

# Academic Affairs Updates

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FAMU Board of Trustees  
Academic and Student Affairs Committee Meeting  
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