017-18	2018-19	2019-20
<i>Education & General Appropriations and Allocations</i>					
<i>FAMU</i>				\$951,237	\$1,253,029
<i>FSU</i>	\$11,672,205	\$12,271,350	\$13,098,997	\$15,127,072	\$16,424,645
<i>Joint College</i>	\$15,555,078	\$16,677,428	\$17,657,383	\$17,404,494	\$14,893,795
<i>Combined Resources</i>	\$27,227,283	\$28,948,778	\$30,756,380	\$33,482,803	\$32,571,469
<i>Expenditures</i>					
<i>FAMU</i>				\$545,731	\$1,241,414
<i>FSU</i>	\$8,519,129	\$9,549,847	\$10,151,378	\$10,649,290	\$13,283,264
<i>Joint College</i>	\$12,230,082	\$13,460,892	\$14,767,716	\$16,111,320	\$12,615,363
<i>Combined Expenditures</i>	\$20,749,211	\$23,010,739	\$24,919,094	\$27,306,341	\$27,140,041

Additional funding for the University is also obtained through various contracts and grants for engineering research.

Salaries and benefits, totaling \$16,862,997 as of January 2021, account for the largest category of expenditures for the Joint College. As of January 2021, there were 174 full-time-equivalent

(FTE) filled faculty and staff positions in the engineering program. The Joint College funded 95 FTE at a cost of approximately \$8 million. Both FAMU and FSU have funded additional faculty positions as FAMU funded two FTE, at a cost of approximately \$203,000, and FSU funded 76 FTE, at a cost of approximately \$8.3 million. The Dean of the Joint College is a FAMU employee funded equally by FAMU, FSU, and the Joint College.

FTE and Associated Rate as of January 2021

SOURCE OF FUNDING	FAMU		FSU		Unused Rate ²	TOTAL	
	FTE	Rate	FTE	Rate	FTE	FTE	Rate
FAMU	2	\$ 202,500				2.0	\$ 202,500
FAMU/FSU and Joint College ³	1	325,000				1.0	325,000
FSU			76.4	\$ 8,293,988		76.4	8,293,988
Joint College	47	4,077,986	47.9	\$ 3,963,523	\$ 589,213	94.9	8,041,509
Total	50	\$ 4,605,486	124.3	\$ 12,257,511	\$ 589,213	174.3	\$ 16,862,997

RECOMMENDATIONS:

1. The Dean should continue to manage the budget of the Joint College with a high degree of fiduciary acumen in order to expend available funds efficiently.
2. We recommend that JCMC meetings include reports on the Joint College budget and additional FAMU and FSU funding and expenditures that contribute to total program operations.

² Joint College rate may be used to employ an individual in either university.

³ The Dean is a full time FTE for FAMU and his rate is budgeted at FAMU. His salary is paid 1/3 by FAMU, reimbursed 1/3 by the Joint College Appropriation, and reimbursed 1/3 by FSU.



BUDGET ENTITY

The Joint College prepares a budget request which is approved by both universities and is then submitted to the Florida Board of Governors (BOG) for consideration. The BOG, in turn, must approve these requests before submitting them to the Governor and Legislature as a SUS BOG request. Since establishing the Joint College Budget Entity, the universities have submitted requests for additional Joint College appropriations to the BOG to include in its SUS Legislative Budget Request, as shown in the table below:

Joint College LBR Submissions and Local Funding Initiative					
Fiscal Year	Base Legislative Budget Request	Additional Appropriation Requests		Total Requested	Final Appropriation
		Board of Governors	Local Funding Initiative		
2016-17	\$13,241,710	\$6,600,000		\$19,841,710	\$13,241,710
2017-18	\$13,384,389		\$7,168,750	\$20,553,139	\$14,384,389
2018-19	\$14,410,073	\$5,600,000		\$20,010,073	\$14,410,073
2019-20	\$14,484,361	\$6,394,000		\$20,878,361	\$14,484,361
2020-21	\$14,541,522	\$6,511,000		\$21,052,522	\$14,609,621

Apart from a \$1 million recurring appropriation for faculty retention and enhancement as part of a 2017-2018 local finding initiative, the above requests have been unsuccessful in the Legislature. These additional funding requests are designed to reflect the Joint College's priorities, including improving academic quality, research, efficiency, and effectiveness. Without additional funding, the Joint College will not be able to meet its identified priorities.

In terms of the Joint College entity, by the end of FY 2018-2019, carryforward fell from \$2.9 million to \$1.3 million. The reduction in carryforward was further compounded when the 2019 Legislature required that 7% of university operating budgets be held back in carryforward funds. This further reduced entity carryforward by \$1,014,553. The

carryforward available to fund faculty startup costs and other expenditures after the holdback fell to \$278,621 for FY 2019-2020.⁴

The reduction in and holdback of carryforward funds placed the Joint College budget entity in a difficult financial position going into FY 2019-2020. Previous year expenses were \$16.1 million, and the budget available for expenses for FY 2019-2020 was \$14.8 million. To enable the Joint College budget entity to meet continuing financial commitments and needs, each university agreed to provide \$500,000 in recurring funding for the Joint College's discretionary use for a total of \$1 million in additional funds. These funds are held in individual university accounts with their expenses directed by the Joint College.

RECOMMENDATIONS:

- 1. We recommend the Dean and JCMC continue to work with the SUS BOG to submit funding requests to the Legislature for a recurring allocation that can be used to attract additional faculty and students; introduce new courses and degrees; and provide state-of-the-art facilities to leverage research grants and contracts from government agencies, corporations, and foundations.**

⁴ This does not include accounts payable carried forward to the next fiscal year. However, some carryforward is needed for planned expenses such as startup funds for new faculty.



FIXED CAPITAL OUTLAY AND PHYSICAL SPACE

Currently, the Joint College campus consist of two buildings. Building A was constructed in 1988 and Building B was constructed in 1998. An additional Building C was approved for planning in 2009 but to date has not been funded for construction.

The BOG conducted an Educational Plant Survey in 2017 based on the 2016 Fall semester Full Time Equivalents (FTE). The Survey concluded the Joint College met 53% of their space needs and needed additional square footage for classrooms, teaching laboratories, study areas, research laboratory space, offices, auditorium space, instructional media space, and support services. These needs have been recognized as a priority by the JCMC, the universities, and the BOG to ensure the continued growth and success of the Joint College. However, funding for Building C was not included in the BOG’s 2020-21 or 2021-22 LBR. Minutes of the JCMC and the BOG confirm continued support for the additional building; however, the timing of funding must take into consideration the construction priorities of both universities.

RECOMMENDATIONS:

1. **We recommend the Dean and JCMC continue to work with the SUS BOG to submit funding requests to the Legislature for fixed capital outlay to fund the new building's design and planning.**



FINANCIAL DONATIONS

The Joint College alumni and corporate fundraising campaigns raised \$930,046 in fiscal year 2019-20. One of the Dean’s top priorities is to increase the College’s fundraising efforts. Outreach efforts are primarily conducted by engineering faculty, the Dean of the College, and a full-time FSU development officer. The Dean charged his administrative staff to focus on fundraising and created a Dean’s Advisory Council focusing on development. There is an existing FSU fundraising position, and the Dean has been working to add a similar position for FAMU. There may be resource limitations that preclude creating this position and a potential drop in philanthropic giving due to the COVID-19 pandemic.

Except for monies given for donor scholarships to FAMU (for the specific purpose of operating a STEM Living Learning Center on the FAMU campus), funds generated through outreach efforts usually do not specifically benefit one university or the other. At FYE June 30, 2020, FSU Foundation donations (on behalf of the Joint College) were \$618,712, and FAMU Foundation donations (on behalf of the Joint College) were \$311,334.

RECOMMENDATIONS:

- 1. We recommend the Dean continue to work with the Dean’s Advisory Council to enhance the reputation and resources of the Joint College to increase alumni and corporate giving.**
- 2. We recommend the Dean work with FAMU to secure funding to support a FAMU Fundraising Coordinator position to increase philanthropic giving.**



**ENTERPRISE RESOURCE PLANNING AND HUMAN RESOURCE
 OPERATIONS**

Differences in Operational Processes: FAMU and FSU use PeopleSoft/Oracle Enterprise Resource Planning (ERP) to manage their human resources and financial processes. While there may be distinct FAMU transactions and distinct FSU transactions, the individuals who conduct transactions may be from either University. Faculty and staff advised that many administrative tasks take longer to complete in the Joint College than in other University units because processes are completed twice. Differences in the configuration and maturity of the ERP systems at the two universities have excluded FSU employees who supervise FAMU faculty and/or staff from reviewing and approving time and leave and completing performance evaluations of their staff in the system of record. FAMU’s Human Resources management plans to resolve this issue by prioritizing a systems reconfiguration when funding and resources allow.



Consolidation of HR Function: There are administrative staff members in different areas of the Joint College that have multiple responsibilities, including Human Resources (HR). Some administrative staff members have more HR knowledge or can devote more time to their HR duties. As a result, there are inconsistencies in implementing and applying HR policies, process inefficiencies, and inconsistent communication across the Joint College. During the audit, the Joint College began the process of centralizing the HR activities.



RECOMMENDATIONS:

1. **We recommend the FAMU Chief of Staff for Finance and Administration and Associate Vice President for Human Resources continue efforts to make needed ERP configuration changes to allow FSU supervisors access to approve FAMU faculty and staff time and complete evaluations.**
2. **We recommend the Dean complete the process of centralizing HR activities as planned.**



TABLE OF CONTENTS

EXECUTIVE SUMMARY 2

BACKGROUND 22

GOVERNANCE STRUCTURE..... 26

STRATEGIC PLANNING AND PERFORMANCE..... 30

STUDENT ENROLLMENT 38

GRADUATION RATES AND OUTCOMES 47

STUDENT EXPERIENCES..... 52

FINANCIAL OPERATIONS..... 55

BUDGET ENTITY 60

FIXED CAPITAL OUTLAY AND PHYSICAL SPACE..... 64

FINANCIAL DONATIONS..... 66

ENTERPRISE RESOURCE PLANNING AND HUMAN RESOURCE OPERATIONS 68

APPENDIX A: PURPOSE, SCOPE, AND METHODOLOGY..... 71

APPENDIX B: MEMORANDUM OF AGREEMENT 73

APPENDIX C: STRATEGIC PLAN METRICS, GOALS, INTIATIVES, ETC..... 85

APPENDIX D: MANAGEMENT RESPONSE..... 91

DISTRIBUTION 96

STATEMENT OF ACCORDANCE..... 99

BACKGROUND

The FAMU-FSU College of Engineering (Joint College), established by the Florida Legislature in 1982, is the joint engineering school for Florida A&M and Florida State universities, the only shared college of engineering in the nation. Joint College students enroll (and graduate) as Rattlers or Seminoles and start their college experience on their respective home campus. Once prerequisites are complete, students learn together at the Joint College in the engineering buildings.

The FAMU-FSU College of Engineering is a unique collaboration between a top historically-black university and a research-1 institution in a diverse environment.

In February 1982, a Memorandum of Agreement (MOA) was executed between the two universities laying out the management of the Joint College and prohibiting the development of an autonomous administrative structure that is not responsible to the two universities. The MOA was amended in 1987 and 2005 before the most recent MOA was executed in July 2018 (see Appendix B).

In 2014, the State University System of Florida (SUS) Board of Governors (BOG) initiated a study of the Joint College⁵. This study addressed questions about the Joint College's viability related to assertions that it is incompatible with FSU aspirations to become a world-class research university. The study, conducted by the Collaborative Braintrust Consulting Firm, indicated that "All parties agree that the current organization and implementation of the Joint College is not reaching its potential." The final report (Braintrust Consulting Study), issued January 12, 2015, is available at: <http://www.famu.edu/BOT/Final%20Report.pdf>.

The report concluded that a critical factor in assessment was Title VI of the 1964 Civil Rights Act and the accompanying Fordice decision⁶ in the U.S. Supreme Court. When applied to FAMU and FSU, the decision would prohibit duplicate engineering programs that would be viewed as a separate-but-equal educational system. The Braintrust Consulting Study final report expressed concerns about the possibility of two incomplete and ineffective engineering

⁵ FAMU-FSU Joint College of Engineering Study, Final Report, Prepared for the State University System of Florida Board of Governors (January 12, 2015) by Collaborative Braintrust Consulting Firm, 1415 L Street, Suite 720 Sacramento, CA 95814

⁶ United States v. Fordice, 505 U.S. 717 (1992), is a United States Supreme Court case that resulted in an eight to one ruling that the eight public universities in Mississippi had not sufficiently integrated and that the state must take affirmative action to change this under the Equal Protection Clause.

colleges were they to separate. The report also cited financial barriers which would be cost prohibitive with regard to separating the Joint College.

The report went on to highlight in summary form that:

Developing a more successful Joint College will also cost money. The Joint College will need a significant reorganization, focusing on student success and faculty productivity. This would include significant renovation of Buildings A and B, and completion (construction) of Building C. Many systems now borrowed from the two parent universities would need to be brought into the Joint College and customized to simplify administration and effectiveness of the unit. For the Joint College to be successful, FAMU would need to substantially improve the mathematics preparation of pre-engineering students, and reemphasize recruiting talented students through scholarships and marketing. FAMU would also need to bring its engineering faculty start-up and salary packages up to the level of FSU as part of the reorganization.

This current audit was performed jointly by the FAMU Division of Audit and the FSU Office of Inspector General Services as part of audit work plans approved by their respective university's Board of Trustees. This audit took into consideration the Collaborative Braintrust Consulting Firm's report and subsequent actions taken in response to the study's final report.

The current Dean of the Joint College, J. Murray Gibson, Ph.D., was appointed in July 2016. Dean Gibson recently announced he would step down as Dean in December 2021 to return to teaching and research.

The following page provides a timeline of the FAMU-FSU College of Engineering.

FAMU-FSU College of Engineering - Timeline	
1982	FAMU-FSU Institute for Engineering - Established by the Florida Legislature
	First Memorandum of Agreement (MOA) – Executed in February, the MOA provided for an autonomous administrative structure
1985	Name Changed to FAMU/FSU College of Engineering
	First Baccalaureate Degree Awarded
1986	Accreditation Board for Engineering and Technology (ABET) Engineering Accreditation Commission – accredits JCOE civil, electrical and mechanical engineering programs
1987	Amended MOA to address the division of operational responsibilities between FAMU and FSU
	ABET Engineering Accreditation Commission – accredits JCOE chemical engineering program
1988	Building A constructed
	Doctoral programs in chemical and mechanical engineering established
1989	First Master’s Degree awarded
1991	First Doctoral Degree awarded
1994	Doctoral program in electrical engineering established
1997	Doctoral programs in civil and industrial engineering established
1998	Building B constructed
2000	Masters and Doctoral programs in biomedical engineering established
2005	Amended MOA
2009	Building C approved for planning as provided for in the original plans
2014	State University System of Florida Board of Governors – Commissioned Study of JCOE
2015	Collaborative Braintrust Consulting Firm Report issued January 2015
2016	Dean J. Murray Gibson Appointed (July)
2018	MOA Revised – FSU Fiscal Agent (July)
2019	American Society for Engineering Education (ASEE) Diversity Recognition Program – Bronze status awarded to JCOE
	<i>US News and World Report</i> Ranks Joint College 111 th Top Engineering Graduate School for year 2020
2020	<i>US News and World Report</i> Ranks Joint College 101 st Top Engineering Graduate School for year 2021
2021	Dean Murray established Dean’s Advisory Council
	Dean Murray scheduled to step down as Dean of the JCOE
	<i>US News and World Report</i> Ranks Joint College 98 th Top Engineering Graduate School for year 2022
2022	FAMU/FSU College of Engineering Celebrates 40 Years

The remainder of the report is organized by the following audit topic areas:

GOVERNANCE STRUCTURE	FINANCIAL OPERATIONS
STRATEGIC PLANNING AND PERFORMANCE	BUDGET ENTITY
STUDENT ENROLLMENT	FIXED CAPITAL OUTLAY AND PHYSICAL SPACE
GRADUATION RATES AND OUTCOMES	FINANCIAL DONATIONS
STUDENT EXPERIENCE	ENTERPRISE RESOURCE PLANNING AND HUMAN RESOURCE OPERATIONS



GOVERNANCE STRUCTURE

The FAMU-FSU College of Engineering (Joint College) falls under the governance of the State University System of Florida Board of Governors and the administrative oversight of each university’s Board of Trustees. This governance and administrative oversight impacts the Joint College by approving the university’s strategic plans, accountability reports, operating budgets, capital budgets, and other authorized matters.

In accordance with Article IX, Section 7 of the Florida Constitution, there is a single state university system comprised of all public universities. A board of trustees administers each public university, and a Board of Governors (BOG) governs the state university system.

The BOG is comprised of seventeen members, fourteen of whom are appointed by the Governor and confirmed by the Florida Senate for a term of seven years. The remaining members include the Chair of the Advisory Council of Faculty Senates, the Commissioner of Education, and the Chair of the Florida Student Association. The BOG oversees the operation and management of the Florida public university system’s twelve institutions.

In accordance with Florida’s Constitution, the BOG shall operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities include, but are not limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs. The BOG's management is subject to the powers of the legislature to appropriate for the expenditure of funds, and the BOG shall account for such expenditures as provided by law.

Each constituent university is administered by a Board of Trustees (BOT) consisting of thirteen members dedicated to the purposes of the State University System. The BOG establishes the powers and duties of the BOT. Each BOT consists of six citizen members appointed by the Governor and five citizen members appointed by the BOG. The appointed members are confirmed by the Florida Senate and serve staggered terms of five years as provided by law. The chair of the faculty senate and the president of the student body of the university are also members.

The most recent MOA related to the Management Plan of the College of Engineering was executed between Florida A&M University, Florida State University, and the Chancellor of the State University System of Florida in July 2018.

Article 1 of the MOA entitled **Governance of the College** states:

Florida Agricultural and Mechanical University (FAMU) and the Florida State University (FSU) acknowledge the establishment of the Joint College of Engineering (Joint College) with engineering curricula subdivided into programs and degrees as approved by the Board of Governors of the State University System of Florida.

Article 2 establishes the Joint College Management Council (JCMC), which functions as a policy-making body for the Joint College in all matters except those governed by individual University rules, regulations, policies, and procedures. **Table 1.1** illustrates the organization of the JCMC.

Table 1.1: Organization of Joint College Management Council	
Marshall Criser, Chancellor (Presiding Officer) State University System of Florida	
FAMU	FSU
President Robinson	President Thrasher
Provost Edington	Provost McRorie
VP for Research Weatherford	Interim VP for Research Fulkerson
VP for Finance and Administration/CFO Robertson	VP for Finance and Administration/CFO Clark
Ex-Officio Non-Voting Members	
Dean Gibson (Academic Home)	
FAMU Student Representative Brian Anderson	FSU Student Representative Lauren Daley

The Management Council meets at least quarterly or as called by either President, the Chancellor, or the Dean.

Governance Communication:

Article 3 of the MOA entitled **Administration of the College** in part states: The Dean is responsible for the planning, administration and operation of engineering programs and supporting units in the Joint College.

According to Article 8 of the MOA on the Management Plan, the Dean is responsible for submitting seven semi-annual reports to the JCMC as outlined below in **Table 1.2**:

Table 1.2 Semi-Annual Reports to the Management Council	
Recruiting, enrollment, and graduation by gender and ethnicity	Adequacy and consistency in academic preparation and achievement
Budget and expenditures	Facilities planning and construction
Research funding and activities	Faculty hiring, promotion, tenure, and integration
Technology transfer and commercialization activities	

All parties agree that the Dean is fulfilling the reporting obligations under the MOA. However, the reporting is not always provided in writing or fully included in the JCMC meeting minutes. As a result, we could not independently confirm nor could the Joint College document that all reporting obligations under the MOA had been fully met.

Joint College Synergy:

The Joint College is the only shared engineering college in the nation. The Dean has indicated recruiters visiting the Joint College point to the diversity among students, staff, and faculty as a unique environment that produces graduates accustomed to working in diverse settings, which is a sought-after attribute. As pointed out in the 2015 Collaborative Braintrust Consulting Firm Study (Braintrust Consulting Study), the Joint College is unique in American higher education, combining a historically black university (HBCU) and a Carnegie classified Research 1 Institution.

The unique combination of a HBCU and a Predominantly White Institution (PWI) creates synergies for both institutions. This synergy, leveraged as a strategic advantage for the success of the Joint College, can be viewed as a model of how education can overcome one of the most persistent and destructive social issues facing our nation and society as a whole.

To highlight just a few benefits of the Joint College, it:

- a. Expands FAMU’s access to FSU’s research opportunities and resources;
- b. Enhances FSU’s ability to participate in funding opportunities afforded to FAMU as a HBCU;

- c. Provides engineering education opportunities to students of varied backgrounds (notably women, African Americans, and other minorities);
- d. Advances engineering through scholarly research;
- e. Produces a significant number of patents contributing to the economic impact on the community and the state; and
- f. Furthers the ideal and strategic advantage of diversity and inclusion in both higher education and the workforce.

The Joint College’s governance structure, while complex, is effective in implementing the processes needed to forecast and plan, organize, direct, coordinate, and control the Joint College to the achievement of its objectives.

Our review of the current reporting process determined that reporting was not always provided in writing or fully included in the JCMC meeting minutes.

In March of 2021, Dean Gibson announced he would be stepping down as Dean effective December 2021 to return to teaching and research.

RECOMMENDATIONS:

We recommend the Dean work with the JCMC to submit the required semi-annual reports in writing for inclusion in the official meeting minutes to enhance communication and accountability. These reports should include benchmarks and metrics, current results, historical information, and projections to inform performance management, operational and financial planning efforts, and decision-making.

We recommend the JCMC initiate a comprehensive search for a candidate that can replace Dean Gibson and continue the work currently in motion on academic and research activities and strategic planning (Dean Gibson has announced he would step down as Dean in December 2021 to return to teaching and research.)



STRATEGIC PLANNING AND PERFORMANCE

Since its establishment by the Florida Legislature in 1982, the Joint College has operated without the benefit of a formal strategic plan. Dean Gibson recognized the need for a more formal strategic plan which is currently under development.

Strategic Plan:

There are three separate strategic plan components:

- *Research and Graduate Education,*
- *Student Success, and*
- *Diversity and Inclusion.*

Success for each of these three components is contingent upon increased levels of funding which Dean Gibson has consistently requested since 2016 and most recently requested as part of the Joint College’s fiscal year 2021-2022 Legislative Budget Request (LBR). To date, the Legislature has not funded the LBR and now requires that certain priorities be reconsidered in implementing the three strategic plan components. A moderate investment in the *Student Success* component could positively impact both university’s PBF scores; and due to overlapping priorities, the *Diversity and Inclusion* component could benefit from investments in *Student Success* and positively impact PBF scores as well. The *Research and Graduate Education* component requires significant additional funding to achieve success.

The Joint College’s 2021-2022 LBR⁷ totaled \$6,551,700 and would have funded portions of each of the three strategic plan components. Funding for eight new College Faculty Researchers and startup cost associated with the *Research and Graduate Education* strategic plan component accounted for \$3.8M of the LBR. Support for the *Student Success* component of the LBR totaled \$2.0M and included advising, mentoring, recruiting, and retention. Many of the programs funded in the *Student Success* component would have also benefited portions of the *Diversity and Inclusion* component of the strategic plan. The Dean expects to build out all three strategic plan components with associated goals and metrics for consideration by the JCMC. **Table 2.1** demonstrates how key metrics of the three strategic plan components align with the following:

⁷ The FAMU-FSU Joint College of Engineering FY 2021-2022 Legislative Budget Request can be viewed at: <https://www.flbog.edu/wp-content/uploads/BUD-05c-FAMU-FSU-COE.pdf>

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- Board of Governors' 2025 System Strategic Plan;
 - Performance Based Funding Metrics;
 - FAMU Rising: FAMU Strategic Plan | 2017-2022;
 - The Future is Florida State: Strategic Plan 2017-2022;
 - Preeminent State Research Universities Program (FSU); and
 - U.S. News and World Report's Ranking Metrics.

More information about the metrics and goals associated with the strategic plans listed in **Table 2.1** are provided in APPENDIX C of this report.

Table 2.1: Joint College Strategic Plan Alignment with Strategic Assessment Metrics

JCOE Strategies	SUS	PBF	FAMU	FSU	Preeminent	US News
Research and Graduate Education						
Research Expenditures/Yr. (FAMU & FSU)	✓Goal 25		✓Priority 2 ✓Priority 3	✓Goal II	✓Metric F ✓Metric G	✓Total Research Expenditures
Tenure track faculty			✓Priority 2	✓Goal II		
Expenditures \$ per tenure track (TT) faculty			✓Priority 2	✓Goal II		✓Avg. Research Expenditures Per Faculty Member
Full-time not on tenure track (NTT) count			✓Priority 2	✓Goal II		
Undergraduate enrollment						
Undergraduate Credit Hours (CH) (SP SUM FA)						
Undergraduate Hours per full time faculty						
Ph.D. Enrollment				✓Goal II		
Ph.D.'s per TT faculty				✓Goal II		✓Ph.D.'s to TT Faculty
Ph.D. Graduates			✓Priority 1	✓Goal II	✓Metric J	✓Doctoral Degrees Awarded
Student Success						
Graduation and Retention Rates	✓Goal 6 ✓Goal 7 ✓Goal 9 ✓Goal 10 ✓Goal 15 ✓Goal 18 ✓Goal 19 ✓Goal 31 ✓Goal 32	✓Metric 4 ✓Metric 5 ✓Metric 6 ✓Metric 8 ✓Metric 9	✓Priority 1		✓Metric C ✓Metric D	
Curriculum Flexibility			✓Priority 1	✓Goal IV-V		
Class Size			✓Priority 1	✓Goal IV-V		
Employment Outcomes	✓Goal 18 ✓Goal 20 ✓Goal 21 ✓Goal 31 ✓Goal 32	✓Metric 1 ✓Metric 2 ✓Metric 6 ✓Metric 8		✓Goal IV-V		
Diversity and Inclusion						
# African American PhD Graduates	✓Goal 11	✓Metric 1 ✓Metric 2 ✓Metric 8	✓Priority 1	✓Goal II ✓Goal III	✓Metric J	
# African American BS Graduates	✓Goal 18 ✓Goal 19 ✓Goal 31 ✓Goal 32	✓Metric 1 ✓Metric 2 ✓Metric 6	✓Priority 1	✓Goal III		
# Female PhD Graduates		✓Metric 1 ✓Metric 2 ✓Metric 8	✓Priority 1	✓Goal II ✓Goal III	✓Metric J	
% of FAMU BS Graduates	✓Goal 18 ✓Goal 19	✓Metric 1 ✓Metric 2	✓Priority 1			

Table 2.1: Joint College Strategic Plan Alignment with Strategic Assessment Metrics

JCOE Strategies	SUS	PBF	FAMU	FSU	Preeminent	US News
	✓Goal 31 ✓Goal 32	✓Metric 6				
% of Female BS Graduates	✓Goal 18 ✓Goal 19 ✓Goal 31 ✓Goal 32	✓Metric 1 ✓Metric 2 ✓Metric 6	✓Priority 1	✓Goal III		
# Hispanic PhD Graduates	✓Goal 20 ✓Goal 21		✓Priority 1	✓Goal II ✓Goal III	✓Metric J	
# Hispanic BS Graduates	✓Goal 18 ✓Goal 19 ✓Goal 31 ✓Goal 32	✓Metric 1 ✓Metric 2 ✓Metric 6	✓Priority 1	✓Goal III		
FAMU: 2 nd Yr Retention Rate	✓Goal 15	✓Metric 5			✓Metric C	
FAMU: 6-Year Graduation Rate			✓Priority 1			
% Female Faculty			✓Priority 2	✓Goal II ✓Goal III		
% Female Faculty: Annual Hiring Cohort			✓Priority 2	✓Goal II ✓Goal III		
% Under-represented Minority Faculty (not including gender)			✓Priority 2	✓Goal II ✓Goal III		
FAMU: % of Tenure-line Faculty			✓Priority 2	✓Goal II		
FAMU: # Enrolled FTIC Students Entering as Engineers				✓Goal II		
# Female PhD Candidates Enrolled		✓Metric 1		✓Goal II ✓Goal III		
# Hispanic PhD Candidates Enrolled		✓Metric 1		✓Goal II ✓Goal III		
FAMU: # of PhD Students Enrolled		✓Metric 1				
FAMU: # of Transfer Students in Engineering		✓Metric 10				
% Female BS Enrollment				✓Goal III		
FAMU: % BS Enrollment						
% African American Staff			✓Priority 6	✓Goal III		
% Female Staff			✓Priority 6	✓Goal III		
% Hispanic Staff			✓Priority 6	✓Goal III		
# Joint Appointments w/ FAMU or FSU Colleges Outside Engineering					✓Metric K	

In the following paragraphs we describe the three strategic plan components in greater detail.

Research and Graduate Education Component:

The *Research and Graduate Education* strategic plan component is a continuation of goals developed by the Dean upon his appointment in July 2016. The component has ten focus areas⁸ (See **Table 2.1**) concentrating on research expenditures, faculty, and Ph.D. enrollment/graduates.

Four of the ten metrics included in the *Research and Graduate Education* strategic plan component are used by *U.S. News & World Report* to rank engineering graduate schools. The Joint College has moved up in the Spring 2021 and Fall 2022⁹ rankings produced by *U.S. News and World Report* in both the undergraduate and graduate categories for engineering schools:

1. The 'Best Undergraduate Engineering Programs Rankings' ranked the Joint College 69th (up from 120th) out of all doctoral granting undergraduate engineering schools in the U.S. and 40th (up from 77th) among public universities.
2. The 'Best Graduate Engineering Programs Rankings' ranked the Joint College 98th, up from 102nd and 111th for the two previous years.

Student Success Component:

Current metrics tied to the *Student Success* strategic plan component are listed in **Table 2.1**. The importance of these metrics is heightened at this particular time. The relatively flat enrollment at the Joint College and the low graduation rates have made retention even more important. Graduation rates are discussed later in this report.

The *Student Success* strategic plan component aligns with several goals of FAMU's, FSU's, and the SUS's Strategic Plans. **Table 2.1** illustrates alignment with certain PBF metrics and FSU's Preeminent plan.

Diversity and Inclusion Component:

The *Diversity and Inclusion* strategic plan component is the culmination of work begun by Dean Gibson upon his appointment in 2016. The Joint College has been recognized by the American Society of Engineering Education (ASEE) with the Bronze award and Exemplar

⁸ Research and Graduate Education metrics were submitted by Dean Gibson.

⁹ The U.S. News and World Report rankings are released twice a year, undergraduate school rankings in fall and graduate school rankings in spring.

status in its Diversity Recognition Program. The award letter commended the Joint College for having an “action plan, support, policies, culture and programs that strengthen the K-12 or community college pipeline related to increased diversity in engineering.” The Joint College received considerable guidance, support, and encouragement from both the FAMU and FSU diversity and inclusion programs in their efforts.

The *Diversity and Inclusion* strategic plan component recognizes that Dean Gibson is primarily responsible for improving diversity and inclusion within the Joint College. The plan defines the roles for implementing the Joint College’s diversity and inclusion efforts to include the Associate Dean for Faculty Affairs; Assistant Dean for Administration; Associate Dean for Student Services and Undergraduate Affairs; Director of Student Success; and College Recruitment Coordinator.

The Joint College’s Diversity and Inclusion Committee meets monthly and includes representation from faculty, staff, students, and the Chief Diversity Officers for both universities. This committee helps the Dean set policy and review progress toward the Joint College’s diversity and inclusion goals. There are also six sub-committees focusing on: The Classroom, Student Life, Student Recruitment, Faculty-Staff Recruitment, Scholarship-Research, and Customer Experience.

The Diversity and Inclusion Committee initiated the ‘**Let’s Start Here**’ campaign that encompasses most of the Joint college’s efforts for engaging and educating stakeholders. This campaign is designed to inform students, staff, faculty, alumni, industry partners, and researchers of the Joint College’s diversity and inclusion efforts and strategies. The Committee also hired a consultant to perform a campus climate survey and create diversity and inclusion training for faculty and staff to begin summer and fall of 2021.

The *Diversity and Inclusion* strategic plan component aligns with several goals of FAMU’s, FSU’s, and the SUS’s Strategic Plans as seen in **Table 2.1**. The table also illustrates component metrics aligned with certain PBF metrics and FSU’s Preeminent plan.

The complete list of metrics for the *Diversity and Inclusion* strategic plan component and results for 2020 are presented in **Table 2.2**. The Joint College achieved the goal set for 12 of the 24 metrics listed for 2020. Historical results, as well as future year goals, are also listed.

Table 2.2 FAMU-FSU Engineering Metrics and Results

METRICS/YEAR	Historical				Estimate	Actual	Projections	
	2016	2017	2018	2019	2020	2021	2022	
STUDENTS								
# African American PhD Graduates	2	1	5	2	4	6	6	8
# African American BS Graduates	49	62	56	28	50	42	60	80
# Female PhD Graduates	1	5	7	6	9	10	12	15
% of FAMU BS Graduates	6%	9%	9%	6%	7%	7%	8%	10%
% of Female BS Graduates	22%	24%	21%	23%	24%	27%	25%	27%
# Hispanic PhD Graduates	1	0	0	1	2	0	3	4
# Hispanic BS Graduates	47	71	63	75	80	77	89	100
FAMU: 2 nd Yr Retention Rate	78%	81%	80.4%	81.7%	83%	91.8%	85%	87%
FAMU: 6-Year Graduation Rate	33.5%	40.7%	37.4%	40.9%	43%	41.0%	46%	50%
FACULTY								
% Female Faculty	13%	13%	16%	19%	20%	20%	22%	24%
% Female Faculty: Annual Hiring Cohort	17%	0%	28%	60%	50%	20%	50%	50%
% Under-represented Minority Faculty (not including gender)	25%	25%	24%	24%	26%	23%	27%	28%
FAMU: % of Tenure-line Faculty	26%	27%	27%	26%	26%	27%	26%	26%
FAMU: # Enrolled FTIC Students Entering as Engineers	454	426	454	440	460	418	480	490
# Female PhD Candidates Enrolled	43	42	45	51	54	65	57	60
# Hispanic PhD Candidates Enrolled	4	6	5	3	6	8	9	12
FAMU: # of PhD Students Enrolled	26	30	32	44	48	55	53	58
FAMU: # of Transfer Students in Engineering	N/A	12	14	15	30	19	50	70
% Female BS Enrollment	26%	25%	26%	28%	29%	29%	31%	33%
FAMU: % BS Enrollment	15%	15%	15%	17%	19%	16%	21%	23%
STAFF								
% African American Staff	N/A	N/A	N/A	23%	25%	23%	25%	25%
% Female Staff	N/A	N/A	N/A	58%	58%	66%	58%	58%
% Hispanic Staff	N/A	N/A	N/A	3%	5%	0%	7%	9%
# Joint Appointments w/ FAMU or FSU Colleges Outside Engineering	N/A	N/A	N/A	1	3	1	5	7

RECOMMENDATIONS:

We recommend the Dean continue to work with his team, the JCMC, and both universities to finalize a formal strategic plan. Upon finalization, we recommend the Dean work with the JCMC to reassess the reports required in Article 8 of the 2018 MOA to ensure alignment of strategic priorities with routine oversight.

Performance and financial updates should include reports on key performance metrics in relation to the strategic plan components. To the extent possible, the metrics identified above for FAMU faculty and students should also be developed for FSU faculty and students to allow for analysis, comparison, and improvement strategies. This information should be reported both for the Joint College as a whole and for each University.

We recommend the Dean inform the JCMC regarding the Joint College's contributions to each University's Performance Based Funding metrics and make operational and financial adjustments as necessary to achieve performance targets. As recommended earlier in this report, these updates should be submitted in writing and included in the JCMC meeting minutes.

Due to the most recent action taken by the legislature that resulted in no increased funding for the Joint College's 2021-2022 LBR, we recommend the Dean work closely with the JCMC to prioritize the elements of the strategic plan and search for alternative funding sources in order to implement the plan.



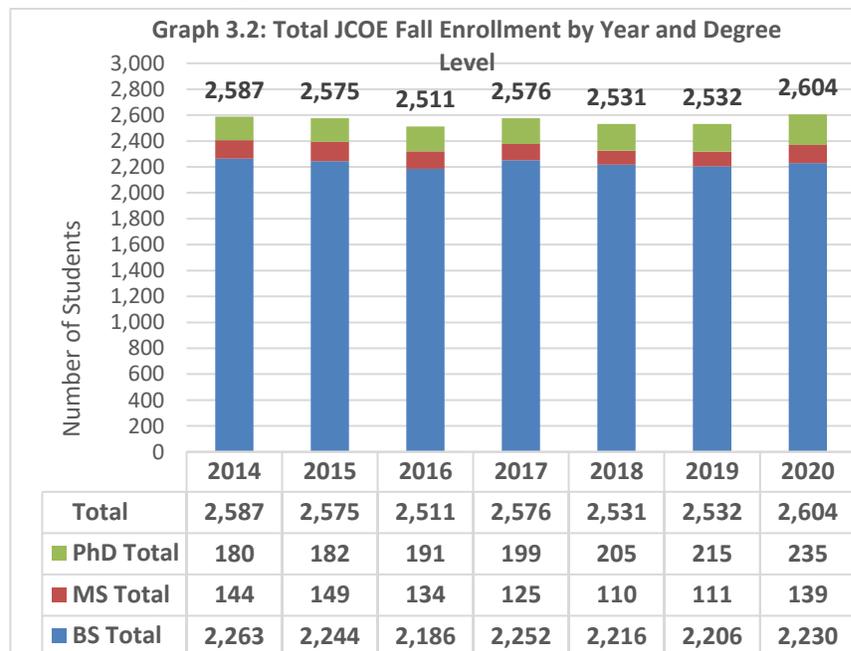
STUDENT ENROLLMENT

Overall Enrollment:

The 2020 Joint College enrollment totaled 2,604 students, as summarized in **Table 3.1**, which denotes the number and percentage of students enrolled in each level of study within each university.

	FAMU		FSU		Total	
	#	%	#	%	#	%
BS	350	15.7%	1,880	84.3%	2,230	85.6%
MS	11	7.9%	128	92.1%	139	5.3%
PhD	55	23.4%	180	76.6%	235	9.0%
Total	416	16.0%	2,188	84.0%	2,604	100%

Almost all State University System (SUS) engineering schools, including the Joint College, have seen student enrollment fluctuations up or down an average of less than 100 students in the past five years. The exception is the University of Central Florida, which has seen a 1,600-student increase in enrollment over the same period. As illustrated in **Graph 3.2**, total Joint College enrollment was essentially flat from 2014 to 2020¹⁰. Over this period, undergraduate enrollment fluctuated between 2,263 and 2,186 students and is down 1.5% in 2020 from 2014 enrollment levels. This percentage is the net result of a 3.6 percent decrease in FSU

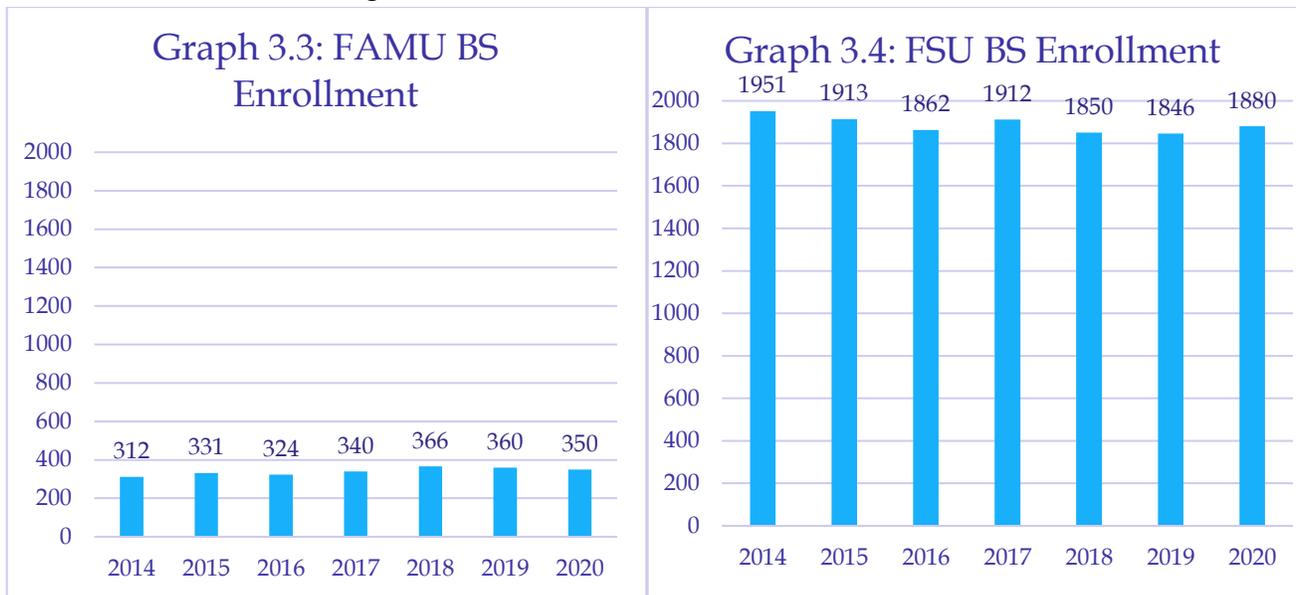


¹⁰ Enrollment data was submitted by Michelle Rambo-Roddenberry, Ph.D., P.E., F.ASCE Associate Dean for Student Services and Undergraduate Affairs, FAMU-FSU College of Engineering.

undergraduate enrollment and a 12.2 increase in FAMU undergraduate enrollment.

Declining FAMU enrollment was highlighted by FSU in 2014 in an effort to split the Joint College. This effort led to the SUS BOG commissioning the Braintrust Consulting Study referenced earlier. While the lack of a recruiting program was one of the issues pointed out by the Braintrust Consulting Study, the turnaround in enrollment trends can be partially attributed to management’s response. As previously noted, FAMU’s undergraduate enrollment in the Joint College increased by 12.2% from 2014 to 2020 as seen in **Graph 3.3**. This change is attributed to the Joint College’s recruitment efforts which focused on minority enrollment, with significant attention given to HBCU and state college system transfer students. The Joint College now spotlights its uniqueness as an asset and actively recruits high-achieving students, particularly minorities.

FSU’s undergraduate enrollment declined 3.6% from 2014 to 2020 as seen in **Graph 3.4**. The decrease of 71 FSU undergraduate students offset the increase of 38 FAMU students¹¹.

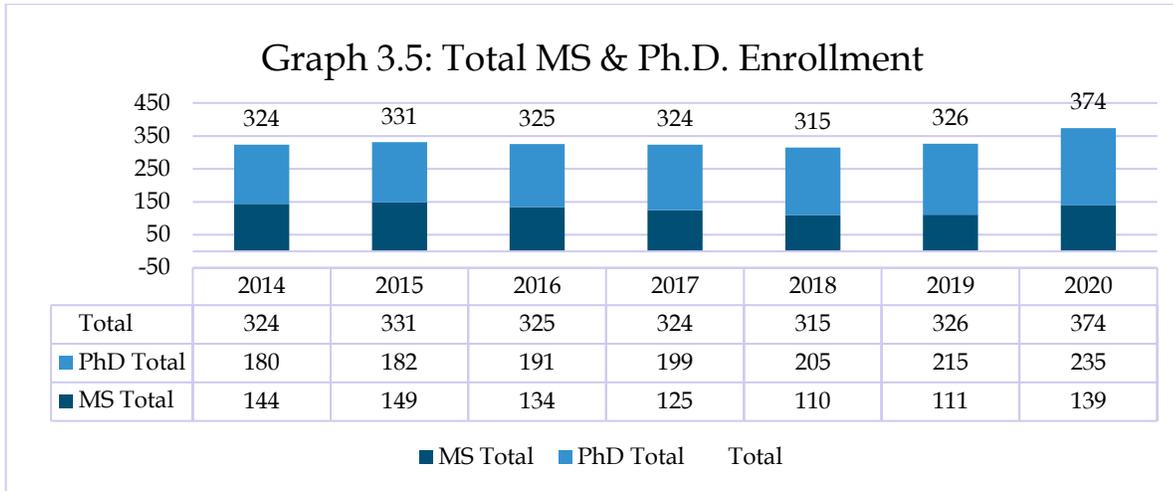


Post Graduate Enrollment:

SUS post graduate enrollment for engineering was up 2% from fall 2014 to fall 2018, which is the latest data available on the SUS data dashboard. Each school’s post graduate enrollment fluctuated up or down an average of less than 100 students. The Joint College had a decrease of 9 students (2.8%) from 2014 to 2018. However, Joint College post graduate enrollment

¹¹ Ibid

increased by 11 in fall 2019 and another 48 in fall 2020, as seen in **Graph 3.5**. The increases in post graduate enrollment was a contributing factor in the Joint College’s ranking increase in *U.S. News and World Report* of Engineering Graduate Programs from 111th to 102nd and now 98th over the past three years.¹²



FAMU’s post graduate enrollment increased 38 students (136%), and FSU’s increased 12 students (4%) from 2014 to 2020, as illustrated in **Graphs 3.6 and 3.7**¹³ respectively. The increase for FAMU was a reversal of the trend detailed in the Braintrust Consulting Study, while the increase for FSU was a continuation of the trend. An aggressive Joint College recruiting campaign for post graduate students has shown impressive results, with a one-year increase of 48 (12.8%) students from 2019 to 2020 for both universities combined.

¹² College rankings are published in *U.S. News and World Report* annually.

¹³ Enrollment data was submitted by Michelle Rambo-Roddenberry, Ph.D., P.E., F.ASCE Associate Dean for Student Services and Undergraduate Affairs, FAMU-FSU College of Engineering.

Graph 3.6: MS & PhD Enrollment FAMU



Graph 3.7: MS & PhD Enrollment FSU



Recruitment Efforts:

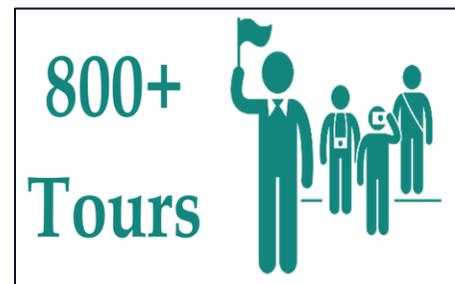
Prior to Dean Gibson’s arrival in 2016, Joint College recruiting had not been effectively managed for a number of years. The Braintrust Consulting Study looked closely at enrollment of both universities and was critical of recruitment efforts stating:

We did not learn of any successful program at the Joint College for recruitment and marketing. Nor did we find that the two universities treat the Joint College as a centerpiece in the recruitment of students.

Since the Braintrust Consulting Study was released, the Joint College has increased recruiting and marketing efforts with a focus on recruitment of minority students through FAMU and recruitment of post graduate students at the Masters and Ph.D. level.

Undergraduate Recruiting:

The Joint College has one position dedicated to undergraduate recruitment for both universities, the Recruitment Coordinator. The recruiting program was hindered for a few years due to recurring turnover in the Recruitment Coordinator position, then enjoyed relative stability from 2018 through 2020. The Joint College is now in the process of hiring a new Recruitment Coordinator. The new coordinator should draw upon the success of the previous coordinator which made numerous high school recruiting trips individually and with FAMU’s recruiters on the ‘Florida Tour’ and HBCU events prior to the COVID-19 pandemic. Joint College management submitted documentation detailing recruiting trips to many Florida cities, as well as Texas, Georgia, Alabama, New York, and Washington DC. Documentation also



indicated over 800 Joint College campus tours were given during academic years 2018 and 2019. A tour usually included multiple families/recruits.

The undergraduate recruiting program is for both universities and all interested students are actively recruited. However, more effort is placed on under-represented minorities. African-American students are targeted at high schools that have shown scholastic success and diversity. African-American students make up 19% of the Joint College student population, Hispanics 17%, and Females 27%. **Table 3.8** illustrates the Joint College’s success in minority recruitment compared to other SUS schools, but also highlights the potential for improvement especially with female students. Dean Gibson plans to focus recruitment efforts towards growing other minority enrollment such as Asians, which currently make up 3 percent of total Joint College enrollment.

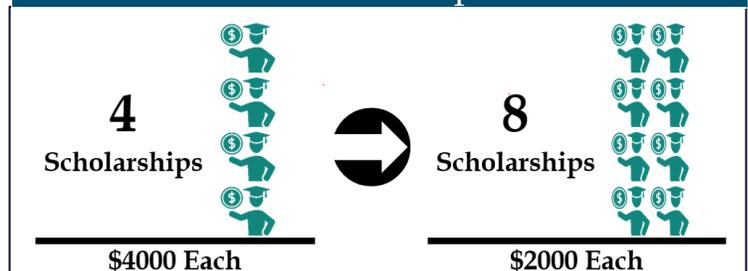
Table 3.8: Minority Enrollment for SUS Engineering Colleges

	FAMU/FSU	UF	UWF	FGCU	FIU	UCF	USF	FAU
African-American	19%	3%	6%			7%		15%
Hispanic	17%	19%	6%			25%		27%
Female	27%	29%	39%	24%	21%	19%	22%	19%

Note: The data above was gleaned from each school’s web page, some of which did not include data for African-American and Hispanic enrollment.

The Joint College awards four incoming FAMU freshmen an Engineering Scholar Award. The award grants each recipient \$4,000, a year for four years if a certain GPA is maintained. The college plans to change the awards to \$2,000 a year and award eight students annually (**Table 3.9**). The Joint College does not have a similar scholarship program for FSU students.

Table 3.9 FAMU Joint College Freshmen Scholarship



In addition to the scholarships mentioned above, FAMU has two programs that help with Joint College recruiting and retention. Engineering Concepts Institute (ECI) is a bridge program to help FAMU students transition from high school. Thirty students are accepted into the program that strengthens freshman science and math courses in preparation for admission into the Joint College. The FAMU Engineering Living Learning Community (LLC)

fosters a sense of community in first-year students. Participants take part in study groups, seminars, workshops, and other activities that increase retention and success rate in first-year students. In addition, the Dean informed us that an LLC has been approved for FSU students.

The undergraduate recruiting program also targets students from state colleges that have earned an Associate of Arts (AA) degree as well as HBCUs that do not offer engineering majors. FAMU offers the IGNITE Program to students attending a Florida College System institution. Students are admitted into FAMU after completion of the AA degree and enjoy certain FAMU campus benefits prior to beginning classes at FAMU. Institutions with an Engineering track allow students to move directly into the Joint College upon receiving their AA degree. Efforts to recruit AA graduates have kept the FAMU undergraduate enrollment steady in years that freshmen enrollment was flat. FSU cultivates AA degree transfers to the Joint College through programs such as the TCC2FSU program with Tallahassee Community College.

While recruiting for FAMU students has been a priority, there have been and continue to be efforts to recruit FSU Freshmen. In 2018 the Joint College conducted a recruiting campaign with FSU that sent recruiting materials to high school guidance counselors all over the US. FSU's Preeminent designation helps recruiting efforts, as does multiple years of improved rankings from *U.S. News and World Report*.

The Dean attributed a slight downturn in Freshmen enrollment for a few years beginning in 2015 to the discussion and uncertainty surrounding the call for separation of the two schools; however, he expects undergraduate enrollment numbers to improve with substantial recruiting efforts. The Dean also indicated that because of the competition for well-qualified under-represented minorities, additional scholarship funding is needed to be competitive in recruiting high-achieving minorities.

Master's and Ph.D. Recruitment

The improvement of the Joint College Master's and Ph.D. programs has been a top goal of the Dean since his arrival in 2016, and increasing the enrollment has been part of that goal. The Dean has championed the uniqueness of the Joint College and the diversity in recruiting efforts. According to the Dean, employment recruiters have expressed a desire to hire graduates who have experienced diversity like that offered at the Joint College with a diverse student body, faculty, and staff.

The Dean emphasizes the number of African-American faculty at the Joint College as a draw and selling point when recruiting minorities and non-minorities. The Joint College is in a unique position to graduate African-American Ph.D.'s, which can increase African-American faculty throughout the nation. The Joint College enjoys partnerships with other Historically Black Colleges and Universities for recruiting both Masters and Ph.D. students.

According to the Dean, there are considerable scholarships, fellowships, and research awards available to aid in recruiting qualified post graduate candidates. The funding for these awards comes from industry partners, educational programs, private donors, and the FAMU and FSU foundations. The National GEM Consortium¹⁴, McKnight Doctorial Fellowship, and the National Society of Black Engineers also provide award funding.

The funding from public and private partnerships that has aided recruitment is also used as criteria in the U.S. News & World Report's rankings increases¹⁵ mentioned earlier and illustrated in **Table 3.10**. Some of the criteria involved in the rankings are Ph.D. student/faculty ratio, Ph.D.'s granted, research expenditures total, research expenditures per faculty member, and total graduate enrollment.

Table 3.10: FAMU-FSU College of Engineering			
	<u>2020</u>	<u>2021</u>	<u>2022</u>
	<u>#111</u>	<u>#101</u>	<u>#98</u>

The increased rankings can be used as a recruiting highlight going forward. Some of the criteria for U.S. News & World Report's ranking are included in the Dean's strategic goals detailed earlier in this report.

¹⁴ GEM is a network of leading corporations, government laboratories, top universities, and top research institutions that enables qualified students from underrepresented communities to pursue graduate education in applied science and engineering.

¹⁵ 2019 Ranking: <https://www.eng.famu.fsu.edu/news/us-news-2019-grad-school-ranking>
 2020 & 2021 Ranking: <https://www.eng.famu.fsu.edu/news/us-news-grad-rankings-2021>

The Joint College recently activated a curriculum that may positively impact Ph.D. enrollment in the future: The Bachelor's-to-Ph.D. program. In this program, students can apply for acceptance into the Ph.D. program upon graduating with a Bachelor's degree and bypass the Master's program.

Joint College Growth:

The Joint College will not meet its full potential without additional operational and capital investments targeted at strategic growth. The Dean has indicated the additional funding requested in the current Legislative Budget Request would allow the Joint College to graduate up to 100 additional bachelor's and post graduate students in STEM degrees. These additional graduates would then enter energy, biomedical, environmental sustainability, and transportation career fields which would contribute greatly to Florida's economy. These graduates command higher wages in the career market and contribute to increased research, producing more patents, startup companies, and commercialization of research products. Additional funding would help the state meet its goals for research in biomedical, environmental sustainability, aerospace, and robotics. Collectively, these contributions enhance Florida's business climate and attract companies to the state.

In support of this direction, the Joint College has consistently proffered Legislative Budget Requests to grow the Joint College in terms of both degree production and infrastructure. Strategic growth of the Joint College would support both institutions, the SUS, and the state. Growth would further the mission and aspirations of both institutions; support the SUS goal for producing graduates in programs of strategic emphasis; enhance the contributions of the Joint College to Florida's high-tech economy; and enhance the pipeline of graduates for Florida's high-demand, high-wage jobs in civil, industrial, mechanical, and electrical engineering¹⁶.

¹⁶ Department of Economic Opportunity, Bureau of Workforce Statistics and Economic Research, Quarterly Census of Employment and Wages – 2019-2027 Statewide and Regional Projections.

RECOMMENDATIONS:

We recommend the Dean work with FAMU and FSU to secure additional scholarship funding to support recruitment and enrollment goals.

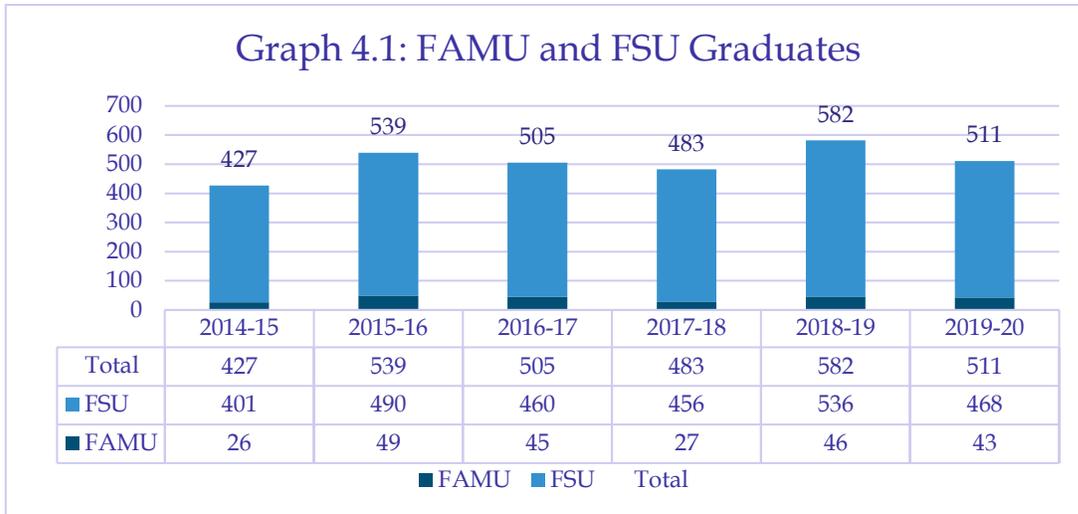
The Dean should fill the vacant Recruiting Coordinator position to continue to advance the recruiting initiatives put in place over the past three years.

The Dean should work with FAMU and FSU to leverage the increases in the college rankings for the Joint College, as published in the *U.S. News and World Report*, in an effort to recruit high-achieving students and solicit corporate funding for scholarships.

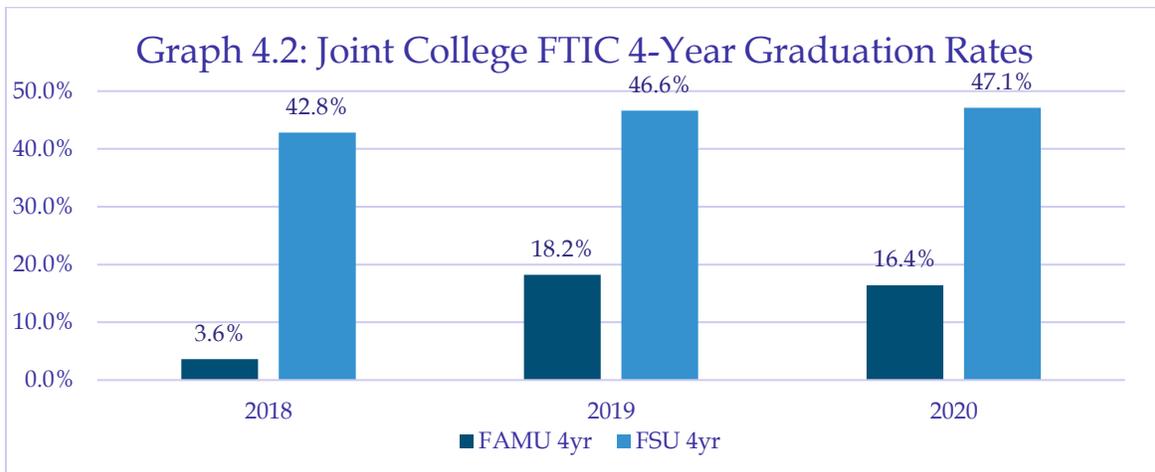


GRADUATION RATES AND OUTCOMES

Graduation Rates: During the six-year span from 2015 to 2020, there have been 3,047 student-graduates from the Joint College. Of the students that graduated during that period, 2,811 (92.3%) were FSU students and 236 (7.7%) were FAMU students. **Graph 4.1** illustrates the total graduates of the Joint College for each university for the past six years.¹⁷



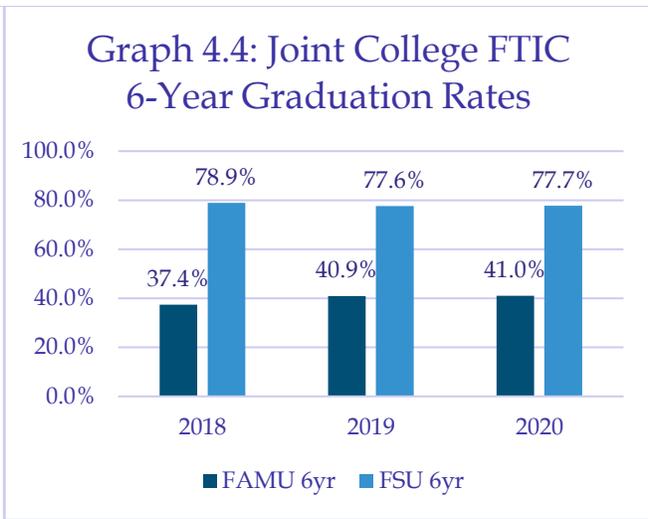
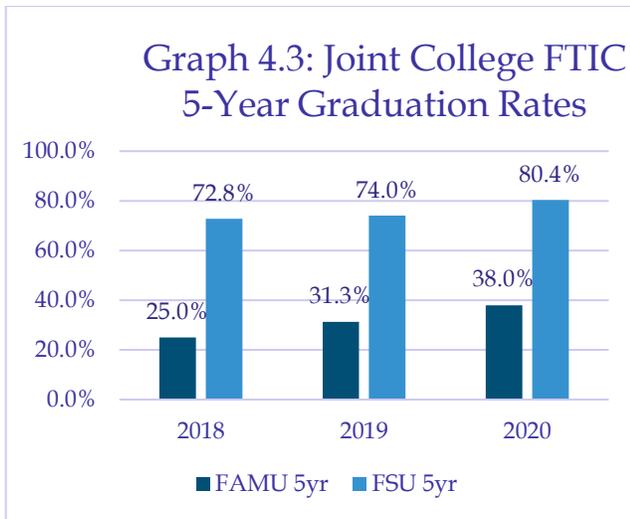
Graph 4.2 shows the three most recent years of First-Time-In-College (FTIC) four-year graduation rates for the Joint College.



¹⁷ Graduate data was submitted by Michelle Rambo-Roddenberry, Ph.D., P.E., F.ASCE Associate Dean for Student Services and Undergraduate Affairs, FAMU-FSU College of Engineering.

Graph 4.2 illustrates the disparity in four-year graduation rates between FAMU and FSU Joint College students. FAMU and FSU have made some improvements in the last two years; however, there remains a considerable gap between the graduation rates of the two schools. According to the Dean, the students who come with more advanced preparation in math and science are better positioned to graduate in four years. The Dean indicated that many of the FAMU students do not come in academically prepared, and some are also burdened with economic fragility. The added semesters needed for those students less prepared academically, coupled with economic factors, creates a challenge for some FAMU students to graduate.

When asked to expound on the Joint College graduation rates, Dean Gibson indicated graduating in four years is not realistic because of the intensity of the Joint College’s curriculum and the need for internships which increases career opportunities. The Dean pointed to five-year (**Graph 4.3**) and six-year (**Graph 4.4**) graduation rates as better graduation rate metrics for engineering degrees. The Joint College six-year graduation rate for each university is considerably better than the four-year graduation rate; FAMU increased from 16.4% to 41.0% and FSU increased from 47.1% to 77.7%.



The Dean indicated the recent increases in graduation rates for FAMU students resulted from better summer bridge and retention programs. The Dean pointed to several things they are doing to help retention and graduation rates for all Joint College students. The college implemented more selective admission requirements for all students and instituted curriculum flexibility that provides more course offerings, although additional faculty are

needed to expand that flexibility. Retention programing, increased advising, and increased scholarships have all helped; however, more funds for scholarships would attract better-prepared students and ease the burden on those with economic fragility.

Degrees Awarded in Programs of Strategic Emphasis

All the different majors offered by the Joint College are STEM majors and fall under the BOG’s list of Areas of Strategic Emphasis. According to the BOG the purpose of the list and accompanying PBF metrics is “to promote the alignment of the State University System degree program offerings and the economic development and workforce needs of the State.”¹⁸ Graduates from the Joint College contribute to the PBF scores in these four metrics:

- PBF Metric 1 - Percent of Bachelor's Graduates Employed (Earning \$25,000+) or Continuing their Education, and
- PBF Metric 2 - Median Wages of Bachelor’s Graduates Employed Full-time.
- PBF Metric 6 - Bachelor’s Degrees Awarded in Areas of Strategic Emphasis, and
- PBF Metric 8 - Graduate Degrees Awarded in Areas of Strategic Emphasis.

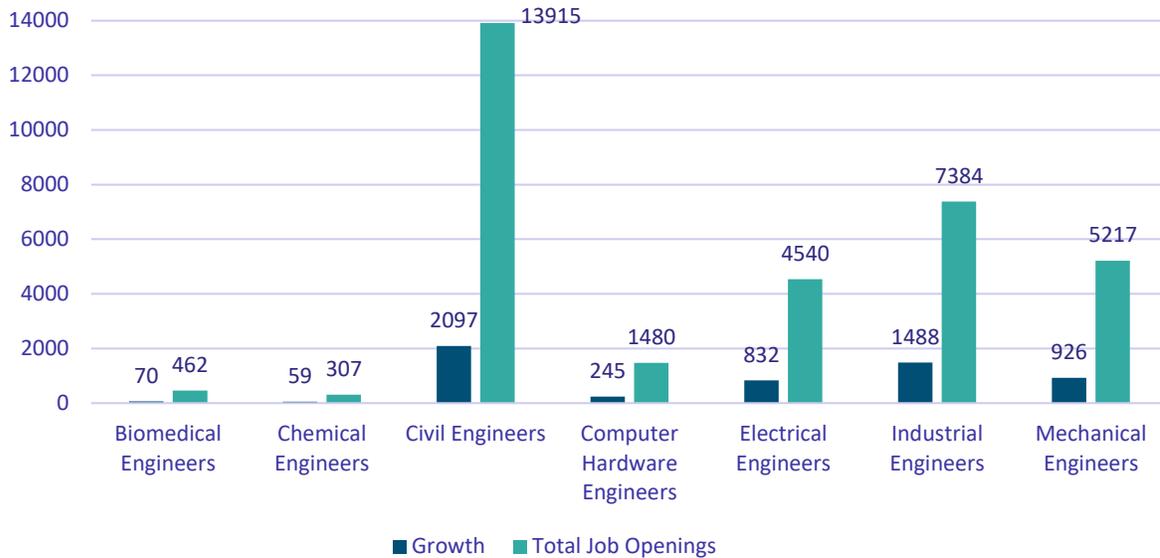
Outcomes:

Employment opportunities continue to be strong for all majors offered by the Joint College and particularly strong for certain majors. Data gleaned from the Florida Department of Economic Opportunity (DEO), as illustrated in **Graph 4.5**, indicates Civil and Industrial Engineering majors will have the best job potential of all disciplines offered at the Joint College.¹⁹ Specifically, Florida DEO indicates that Civil, Industrial, Mechanical, and Electrical Engineering majors will offer strong job potential in Florida through 2027. Also, the American Society for Engineering Education (ASEE) references data from the Bureau of Labor Statistics indicating Civil Engineering as one of the five top occupations for all employment through 2024.

¹⁸ SUS, 2025 System Strategic Plan, page 37

¹⁹ Projected Job Growth Data was pulled from the Florida Department of Economic Opportunity web site.

Graph 4.5: Florida Department of Economic Opportunity Current to 2027 Projected Florida Job Growth and Openings by Major

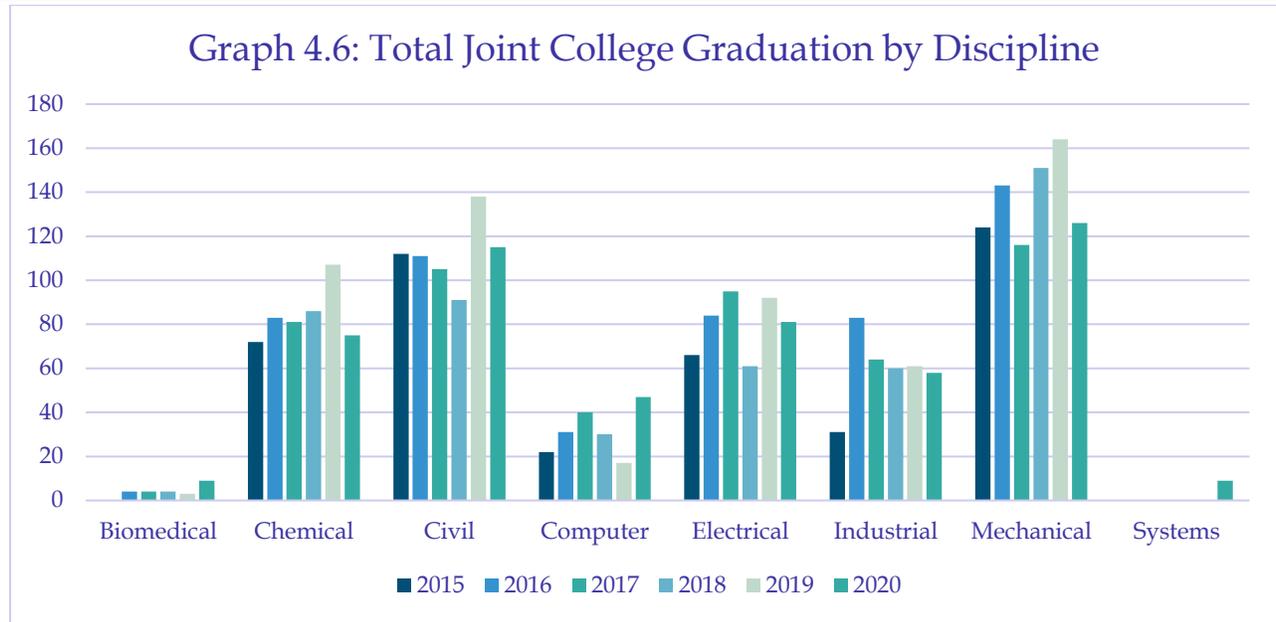


The one major that shows a slightly weaker job potential for graduates in Chemical Engineering. There were 75 Chemical Engineering graduates at the Joint College for 2020, which was the fourth highest of the seven majors; however, the DEO data forecasts Chemical Engineering job openings in Florida to be the lowest of all seven disciplines. The Joint College graduated 268 students with Chemical Engineering degrees in the past three years, and the DEO data forecasts 307 job openings through the year 2027. If the SUS continues to produce 300 to 400 Chemical Engineering graduates a year and the DEO job forecast holds true, there will be a surplus of graduates for the number of jobs available to them within Florida. However, the Dean has indicated 67% of current Chemical Engineering graduates have jobs within six months, and 79% of those seeking graduate school are admitted within six months. The Dean indicated some of those jobs may be out of state.

While the job market is good for all of the seven majors offered by the Joint College, a large percentage of graduates are going into fields that are very much in demand within the state of Florida, as illustrated by the Mechanical and Civil graduates in **Graph 4.6**²⁰. Job demand for engineering majors will impact PBF Metrics 1 and 2, as referenced above.

²⁰ Graduation data was submitted by Michelle Rambo-Roddenberry, Ph.D., P.E., F.ASCE Associate Dean for Student Services and Undergraduate Affairs, FAMU-FSU College of Engineering.

Graph 4.6: Total Joint College Graduation by Discipline



Note: 2020 was the first year the Joint College graduated students in the Systems Engineering major.

RECOMMENDATIONS:

We recommend the Dean continue efforts to address the causal factors for variations in graduation rates between the two universities. These efforts should continue to address academic readiness and provide need-based financial support.

To increase graduation rates, the Dean should consider enhancing and expanding the summer bridge program, as well as retention and advising programs.

We recommend the Dean and JCMC continue to monitor job demand and consider this information in regard to recruiting, advising, and evaluating degree and program offerings.



STUDENT EXPERIENCES

Student Focus Groups:

We gathered student perceptions through focus groups and reviewed student satisfaction surveys administered by the Joint College’s Student Services and Undergraduate Affairs office. Student perceptions are summarized below by the following topic areas: First Impressions; Facilities, Events, Services, and Curriculum.

First Impressions

As with most students, their first impressions varied from excited to intimidated. **Table 5.1** summarizes student-identified first impressions, including both highlights and noted opportunities for improvement.

Table 5.1: Student First Impressions

Highlights	Opportunities
Small Campus – Students reported enjoying the smaller campus and felt a sense of belonging to something special.	Orientation – Students reported a need for enhanced focus on orientation for AA transfer students to help facilitate registration and class sequencing in the first semester.
Small Class Size – Students reported enjoying the benefits of smaller class sizes such as: coursework can be adapted to fit the class; assignments are more hands-on; smaller classes encourage participation; students receive more feedback from professors, and there is more opportunity to learn from peers.	Registration – Students reported a need for enhanced advising for AA transfer students to ensure smooth matriculation.
Enthusiastic Professors – Students noted that professors are enthusiastic about teaching the material and ensuring the students understand what is being taught.	Diversity and Inclusion – The Joint College could benefit from leveraging the diversity and inclusion strategies identified earlier to ensure everyone, including female and minority students, feels included and welcomed in all Joint College programs.
Advisors – Students noted advisors showed genuine interest in their success.	
Organizations/Clubs – Students noted that club members were willing to help new students understand the processes specific to the Joint College.	

Facilities

In general, freshman and sophomore students spend very little time on the Joint College campus; however, juniors and seniors spend their time almost exclusively on the Joint College campus. As indicated previously, most students enjoyed the smaller campus environment. Facilities highlights and opportunities are summarized in **Table 5.2**.

Table 5.2: Student Views on Facilities	
Highlights	Opportunities
Classrooms - Students noted classrooms were always clean and had plenty of seating.	Dining - Students would like to see more food options and dining spaces.
Restrooms - Students noted restrooms were always clean.	Recreational Space - Students would like to have more outdoor facilities for recreation.
Parking - Students liked the ease of finding a parking space.	Study Areas - Students recommended improvements included the suggestions to; post classroom schedules so students can identify when classrooms are available for study sessions; allow students to reserve rooms with a whiteboard for study groups, and create outdoor facilities and quiet spaces for studying.
Common Areas - Students noted common areas were always clean and provided enough room to spread out.	

Events

Student perceptions regarding Joint College events were gathered. Event highlights and opportunities for improvement are summarized in **Table 5.3**.

Table 5.3: Student Views on Events	
Highlights	Opportunities
STEM/Career Fairs - Students appreciated access to large corporations and the opportunity to network with recruiters and alumni.	STEM/Career Fairs - Students suggested more time with recruiters using classrooms for recruiters because the halls become crowded, and ensuring accurate information for students regarding which majors each company seeks during career fairs.
Open House - Students enjoyed the opportunity to review student projects.	
Pop-up Food Events - Students praised the Dean for originating and participating in pop-up food events.	

Services

Student perceptions regarding Joint College services were largely positive and are summarized in **Table 5.4**.

Table 5.4: Student Views on Services	
Highlights	
Organizations and Clubs	Most students had membership or affiliation with at least one student organization or club.
Industry Speakers	Students appreciated guest speakers at class and club discussions.
Internships	Students appreciated the many internship opportunities provided by large corporations.
Career Contacts	Students appreciated the opportunities to make career contacts with Joint College corporate partners.
Advisors	Students found advisors to be effective and accessible.
Teaching Assistants	Students felt teaching assistants were readily available beyond their scheduled office hours.

Curriculum

Students did not highlight any specific curriculum areas but did provide some opportunities for improvements which are summarized in **Table 5.5**.

Table 5.5: Student Views on Curriculum	
Opportunities	
General Curriculum	Students indicated that the Joint College curriculum did not always keep up with industry standards. Students referenced job descriptions (recommended competencies) provided by recruiters as support for their position.
Software	Students desired additional training in commonly used industry-specific software programs, including: <ul style="list-style-type: none"> • ArcGIS, • AutoCAD, • MATLAB, • R statistical language. • C++, • Inventor, • Solidworks, and

RECOMMENDATIONS:

We recommend the Dean evaluate the student feedback summarized in the section above and consider all opportunities for improvement. The Dean should also consider how to best use the positive student feedback noted above in recruitment efforts.



FINANCIAL OPERATIONS

The Joint College has three sources of Educational and General (E&G) funding. The first source of funding is a Legislative appropriation made directly to the Joint College. In 2019-2020, the Joint College legislative appropriation was \$14,484,361. Both FAMU and FSU provide significant supplemental internal funding from their overall Education and General (E&G) allocations. Additional internal funding provided by FAMU and FSU was \$851,273 and \$12,859,379, respectively. Collectively these allocations totaled \$28,195,013. By comparison, total program expenditures during 2019-2020, including carryforward, were \$27,140,041, which is significantly more than the \$14.5 million direct legislative appropriations.

University E&G funds are not moved to the Joint College financial entity but remain in the parent university accounts. As summarized in **Table 6.1**, FY 2019-2020 expenditures were \$27.14 million, which includes \$12.62²¹ million in Joint College expenditures, \$13.28 million in FSU expenditures, and \$1.24 million in FAMU expenditures. If the Universities desire to continue the same level of services and programs going forward as was provided in 2018-2019 and 2019-2020, then the expected level of financial support needed will be at least \$27 million.

Table 6.1: FAMU-FSU Joint College of Engineering Education and General Expenditures – FY 2018-19 and FY 2019-2020

Entity	FY 2018-19 Expenditures (Millions)	FY 2019-20 Expenditures (Millions)
Joint College	\$ 16.11	\$ 12.62
FSU	\$ 10.65	\$ 13.28
FAMU	\$ 0.55	\$ 1.24
TOTAL	\$ 27.31	\$ 27.14

The Joint College's combined resources, including additional allocations from FSU and FAMU E&G budgets for Engineering, have increased from \$27.2 million in FY 2015-2016 to \$32.6 million in FY 2019-2020. (See **Table 6.2**). Likewise, expenditures have increased during

²¹ This decrease resulted primarily from reductions in salary expenses related to faculty departures, retirements, and sabbaticals.

the same period. In FY 2015-2016, expenditures were \$20.7 million and increased to \$27.1 million in FY 2019-2020. Salaries and benefits are the largest category of expenditure.

Table 6.2 shows annual appropriations, allocations, carryforward, and expenditures for the Joint College by the Joint College, FSU, and FAMU. This table also shows significant additional amounts are allocated and spent by FSU and FAMU in support of the Joint College.

**Table 6.2: Combined Engineering E&G and Carryforward Resources
Fiscal Years 2015-16 through 2019-20**

<i>Unit</i>	2015-16	2016-17	2017-18	2018-19	2019-20
<i>Education & General (E&G) Appropriations and Allocations</i>					
FAMU	See Footnote for all years ²²			\$ 726,237	\$ 851,273
FSU	\$7,400,118	\$7,969,784	\$9,444,611	11,864,132	12,859,379
Joint College	12,999,685	13,304,304	14,386,176	14,462,170	14,528,372
Total E&G	\$20,399,803	\$21,274,088	\$23,830,787	\$27,052,539	\$28,239,024
<i>Budgeted Carry Forward (CF)</i>					
FAMU				225,000	401,756
FSU	4,272,087	4,301,566	3,654,386	3,262,940	4,383,033
Joint College (includes interest)	2,555,393	3,373,124	3,271,206	2,942,324	1,379,976
Total CF	\$6,827,480	\$7,674,690	\$6,925,592	\$6,430,264	\$6,164,765
<i>Less 7 % Carry Forward Holdback</i>					
FSU	Not applicable				(817,767)
Joint College	Not applicable				(1,014,553)
Total Holdback	Not applicable				(1,832,320)
Combined Resources	\$ 27,227,283	\$ 28,948,778	\$ 30,756,380	\$ 33,482,803	\$ 32,571,469
<i>Expenditures</i>					
FAMU				545,731	1,241,414
FSU	8,519,129	9,549,847	10,151,378	10,649,290	13,283,264
Joint College	12,230,082	13,460,892	14,767,716	16,111,320	12,615,363
Combined Expenditures	\$20,749,211	\$23,010,739	\$24,919,094	\$27,306,341	\$27,140,041

²² FAMU also had expenses equal to 1/3 of the Dean’s salary each year. One-third of his 2019-20 salary rate would be \$108,333 before benefits.

For the previous two years (2018-2019 and 2019-2020), **Table 6.2** shows that FSU allocated more than \$10 million and FAMU allocated more than \$700,000 from 2018-19 that benefitted the Joint College. In total, in 2019-20, the Joint College incurred expenditures of \$12.62 million, and FSU and FAMU expended an additional \$14.52 million from E&G allocations for the benefit of the Joint College. Total combined expenditures supporting the Joint Engineering program were \$27.14 million in 2019-2020.

In FY 2019-20, both FSU and FAMU agreed to each allocate recurring discretionary university E&G funds in the amount of \$500,000 for the benefit of the Joint College. In addition to legislatively appropriated E&G funds, both FSU and FAMU receive contract and grant monies, primarily federal grants, that fund engineering research. FSU has established several research centers that are available to and benefit engineering faculty and students from both universities. The FSU Centers include:

- AME (Aeropropulsion, Mechatronics and Energy),
- CAPS (Center for Advanced Power Systems),
- HPMI (High Performance Materials Institute), and
- NHMFL (National High Magnetic Field Laboratory).²³

In FY 2019-20, contract and grant research expenditures totaled approximately \$24.8 million.²⁴

The Joint College also receives monies from the FSU’s and FAMU’s Sponsored Research and Development Trust Fund (SRAD). SRAD funds are received to cover the indirect costs of federal grant projects. A portion of these funds are distributed back to University schools/colleges to support the university's research activity. See **Table 6.3** for the FY 2019-2020 SRAD distributions and expenditures.

**Table 6.3: Sponsored Research and Development Trust Fund
 FY 2019-2020 Distribution and Expenditures by University**

University	Distribution	Expenditures	Percent Expended
FSU	\$562,480	\$469,099	83.4%
FAMU	\$ 20,000	\$ 13,779	68.9%

²³ The Centers are supported by FSU resources.

²⁴ As provided by American Society of Engineering Education (ASEE). FSU had \$21.3 million and FAMU had \$3.5 million in sponsored research expenses.

The approved July 2018 Memorandum of Agreement (MOA) designates FSU as the Joint College's fiscal agent responsible for financial administration and operations. The responsibilities include the items listed in **Table 6.4**. Although FSU is administratively responsible for maintaining a separate and identifiable account for the Joint College finances and budget, the Dean, who reports functionally to both university provosts, is responsible for managing this budget.

Table 6.4: FSU Fiscal Agent Responsibilities		
Construction Oversight	Maintenance and Grounds	Security
Safety	Information Technology	Vending and Food Services
Janitorial Service	Purchasing	Telecommunications and Utilities

Interviews revealed positive perceptions of FSU’s fiscal agent role. The Chancellor communicated that both presidents made good decisions to move the Joint College forward in respect to having FSU provide fiscal agent services, and the Dean of the Joint College reports administratively and operationally to the FAMU Provost. FAMU’s President stated that he was comfortable with FSU being the fiscal agent and a department chair stated that financial operations have improved since FSU became the fiscal agent.

The Dean is responsible for hiring faculty, staff, and administrative employees based on guidelines from each university. Individuals filling faculty positions funded by the joint engineering budget are employees of their respective universities. While not required, FAMU and FSU may separately allocate funds internal to their universities to support engineering academics and research based on each university’s unique need. University allocated funds remain with the respective university and do not become part of the Joint College’s budget.

As of January 2021, \$4.1 million in Joint College rate was budgeted to fund 47 FTE for FAMU faculty/staff, and \$3.96 million in Joint College rate was budgeted to fund 47.9 FTE for FSU faculty/staff. The Joint College strives to keep the dollar amount of salaries funded by the joint engineering budget equivalent between the two universities. The associated FTEs funded with the Joint College budget differ based on the mix of individual salaries. For example, \$100,000 might fund one faculty FTE or two staff FTE. The Joint College had \$589,215 in salary rate available to fund vacant positions.

Also, and as of January 2021, the Joint College’s Finance and Administration (F&A) administrator reported there were 174 full-time-equivalent (FTE) filled faculty and staff positions in the engineering program. The Joint College funded 95 FTE at a cost of approximately \$8 million. Both FAMU and FSU have funded additional faculty positions as FAMU funded two FTE, at a cost of approximately \$203,000, and FSU funded 76 FTE, at a cost of approximately \$8.3 million. The Dean of the Joint College is a FAMU employee funded by all three budgets (FAMU/FSU/Joint College) with FSU and the Joint College reimbursing 1/3 of the Dean’s salary expenditures. **See Table 6.5.**

Table 6.5: FTE and Associated Rate as of January 2021

SOURCE OF FUNDING	FAMU		FSU		Unused Rate ²⁵	TOTAL	
	FTE	Rate	FTE	Rate	FTE	FTE	Rate
FAMU	2	\$ 202,500				2.0	\$ 202,500
FAMU/FSU and Joint College ²⁶	1	325,000				1.0	325,000
FSU			76.4	\$ 8,293,988		76.4	8,293,988
Joint College	47	4,077,986	47.9	\$ 3,963,523	\$ 589,213	94.9	8,041,509
Total	50	\$ 4,605,486	124.3	\$ 12,257,511	\$ 589,213	174.3	\$ 16,862,997

RECOMMENDATIONS:

The Dean should continue to manage the budget of the Joint College with a high degree of fiduciary acumen in order to expend available funds efficiently.

We recommend that JCMC meetings include reports on the Joint College budget and additional FAMU and FSU funding and expenditures that contribute to total program operations.

²⁵ Joint College rate may be used to employ an individual in either university.

²⁶ The Dean is a full time FTE for FAMU and his rate is budgeted at FAMU. His salary is paid 1/3 by FAMU, reimbursed 1/3 by the Joint College Appropriation, and reimbursed 1/3 by FSU.



BUDGET ENTITY

The Joint College prepares a budget request which is approved by both universities and is then submitted to the Florida Board of Governors (BOG) for consideration. The BOG, in turn, must approve these requests before submitting them to the Governor and Legislature as a SUS of Florida Board of Governors' request.

Until 2015, the Joint College did not have a separate legislative budget appropriation or accounting entity independent of the two universities. The Joint College's Budget was included "permanently" as part of FAMU's overall budget pursuant to the 1988 MOA.

Since establishing the Joint College Budget Entity, the universities have submitted requests for additional Joint College appropriations to the BOG to include in its State University System appropriation request. In addition, a Local Funding Initiative Request for \$7.2 million was submitted for the 2017-2018 fiscal year. These requests reflect the Joint College's priorities, including improving academic quality, research, efficiency, and effectiveness. Apart from a FY 2018-2019 \$1 million recurring appropriation for faculty retention and enhancement, these requests have not been funded by the Legislature (See Table 7.1). Without additional appropriations for operations, the Joint College will not be able to meet its priorities.

Table 7.1: Additional Appropriations Requests and Increases

Fiscal Year	Base Legislative Budget Request	Additional Appropriation Requests		Total Requested	Final Appropriation
		Board of Governors	Local Funding Initiative		
2015-16	\$12,999,685			\$12,999,685	\$12,999,685
2016-17	\$13,241,710	\$6,600,000		\$19,841,710	\$13,241,710
2017-18	\$13,384,389		\$7,168,750	\$20,553,139	\$14,384,389
2018-19	\$14,410,073	\$5,600,000		\$20,010,073	\$14,410,073
2019-20	\$14,484,361	\$6,394,000		\$20,878,361	\$14,484,361
2020-21	\$14,541,522	\$6,511,000		\$21,052,522	\$14,609,621

Table 7.1 shows that aside from the \$1 million increase in recurring state support in 2017-2018, there have only been small adjustments to the base budget, 2.3% in 2016-2017 and less than 1% in subsequent years, to cover additional employee benefit costs.

Since 2016, the Joint College has consistently requested additional operational funding from the Legislature. The universities have submitted Joint College requests for this additional funding to the BOG to include in its appropriation request for the State University System. Collectively, these requests reflect the Joint College's priorities. These requests have been unsuccessful in the Legislative sessions, except for the \$1 million recurring appropriation referenced above. The requests summarized in **Table 7.2** were not funded to support the associated priorities.

Table 7.2: Joint College LBR Submissions

FY2016-2017	FY 2017-1028	FY 2018-2019	FY 2019-2020	FY 2020-21	FY 2021-22
\$6.6M	\$ 0	\$5.6M	\$6.394M	\$6.5M	\$6.6M
LBR Priorities					
<ul style="list-style-type: none"> • Additional Faculty • Start-up Funds and Research Equipment for Faculty Advisers and mentors Focused on Student Success • Programs and College Initiatives Focusing on Retention, Recruiting, Internships, and Efforts to Improve Student Success for those who Transition from Pre-Engineering Studies to Full Majors • Strengthening Graduate Programs • Faculty Retention 					

The Joint College budget maintained a consistent carryforward balance that varied very little between the fiscal year ending June 30, 2016, and the fiscal year ending June 30, 2018. **Table 7.3** shows a FY 2015-2016 beginning carryforward balance of \$2,524,410. This amount was not identified and transferred from FAMU to the Joint College until mid-year and had not been budgeted for expenditures. Reportedly, a portion of the carryforward was earmarked internally for faculty start-up in fiscal years 2015-2016, 2016-2017, and 2017-2018, but a planned set-aside for faculty startup was first included in Joint College budget documents in fiscal year 2018-2019. The \$1 million appropriation in 2017-2018 enhanced the faculty retention and hiring budget.

Table 7.3
Joint College Budget Entity Available Funds and Expenses for Fiscal Years 2015-16 through 2019-20 and Fiscal Year 2020-21 through December 2020

Fiscal Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 ²⁷
Available Budget Including Carryforward						
Joint College Allocation ²⁸	\$ 12,999,685	\$ 13,304,304	\$ 14,386,176	\$ 14,462,170	\$ 14,528,372	\$14,609,621
Plus:						
Joint College Carryforward ²⁹	2,524,410	3,324,997	3,216,536	2,889,666	1,293,174	2,278,432
Interest Earned	30,983	48,127	54,670	52,658	86,802	40,177
Less:						
7% Carryforward Holdback		Not applicable			(1,014,553)	(1,018,653)
Available	\$ 15,555,078	\$ 16,677,428	\$ 17,657,382	\$ 17,404,494	\$ 14,893,795	\$15,909,577
Expenditures (FY 2020-21 as of 12/31/20)	12,230,081	13,460,892	14,767,716	16,111,320	12,615,363	Incomplete fiscal year ³⁰
Carryforward	\$ 3,324,997	\$ 3,216,536	\$ 2,889,666	\$ 1,293,174	\$ 2,278,432	Incomplete fiscal year

By the end of FY 2018-2019, the Joint College financial entity’s carryforward fell from \$2.9 million to \$1.3 million (See **Table 7.3**). The reduction in carryforward was further compounded when the 2019 Legislature required that 7% of university operating budgets be held back in carryforward funds. This further reduced the carryforward by \$1,014,553. The carryforward available to fund faculty startup costs and other expenditures after the holdback fell to \$278,621 for FY 2019-2020.³¹

The reduction in and holdback of carryforward funds placed the Joint College budget entity in a difficult financial position going into FY 2019-2020 (See **Table 7.3**). Previous year expenses were \$16.1 million, and the budget available for expenses for FY 2019-2020 was \$14.8 million. To enable the Joint College budget entity to meet continuing financial

²⁷ As of December 31, 2020

²⁸ This is the amount of the Joint College appropriation plus administrative fund allocations for costs such as casualty insurance premium and rent increases. Fiscal year 2019-20 reflects administrative fund allocations as of July 1, 2019.

²⁹ In 2015-16 this amount was moved from FAMU to the Joint College. It was an additional balance related to FAMU’s responsibility for the Joint College and was transferred in December 2015.

³⁰ As of December 31, 2020, expenses were \$6,360,392.

³¹ This does not include accounts payable carried forward to the next fiscal year. However, some carryforward is needed for planned expenses such as startup funds for new faculty.

commitments and needs, each university agreed to provide \$500,000 in recurring funding for the Joint College's discretionary use for a total of \$1 million in additional funds. These funds are held in individual university accounts with their expenses directed by the Joint College.

Table 7.3 shows items that make up the Joint College's available budget, and subtracts expenses to arrive at the total carryforward from year to year. Notably, carryforward in 2019-2020 was \$1,293,174. After the 7% carryforward holdback, only \$278,621 in carryforward was available in the FY 2019-2020 budget.³² A continued holdback of carryforward funds will require the Joint College to reduce expenses, request additional Legislative appropriations, or request additional FAMU and FSU allocations.

RECOMMENDATIONS:

We recommend the Dean and JCMC continue to work with the SUS BOG to submit funding requests to the Legislature for a recurring allocation that can be used to attract additional faculty and students; introduce new courses and degrees; and provide state-of-the-art facilities to leverage research grants and contracts from government agencies, corporations, and foundations.

³² This does not include accounts payable carried forward to the next fiscal year. However, some carryforward is needed for planned expenses such as startup funds for new faculty.



FIXED CAPITAL OUTLAY AND PHYSICAL SPACE

The BOG conducted an Educational Plant Survey in 2017 based on the 2016 Fall semester FTE. The Survey concluded the College met 53% of their space needs and needed additional square footage for classrooms, teaching labs, study areas, research lab space, offices, auditorium space, instructional media space, and support services. These needs have been recognized as a priority by the JCMC, the universities, and the BOG. However, the project was not included in the BOG’s 2020-21 Legislative Budget Request or in the preliminary selection group for the 2021-22 Legislative Budget Request.

Requests for Fixed Capital Outlay appropriations are independent of the requests for operating funds. At least once every five years, all public educational entities, including state universities, are required to undergo an Educational Plant Survey to review space needs. The purpose of the survey is to “develop specific project recommendations consistent with approved programs in the Campus Master Plan.”

The BOG completed a survey of the entire FAMU campus, including the College of Engineering physical plant, in 2015. BOG recommendations to the JCMC included the following:

- ... a multi-year plan must be developed and presented to the Board of Governors by June 1, 2015, to address the renovations and repairs for buildings A and B, and the completion of building C.

Buildings A and B being the existing buildings and building C is a new building proposed for construction.

An Educational Plant Survey conducted in 2017 again showed the need for an additional College of Engineering Building. The 2017 survey showed that, based on the 2016 Fall semester FTE, the Joint College needed 221,457 net assignable square feet (NASF). The space inventory showed the College having 117,089 NASF in satisfactory space, meeting 53% of their space needs. The square footage is needed for classrooms, teaching labs, study areas, research lab space, offices, auditorium space, instructional media space, and support services space.

The JCMC, the universities, and the Board of Governors have recognized these needs, but Legislative appropriations have not met the State University System capital outlay needs. In

the October 2017 Educational Plant Survey, the BOG recognized that the needed repairs and renovations to Buildings A and B were “largely addressed,” and the JCMC wanted to move forward with the construction of Building C. The estimated cost of construction for the new building was \$87 million in 2017. The existing buildings were constructed in 1988 and 1998. While the project remains a priority, it has not progressed to the top of the funding list. In its October 2019 meeting, the JCMC discussed looking for space in other buildings until a new building could be constructed.

FSU’s and FAMU’s 2018 Legislative priorities included \$15.2 million in fixed capital outlay to fund the new building's design and planning. The BOG’s Legislative Budget Request did not include these priorities. A local funding initiative request was sponsored in the Senate, noting that the construction of a new Engineering building would allow the College to accommodate more students, research, and classrooms. The request was also not successful.

FSU’s and FAMU’s 2019 Legislative priorities again included \$15.2 million for the design and planning phase of a new Joint College Building. The BOG did not include the funding in the 2019 request for fixed capital outlay funding but included the project in the second year of its 3-year fixed capital outlay priority plan with funding to begin in FY 2020-2021.

During the 2019 Legislative Session, Senate Bill 190 revised Section 1001.706, Florida Statutes, requiring that Public Education Capital Outlay projects be ranked pursuant to a point-based prioritization method. The Joint College building remains a priority for both Universities, but based on the ranking system, other projects currently take precedence for funding, including projects that have previous Legislative funding and Capital Renewal Projects (Remodeling). As a result, the project was not included in the BOG’s 2020-2021 Legislative Budget Request or in the preliminary selection group for the 2021-2022 Legislative Budget Request. Minutes of the JCMC and the BOG confirm continued support for the additional building. The timing of the funding must take into consideration the construction priorities of both universities.

RECOMMENDATIONS:

We recommend the Dean and JCMC continue to work with the SUS BOG to submit funding requests to the Legislature for fixed capital outlay to fund the new building's design and planning.



FINANCIAL DONATIONS

The Joint College alumni and corporate fundraising campaigns raised \$930,046 in FY 2019-2020. One of the Dean’s top priorities is to increase the College’s fundraising efforts. The Dean changed his administrative staff to focus on fundraising and has created a College Advisory Board focusing on development. There is an existing FSU fundraising position, and the Dean has been working to add a similar position for FAMU.

The Joint College has engaged in several fundraising campaigns. The Dean reports using newsletters, webinars, advisory committees, and receptions around the country to engage alumni. The College receives support from both alumni and corporations.

Outreach efforts are primarily conducted by engineering faculty, the Dean of the College, and a full-time FSU development officer. Funds generated are contributed to either FAMU or FSU and deposited in their respective Foundations. Except for monies given for donor scholarships to FAMU (for the specific purpose of operating a STEM Living Learning Center on the FAMU campus), funds generated through outreach efforts usually do not benefit one university or the other. The donations are treated as contributions to the joint engineering program.

At FYE June 30, 2019, FSU Foundation donations (on behalf of the Joint College) were \$322,388, and FAMU Foundation donations (on behalf of the Joint College) were \$343,932.

As shown in **Table 9.1** for FYE June 30, 2020, donations to the FSU Foundation were \$618,712, and donations to the FAMU Foundation were \$311,334.

Donation	FAMU	FSU
College Wide	\$ 25,854	\$ 45,745
Deans Office	10,699	466,370
Chemical/Biomedical	0	16,853
Civil/Environmental	300	9,194
Electrical/Computer	104,465	6,170
Industrial/Manufacturing	25,000	18,350
Mechanical	1,810	56,030
Student Groups\Program	143,206	0
2018-19 Gifts	\$ 311,334	\$ 618,712

According to the Dean, increasing the College's fundraising efforts is one of his top priorities. The Dean advised the JCMC that recent changes in his administrative staff were for the specific purpose of allowing him to put more focus on fundraising. The Dean reported that he is planning to create a College Advisory Board with a focus on development, which he felt had been lacking. The Dean is also working with FAMU to find resources to add a dedicated FAMU fund-raiser position. However, there may be resource limitations that preclude creating this position due to the COVID-19 pandemic.

RECOMMENDATIONS:

We recommend the Dean continue to work with the Dean's Advisory Council to enhance the reputation and resources of the Joint College to increase alumni and corporate giving.

We recommend the Dean work with FAMU to secure funding to support a FAMU Fundraising Coordinator position to increase philanthropic giving.



**ENTERPRISE RESOURCE PLANNING AND HUMAN RESOURCE
 OPERATIONS**

Enterprise Resource Planning:

The Joint College is made up of a mixture of faculty and staff from both universities. Both universities use PeopleSoft/Oracle Enterprise Resource Planning (ERP) to manage their human resources and financial processes.

While there may be distinct FAMU transactions and distinct FSU transactions, the individuals who conduct these transactions may be from either University. Article 3 of the 2018 MOA requires, “College staff will be given access to both universities’ processes and data as needed to perform their jobs.”

To the extent possible, within current Enterprise Resource System configurations, Joint College faculty and administrative staff have been given access to the processes, in both university systems, needed to perform their primary job functions. Joint College employees must understand and follow the unique policies and procedures of both Universities. Faculty and staff advised that many administrative tasks take longer to complete in the Joint College than in other University units because processes are completed twice. Each university’s implementation of their ERP has a unique system configuration which results in differences in the level of information available to supervisors and employees for both human resource and financial processes.

Within the Joint College, FSU employees may be supervised by FAMU employees and vice versa. For instance, the academic department heads at the time of this audit were FSU employees who supervise a mix of faculty and staff from both universities, while the Dean and two Associate Deans are FAMU employees.

When it comes to human resources transactions, FSU has greater ERP resources, and its system is more mature. The FSU human resources module has been configured to allow FAMU supervisors access to review and approve time and leave and complete electronic evaluations of FSU faculty and/or staff. However, FAMU’s ERP system precludes FSU supervisors of FAMU employees access to review and approve time and leave, and complete and conduct performance evaluations of FAMU faculty and/or staff in the system of record.

As a result, time and leave is approved by staff in FAMU's HR office and performance evaluations are input by a third party.

FAMU's Human Resources management indicated that efforts to reconfigure system settings to allow FSU supervisors to approve time and conduct evaluations have not yet been successful. The FAMU Chief of Staff for Finance and Administration and Associate Vice President for Human Resources stated that resolving this issue is an ongoing priority; however, the COVID-19 pandemic priorities have taken precedent. FAMU's Human Resources management plans to prioritize a systems reconfiguration when funding and resources allow.

Human Resource Operations:

Joint College human resources (HR) processes have to be performed in each university's ERP and often differently due to unique system configurations. This dynamic effectively doubles the knowledge and effort required of Joint College administrative staff. These HR processes are further complicated by having two sets of policies and procedures, and separate collective bargaining agreements for faculty and graduate students of each university.

Administrative staff members serve individual engineering departments within the Joint College. They often handle multiple responsibilities, including office management, purchasing, graduate student appointments and waivers, and the department's HR activities. In some departments, administrative staff members have more HR knowledge or can devote more time to their HR duties. These circumstances result in inconsistencies in implementing and applying HR policies and increase process and communication inefficiencies across the Joint College.

Joint College Finance and Administration (F&A) administrators indicated that centralizing HR activities would standardize operations, establish clear reporting lines, and allow for specialization in FAMU and FSU HR processes.

During the course of this audit, Joint College F&A administrators recommended the Dean centralize HR activities to bring more oversight and accountability and to help drive efficiency and consistency. The Joint College started centralizing its HR activities in October 2020.



RECOMMENDATIONS:

We recommend the FAMU Chief of Staff for Finance and Administration and Associate Vice President for Human Resources continue efforts to make needed ERP configuration changes to allow FSU supervisors access to approve FAMU faculty and staff time and complete evaluations.

We recommend the Dean complete the process of centralizing HR activities as planned.

APPENDIX A: PURPOSE, SCOPE, AND METHODOLOGY

Purpose and Scope

The **Purpose** of this audit was to describe the governance structure and model of the Joint College; review student enrollment to ensure alignment with and progress toward the achievement of performance goals set for the Joint College; evaluate processes and procedures for efficiency and effectiveness of its business operations; and review funding for operations.

The **Scope** of the audit focused on the fiscal year 2018-2020 for governance and business operations, and fiscal years 2014-2015 through 2018-2020 for student enrollment. We focused on:

- Governance Structure;
- Strategic Planning and Performance;
- Student Enrollment;
- Graduation Rates and Outcomes;
- Student Experiences;
- Financial Operations;
- Budget Entity;
- Fixed Capital Outlay and Physical Space;
- Financial Donations; and
- Enterprise Resource Planning and Human Resource Operations.

Methodology

The **Methodology** included interviews with administrative and academic personnel of the Joint College as well as leadership and process owners of each university to better understand governance, business processes, and strategic planning. We reviewed and analyzed:

- Legislative appropriations to the Joint College, enrollment and graduation data, financial data, policies and procedures, and strategic plans for the Joint College and both universities;
- The Memorandum of Agreement on the Management Plan of the College of Engineering between FAMU, FSU, and the Chancellor, State University System of Florida for an understanding of governance and administration of the college;
- Minutes for the Management Council meetings; and



-
- Data, trends, and governance structure detailed in the FAMU-FSU Joint College of Engineering Study, dated January 12, 2015, performed by the Collaborative Braintrust Consulting Firm for the State University System of Florida Board of Governors.



APPENDIX B: MEMORANDUM OF AGREEMENT

Memorandum of Agreement

On the

Management Plan of the College of Engineering

between

Florida A &M University, Florida State University, and the
Chancellor, State University System of Florida

Tallahassee, Florida

Memorandum of Agreement on the
Management Plan of the College of Engineering between
The Florida Agricultural and Mechanical University and The
Florida State University

Articles of Agreement

Article 1. Governance of the College

Florida Agricultural and Mechanical University (FAMU) and the Florida State University (FSU) acknowledge the establishment of the Joint College of Engineering (Joint College) with engineering curricula subdivided into programs and degrees as approved by the Board of Governors of the State University System of Florida.

The Joint College shall be known as the College of Engineering of Florida Agricultural and Mechanical University and Florida State University. The acronym FAMU-FSU COE or JCOE may be used as an abbreviated designation of the College.

Article 2. Joint College Management Council

The Joint College Management Council (Management Council) consists of the Chancellor, and the Presidents (or their designees), Provosts, Vice Presidents for Research, and Chief Financial Officers of the two universities.

The Dean of the Joint College and two student representatives, appointed by the respective Student Government Association presidents, shall be ex-officio non-voting members of the Management Council.

The Management Council shall function as a policy-making body for the Joint College in all matters except those that are governed by individual University rules, regulations, policies and procedures. The Chancellor shall serve as the presiding officer of the council. Meetings shall be held at least quarterly, and may be called at the request of either President, the Chancellor or the Dean.

The Management Council may invite participants to discuss topics and appoint subcommittees to study specific issues.

Article 3. Administration of the College

There is a single Dean who reports functionally to the two Provosts and administratively and operationally to the Provost of Florida Agricultural and Mechanical University. The Management Council has designated the academic home of the Dean to be Florida Agricultural and Mechanical University.

The Dean is responsible for the planning, administration and operation of engineering programs and supporting units in the Joint College. The Dean formulates the budget, under the direction of the Provosts, for the Joint College and secures the funding according to the procedures of each university and the advice of the Management Council. The budget designated as the joint engineering budget shall be approved by the Management Council. The Management Council has designated FSU as fiscal agent, with fiduciary responsibility for the state allocated budget.

Each university, based on need, may allocate their own funds to support the Joint College. These funds will remain with the individual university and will not be accounted for as part of the Joint College budget.

The Dean is responsible for appointing College of Engineering faculty, staff and administration within established procedures of each university.

The President of Florida Agricultural and Mechanical University shall appoint the Dean of the JCOE in consultation with the President of Florida State University. The Presidents shall consider the recommendations of a search committee, and the composition of the search committee will be determined by the Presidents and approved by the Management Council.

College staff will be given access to both universities' processes and data as needed to perform their jobs.

Article 4. Faculty Appointment, Promotion and Tenure

Faculty members are appointed by and hold tenure, when earned, in a department of the Joint College through one of the two participating universities. Faculty appointed at either university must meet uniform Joint College promotion and tenure standards. Upon the recommendation of the elected Joint College Promotion and Tenure Committee, the Dean shall make promotion and tenure recommendations to the respective universities in accord with their applicable regulations and procedures. These regulations and procedures shall be consistent, insofar as possible, with existing university regulations and procedures, and with collective bargaining agreements.

Faculty members employed by one university are automatically designated "Joint College" faculty thereby being considered a faculty member of both universities for purposes of carrying on the teaching, research and service responsibilities of the Joint College and have, except tenure, faculty privileges at both universities.

Article 5. Students and Degrees

Students are admitted to and graduated from either of the two participating universities. Students will be held to uniform grading standards, regardless of admitting university. Students choosing to enter an engineering program are first admitted to the Pre-engineering Program consisting of a basic set of science, mathematics, introductory engineering and liberal studies subjects. Admission to an engineering program as an engineering major at the Joint College is made after the student completes satisfactorily a prescribed set of prerequisite courses in mathematics and science at either of the two universities. Performance requirements for these prerequisites shall be set by the Joint College and approved by both universities. These requirements shall be uniform for students at both universities, and will supersede any conflicting university policies.

Registration for courses at the Joint College shall be made through the procedures of the university at which the student matriculates. The university registrars shall be the repositories of official records of student performance. All official academic records of students shall be made available to the Joint College as permitted by law.

Within the Joint College, upon the recommendation of the engineering faculty, the Dean may recommend to the Management Council policies and procedures affecting student life with the Joint College. Students shall be subject to the Student Code of Conduct regulations of their home university. The Joint College of Engineering, where possible, will follow a common set of procedures to address alleged Code violations. Responsibilities for and procedures related to student life outside the Joint College shall be handled through the normal channels of the university in which the student is enrolled.

Upon successful completion of an engineering degree program, a student shall receive a diploma from The Florida Agricultural and Mechanical University or The Florida State University, which indicates that the degree is awarded by the FAMU-FSU Joint College of Engineering.

Article 6. Curriculum

There is a single engineering curriculum at the Joint College specific to each

engineering program. All undergraduate degree programs at the Joint College shall be established to meet the requirements for accreditation of the Accreditation Board for Engineering and Technology (ABET).

The establishment of new degree programs or termination of existing degree programs shall be approved by the Boards of Trustees of both universities.

Faculty of the Joint College is responsible for developing and implementing the engineering curriculum leading to academic degrees in conjunction with the curriculum committees at the respective universities.

Faculty of each university may teach courses which they are qualified to instruct. Both universities shall honor all courses taught at the Joint College for degree credit. Degree curricula, requirements and course descriptions shall be published identically in the bulletins/catalogs of both universities.

Article 7. Responsibilities of FAMU and FSU

The Joint College is an integral part of each university. Each university has responsibilities for and obligations to support and maintain the operation of the Joint College. The Joint College uses the business and other support services of both universities and is prohibited from developing an autonomous administrative structure that is not responsible to the two universities, unless otherwise specified in this agreement.

The Joint College should be regarded as a single entity and the Dean is responsible for initiating and ensuring other support from the universities as the need arises.

FAMU and FSU shall work jointly to ensure that the most efficient and effective services are provided to the Joint College students, faculty and staff.

Article 8 Semi-Annual Reports

The Management Council shall receive reports from the appropriate responsible party on the following topics, and may require additional reports at its discretion:

- a. Recruiting, enrollment and graduation by gender and ethnicity;
- b. Adequacy and consistency in academic preparation and achievement;
- c. Budget and expenditures;
- d. Facilities Planning and Construction;
- e. Research funding and activities;
- f. Faculty hiring, promotion, tenure, and integration; and
- g. Technology transfer and commercialization activities.

Article 9. Provisions

Any voting member of the Management Council may propose amendments or modifications to this agreement. Any amendment or modification to this agreement shall be approved by a two-thirds vote of the Management Council. Any matters not specifically referenced in this agreement may be resolved by consensus of the Dean and the two presidents; or may be referred to the Management Council for resolution.


President, FAMU


President, FSU


Chancellor, Board of Governors

Appendix 1

A. Construction

The Management Council shall designate one university to have oversight responsibility for all construction projects at the Joint College that are initiated after June 30, 2016. FSU is responsible for the Joint College of Engineering construction.

B. Furniture and Equipment

Purchases of furniture and other movable equipment must be approved by the Dean or designee.

The purchasing procedures and property inventory records should follow the institution which the research dollars have been awarded to.

Once a project has been closed or the property fully depreciated, the property shall be transferred to the Joint College of Engineering under the FSU property management system.

C. Maintenance

FSU is responsible for Joint College building maintenance, janitorial services, and landscaping/grounds-keeping.

Support for special services (dedications and receptions) will be provided by FSU, but the Dean may request such services of either university when conditions warrant.

D. Security and Safety

FSU will provide security for Joint College facilities. FSU Environmental Health and Safety will provide services to the Joint College. Emergency management, including closing the facility, is handled by FSU. If either university suspends classes, the college will suspend all classes.

E. Budget and Finance

The Joint College budget has been appropriated as a single entity in the General Appropriations Act. The Management Council has designated FSU as fiscal agent, with fiduciary responsibility to maintain a separate and identifiable account for the Joint College.

The legislative budget request for the Joint College shall be developed by both Universities and approved by the Management Council.

The Dean will recommend and request approval of an annual operating

budget by the Management Council.

Budget reports will be provided to the Management Council on at least a quarterly basis.

F. Risk Management and Insurance

As noted in Section D, FSU will be responsible for environmental health and safety matters.

Student/employee injury or unemployment compensation is the responsibility of the university at which the individual is enrolled or employed.

Dealing with building and equipment damage or destruction related to research will be managed according to the procedures of the institution which has been awarded funds and in accordance with federal acquisition requirements.

G. Minor Renovation Projects

The Joint College will receive its pro-rata share of any minor maintenance appropriations made to the State University System, which will be titled in the name of the Joint College.

FSU, as fiscal agent, will manage renovation project funds unless otherwise agreed to between the two institutions.

H. Purchasing

Purchasing for general educational and general items will be handled by FSU. Research related purchases will follow the purchasing procedures for the institution which has been awarded funds.

I. Space Inventory

Space will be separately identified as belonging to the Joint College and will be addressed in the FSU space inventory system.

FSU will be responsible for the reporting of Joint College space to external entities as may be required, including, but not limited to, the Board of Governors, the Department of Financial Services, and the Department of Environmental Protection.

In addition, both universities may separately identify some space on its main campus as being assigned to the Joint College while remaining on the space

inventory of the respective university.

J. Property Inventory

Furniture and equipment will be separately identified as belonging to the Joint College and will be addressed in the FSU property inventory system. Property related to research will be managed according to the procedures of the institution which has been awarded funds and in accordance with federal acquisition requirements.

K. Postal Services

The Joint College receives US mail directly, and interchanges mail with both campus internal mail systems.

L. Food Services and Vending

FSU shall be responsible for food services and will ensure that FAMU students can utilize their meal plans at the Joint College. Net revenue generated from the Joint College sales will be credited to the Joint College for its use.

FSU shall be responsible for vending services. Agreements held by FAMU will terminate at the end of their existing terms and the activities will transfer to FSU. The earned proceeds from concessions will be a part of the FSU Concessions Fund and will provide support for those Joint College activities, which are normally funded from the Concessions Account.

M. Other Contractual Agreements

Future revenue contracts shall be the responsibility of FSU as fiscal agent. Net revenues generated from other contractual agreements will be credited to the Joint College for its use.

N. Messenger Services including Telephones

FSU will be responsible for the operation and maintenance of all telecommunications including, without limitation, telephones.

O. Utilities

This responsibility rests with FSU as fiscal agent.

P. Transportation

Each university shall provide reasonable transportation for its students' education at the joint college. The funding for these services should not be a Joint College expense and should come from other resources.

Q. Parking and Traffic

FSU will be responsible for administering the parking program including the issuance of citations for violating parking regulations.

Vehicles properly identified as belonging to Board of Governors’ members, or their staff, may park at Joint College without charge when on official business.

R. Information Technology

1. The Joint College will initiate recommendations for information and computer acquisitions through the FSU planning process and will be included in the FSU computer plans.

FSU will provide such central maintenance for the Joint College as it provides for other colleges.

2. Planning and Managing Information and Computer Systems: FSU will be responsible for planning and managing the information and computer systems in full consultation with the Dean and in coordination with FAMU.

S. Personnel

Insofar as possible, the Joint College operates with its own uniform policy, but where legitimate institutional differences exist beyond the level of the Joint College, each employee is responsible to his or her own university.

The same principle holds for each category of employee, USPS, A&P and Faculty. Faculty meet uniform Joint College criteria for promotion and tenure and upon recommendation by the Joint College, proceed through the separate university procedures.

T. Miscellaneous Functions

1. Career Services

Both institutions will work collaboratively with the Dean to coordinate career services within the college and will accommodate and provide open access to students regardless of their home institution. The universities have agreed that there will not be a separate engineering career services function, but there will be career services staff members from both institutions who will work in partnership with each other to provide career services within the College of Engineering.

2. Coordination with Other Facilities

The Dean will work with facilities offices of both universities and with

Innovation Park to ensure adequate coordination of events.

3. Scheduling Space Usage

The Dean will be responsible for securing space on each campus for engineering purposes and officials of each campus will work through the Dean in scheduling space in the Joint College.

APPENDIX C: STRATEGIC PLAN METRICS, GOALS, INITIATIVES, ETC.

Alignment of FAMU-FSU College of Engineering Strategic Plan Strategic Plan Metrics, Goals, Initiatives, Etc.	
THE STATE UNIVERSITY SYSTEM 2025 SYSTEM STRATEGIC PLAN	
TEACHING AND LEARNING	
1.	National Rankings for Universities
2.	Freshmen in Top 10% of Graduating Class
3.	Professional Licensure & Certification Exam Pass Rates Above Benchmarks
4.	Percent of SUS Courses bearing a “high-quality” rating in the Florida Virtual Campus online catalog
5.	Average Time to Degree
6.	Four-Year Graduation Rates
7.	Six-Year Graduation Rates
8.	Percent of Bachelor’s Degrees Without Excess Hours
9.	Bachelor’s Degrees Awarded Annually
10.	Graduate Degrees Awarded Annually
11.	Bachelor’s Degree Awarded to African-American & Hispanic Students
12.	Number of Adult (Aged 25+) Undergraduates Enrolled
13.	Percent of Undergraduate FTE in Online Courses
14.	Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Gant (Related to University Access Rate)
15.	Academic Progress Rate (2 nd Fall Retention with GPA>=2)
16.	Bachelor’s Degrees in Program of Strategic Emphasis (Categories include: STEM, Health, Education, Global, and Gap Analysis)
17.	Bachelor’s Degrees in STEM & Health (Percent of Bachelor’s Total)
18.	Graduate Degrees in Programs of Strategic Emphasis (Categories include: STEM, Health, Education, Global, and Gap Analysis)
19.	Graduate Degrees in STEM & Health (Percent of Graduate Total)
SCHOLARSHIP, RESEARCH AND INNOVATION	
20.	Faculty Membership in National Academies
21.	Faculty Awards
22.	Percent of Undergraduate Seniors Assisting in Faculty Research ...or...Percent of Undergraduates Engaged in Research
23.	Total R&D Expenditures
24.	Percent of R&D Expenditures funded from External Sources
25.	Number of Patents Awarded Annually
26.	Number of Licenses and Options Executed Annually
27.	Number of Start-Up Companies Created

COMMUNITY AND BUSINESS ENGAGEMENT
28. Number of Universities with the Carnegie Foundation’s Community Engagement Classification
29. Percentage of Baccalaureate Graduates Continuing Education or Employed
SUS BOG - Performance Based Funding Metrics
1. Percent of Bachelor's Graduates Employed (Earning \$25,000+) or Continuing their Education
2. Median Wages of Bachelor’s Graduates Employed Full-time
3. Average Cost to the Student (Net Tuition per 120 Credit Hours)
4. Four Year Graduation Rate (Full-time FTIC)
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)
6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis
7. University Access Rate (Percent of Undergraduates with a Pell-grant)
8a. Graduate Degrees Awarded in Areas of Strategic Emphasis
8b. Freshman in Top 10% of Graduating High School Class - for NCF and FL Poly only
9a. Two-Year Graduation Rate for FCS Associate in Arts Transfer Student
9b. Six-Year Graduation Rate for Students who are Awarded a Pell Grant in their First Year
9b.1 Academic Progress Rate, 2nd Year Retention for FTIC with a Pell Grant - for FL Poly only
10. BOT Choice Metric: <ul style="list-style-type: none"> FAMU: Number of Bachelor’s Degrees Awarded to Transfers with AA Degrees from FCS FSU: Percent of Bachelor’s Graduates who took an Entrepreneurship Class
FAMU Rising Strategic Plan 2017-2022
STRATEGIC PRIORITY 1: EXCEPTIONAL STUDENT EXPERIENCE
Goal 1: Enhance pathways to degree attainment
Goal 2: Achieve national distinction for success in retention and graduation rates
Goal 3: Increase the proportion of students completing high-impact co-curricular experiences to 60%
Goal 4: Increase the number of students graduating from programs in areas of high employer demand
Goal 5: Strategically enhance campus residence, athletics, recreational, instructional and research facilities
STRATEGIC PRIORITY 2: EXCELLENT AND RENOWNED FACULTY
Goal 1: Promote faculty excellence by recruiting, supporting and retaining a diverse faculty with a commitment to teaching, research, and community engagement, consistent with a doctoral-research university

Goal 2: Maintain and develop sustainable state-of-the-art facilities that support the academic enterprise of the University
STRATEGIC PRIORITY 3: HIGH IMPACT RESEARCH, COMMERCIALIZATION, OUTREACH, AND EXTENSION SERVICES
Goal 1: Expand and enhance cutting-edge research and creative scholarship for the benefit of the state of Florida, the nation, and the world
Goal 2: Increase research productivity, commercialization and return on investment
Goal 3: Increase the number of nationally recognized graduate programs
Goal 4: Provide outstanding outreach and extension services in the tradition of a land-grant institution
STRATEGIC PRIORITY 4: TRANSFORMATIVE ALUMNI, COMMUNITY, AND BUSINESS ENGAGEMENT
Goal 1: Enhance the University fundraising infrastructure and capacity to generate increased support for the University
Goal 2: Enhance public-private partnerships to support teaching, research and service
Goal 3: Build and lead strong networks of supporters and partners
Goal 4: Implement effective communication and marketing initiatives to increase visibility and promote the FAMU brand
Goal 5: Enhance the University athletics program such that it strengthens the FAMU brand and economic viability of the University
STRATEGIC PRIORITY 5: FIRST-CLASS BUSINESS INFRASTRUCTURE
Goal 1: Recruit, develop, and retain diverse and excellent staff
Goal 2: Adopt a new budgeting model to support institutional strategic priorities more effectively
Goal 3: Improve transparency and strengthen internal controls to improve compliance and support strategic decisions
Goal 4: Enhance business processes to improve efficiency and cost effectiveness in university operations
Goal 5: Leverage technology and establish a data-driven culture
STRATEGIC PRIORITY 6: OUTSTANDING CUSTOMER EXPERIENCES
Goal 1: Develop and maintain a university-wide culture of service excellence
Goal 2: Sustain superior service levels with ongoing monitoring, accountability, and recognition programs to reward excellent customer service
The Future is Florida State: Strategic Plan 2017-2022
Goal I: Entrepreneurship and Innovation
Increase Student Activities that Foster Entrepreneurship and Innovation
Increase-Faculty and Staff Participation in Entrepreneurship and Innovation
Goal II: Academic and Research Excellence
Grow the Cadre of Faculty in Disciplines Aligned with FSU's Strategic Goals
Foster a University Climate Which Promotes Faculty Excellence and Retention

Attract and Graduate Top Graduate and Professional School Students and Postdoctoral Scholars
Increase Interdisciplinary Research and Teaching
Goal III: Diversity and Inclusion
Increase Diversity of FSU Student Body, Faculty, and Staff
Increase Global and Cultural Competencies in the FSU Community
Goal IV-V: Student Success
Bolster Curricula and Co-Curricular Offerings to Encourage Engaged learning and Post-Graduation Success
Support Student Career Advising to Promote Positive Post-Graduation Outcomes
Create an Environment that Encourages Healthy Behaviors and Wellness
Enhance Academic Advising and Support Infrastructure to Promote Student Success
Goal VI: Excellence and Reputation
Attain Top 25 Public University Rankings in US News Reputational Rankings
Strengthen the University's Financial Foundation
Use Physical and IT Infrastructure to Facilitate Innovation and Excellence
Maximize the Impact of FSU's Human Capital
Enhance Campus Commitment to Sustainability
<u>Preeminent State Research Universities Program</u>
(a) An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36-score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.
(b) A top-50 ranking on at least two well-known and highly respected national public university rankings, including, but not limited to, the U.S. News and World Report rankings, reflecting national preeminence, using most recent rankings.
(c) A freshman retention rate of 90 percent or higher for full-time, first-time-in-college students.
(d) A 4-year graduation rate of 60 percent or higher for full-time, first-time-in-college students.
(e) Six or more faculty members at the state university who are members of a national academy.
(f) Total annual research expenditures, including federal research expenditures, of \$200 million or more.
(g) Total annual research expenditures in diversified nonmedical sciences of \$150 million or more.
(h) A top-100 university national ranking for research expenditures in five or more science, technology, engineering, or mathematics fields of study.

(i) One hundred or more total patents awarded by the United States Patent and Trademark Office for the most recent 3-year period.
(j) Four hundred or more doctoral degrees awarded annually, including professional doctoral degrees awarded in medical and health care disciplines.
(k) Two hundred or more postdoctoral appointees annually.
(l) An endowment of \$500 million or more.
<u>U.S. News and World Report - Best Engineering School Rankings</u>
Quality Assessment
Peer Assessment Score
Recruiter Assessment Score
Faculty Resources
Doctoral Degrees Awarded
Student-Faculty Ration
Ration of full-time doctoral students to full-time tenured-track faculty
Ration of full-time master's students to full-time tenured-track faculty
Percentage of faculty in the National Academy of Engineering
Research Activity
Total Research Expenditures
Average Research Expenditure Per Faculty Member
Student Selectivity
Mean GRE Quantitate Score
Acceptance Rate
FAMU-FSU College of Engineering
Research & Graduate Education Metrics
1. Research Expenditures/Yr. (FAMU & FSU)
2. Tenure track faculty
3. Expenditures \$ per tenure track (TT) faculty
4. Full-time not on tenure track (NTT) count
5. Undergraduate enrollment
6. Undergraduate Credit Hours (CH) (SP SUM FA)
7. Undergraduate Hours per full time faculty
8. Ph.D. Enrollment
9. Ph.D.'s per TT faculty
10. Ph.D. Graduates
Student Success
1. Graduation and Retention Rates
2. Curriculum Flexibility
3. Class Size
4. Employment Outcomes
Diversity and Inclusion

1. # African American PhD Graduates
2. # African American BS Graduates
3. # Female PhD Graduates
4. % of FAMU BS Graduates
5. % of Female BS Graduates
6. # Hispanic PhD Graduates
7. # Hispanic BS Graduates
8. FAMU: 2 nd Yr. Retention Rate
9. FAMU: 6-Year Graduation Rate
10. % Female Faculty
11. % Female Faculty: Annual Hiring Cohort
12. % Under-represented Minority Faculty (not including gender)
13. FAMU: % of Tenure-line Faculty
14. FAMU: # Enrolled FTIC Students Entering as Engineers
15. # Female PhD Candidates Enrolled
16. # Hispanic PhD Candidates Enrolled
17. FAMU: # of PhD Students Enrolled
18. FAMU: # of Transfer Students in Engineering
19. % Female BS Enrollment
20. FAMU: % BS Enrollment
21. % African American Staff
22. % Female Staff
23. % Hispanic Staff
24. # Joint Appointments w/ FAMU or FSU Colleges Outside Engineering

APPENDIX D: MANAGEMENT RESPONSE

The management of the FAMU-FSU College of Engineering appreciates the major efforts from the auditors at both our parent universities in this comprehensive audit. We acknowledge the validity of the findings and have provided an action plan to address the recommendations.

We take this opportunity to add an important observation that may not be explicitly covered in the report but that we feel is important to consider concerning the future management of the college. Concerning reporting to the Joint Management Council, it should be recognized that the joint college has many more responsibilities than other colleges at FAMU or FSU in reporting to two universities and the joint management council. This is typical of many processes at the college which place a burden on our faculty, and staff. There are two approaches we recommend to ameliorate this burden: a) that the college requires more staff than we have at present to successfully accomplish expectations, which has been impeded by our unsuccessful efforts to increase our E&G funding, whose increase is identified as a high priority in the audit; b) that the two universities and the Florida State University system Board of Governors should continue to streamline reporting processes for consistency and to avoid duplication.

The challenges for our staff, faculty and students associated with our valuable but complex management system go well beyond reporting. Some of these difficulties are identified by the audit in the section on enterprise resource planning and human resource operations but related barriers cover almost all areas of enterprise and academic management and operations. Progress has been made in some areas over the years, but often the progress is ephemeral as systems are upgraded or changed at one university and not the other. We are currently completing a comprehensive internal study of the additional administrative steps required for our staff, faculty and students but not faced by other FAMU and FSU colleges. We will share this report with the leadership later this summer in an effort to ameliorate the situation.

**Management's
Planned Actions**

Action Steps	Responsible Employee	Target Date
Governance Structure		
The Joint College will work with the JCMC to submit the required semi-annual reports in writing for inclusion in the official meeting minutes to enhance communication and accountability. These reports will include benchmarks and metrics, current results, historical information, and projections to inform performance management, operational and financial planning efforts, and decision-making.	Janine Welch	9/1/21
FAMU will initiate a comprehensive search for a candidate that can replace Dean Gibson and continue the work currently in motion on academic and research activities and strategic planning (Dean Gibson has announced he would step down as Dean in December 2021 to return to teaching and research.)	Provost Edington and Provost McRorie	8/1/21
Strategic Planning and Performance		
The Dean will continue to work with the Joint College team, the JCMC, and both universities to finalize a formal strategic plan. Upon finalization, the Dean will work with the JCMC to reassess the reports required in Article 8 of the 2018 MOA to ensure alignment of strategic priorities with routine oversight.	Research - F. Alvi Students - M. Roddenberry Diversity - M. Weatherspoon	11/1/21
Performance and financial updates will include reports on key performance metrics in relation to the strategic plan components. To the extent possible, the metrics identified in the report for FAMU faculty and students will also be developed for FSU faculty and students to allow for analysis, comparison, and improvement strategies. This information will be reported both for the Joint College as a whole and for each University.	Janine Welch	12/1/21
The Joint College will inform the JCMC regarding the Joint College's contributions to each University's	J. Gibson	10/1/21

Performance Based Funding metrics and make operational and financial adjustments as necessary to achieve performance targets. These updates will be submitted in writing and included in the JCMC meeting minutes.		
Due to the most recent action taken by the legislature that resulted in no increased funding for the Joint College’s 2021-2022 LBR, the Joint College will work closely with the JCMC to prioritize the elements of the strategic plan and search for alternative funding sources in order to implement the plan.	JCMC	7/15/21
Student Enrollment		
The Joint College will work with FAMU and FSU to secure additional scholarship funding to support recruitment and enrollment goals.	M. Roddenberry	10/15/21
The Joint College will fill the vacant Recruiting Coordinator position to continue to advance the recruiting initiatives put in place over the past three years.	Completed	
The Joint College will work with FAMU and FSU to develop strategies that leverage the increases in the college rankings for the Joint College, as published in the <i>U.S. News and World Report</i> , in an effort to recruit high-achieving students and solicit corporate funding for scholarships.	M. Roddenberry	1/1/22
Graduation Rates and Outcomes		
The Joint College will continue efforts to address the causal factors for variations in graduation rates between the two universities. These efforts will continue to address academic readiness and provide need-based financial support.	M. Roddenberry	10/15/21
The Joint College will conduct evaluations of the summer bridge program, as well as retention and advising programs to determine specific enhancements that would increase graduation rates.	M. Roddenberry	2/1/22
The Joint College and JCMC will continue to monitor job demand and consider this information in regard to recruiting, advising, and evaluating degree and program offerings.	Career Services at FSU and FAMU	Ongoing Action

Student Experiences		
The Joint College will evaluate the student feedback summarized in the report and consider all opportunities for improvement. The Joint College will also consider how to best use the positive student feedback noted in the report in recruitment efforts.	Michelle Roddenberry	9/1/2021
Financial Operations		
The Dean will continue to manage the budget of the Joint College with a high degree of fiduciary acumen in order to expend available funds efficiently.	Dean	Ongoing Action
The Joint College will include reports on the Joint College budget and additional FAMU and FSU funding and expenditures that contribute to total program operations in JCMC meetings.	Alyson Beyer	Next JCMC meeting
Budget Entity		
The Dean and JCMC will continue to work with the SUS BOG to submit funding requests to the Legislature for a recurring allocation that can be used to attract additional faculty and students; introduce new courses and degrees; and provide state-of-the-art facilities to leverage research grants and contracts from government agencies, corporations, and foundations.	Dean	Each cycle
Fixed Capital Outlay and Physical Space		
The Dean and JCMC will continue to work with the SUS BOG to submit funding requests to the Legislature for fixed capital outlay to fund the new building's design and planning.	Dean	Each cycle
Financial Donations		
The Dean will continue to work with the Dean's Advisory Council to develop goals and strategies to enhance the reputation and resources of the Joint College to increase alumni and corporate giving.	Carol Hill	Fall meeting of Advisory Council
The Joint College will work with FAMU to secure funding to support a FAMU Fundraising Coordinator position to increase philanthropic giving.	Dean and FAMU Vice President Shawnta Friday-Stroud	Fall 2021



Enterprise Resource Planning and Human Resource Operations

The FAMU Chief of Staff for Finance and Administration and Associate Vice President for Human Resources will continue efforts to make needed ERP configuration changes to allow FSU supervisors access to approve FAMU faculty and staff time and complete evaluations.	Alan Robertson	10/1/21
The Joint College will complete the process of centralizing HR activities as planned.	Janine Welch	9/1/21

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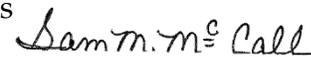
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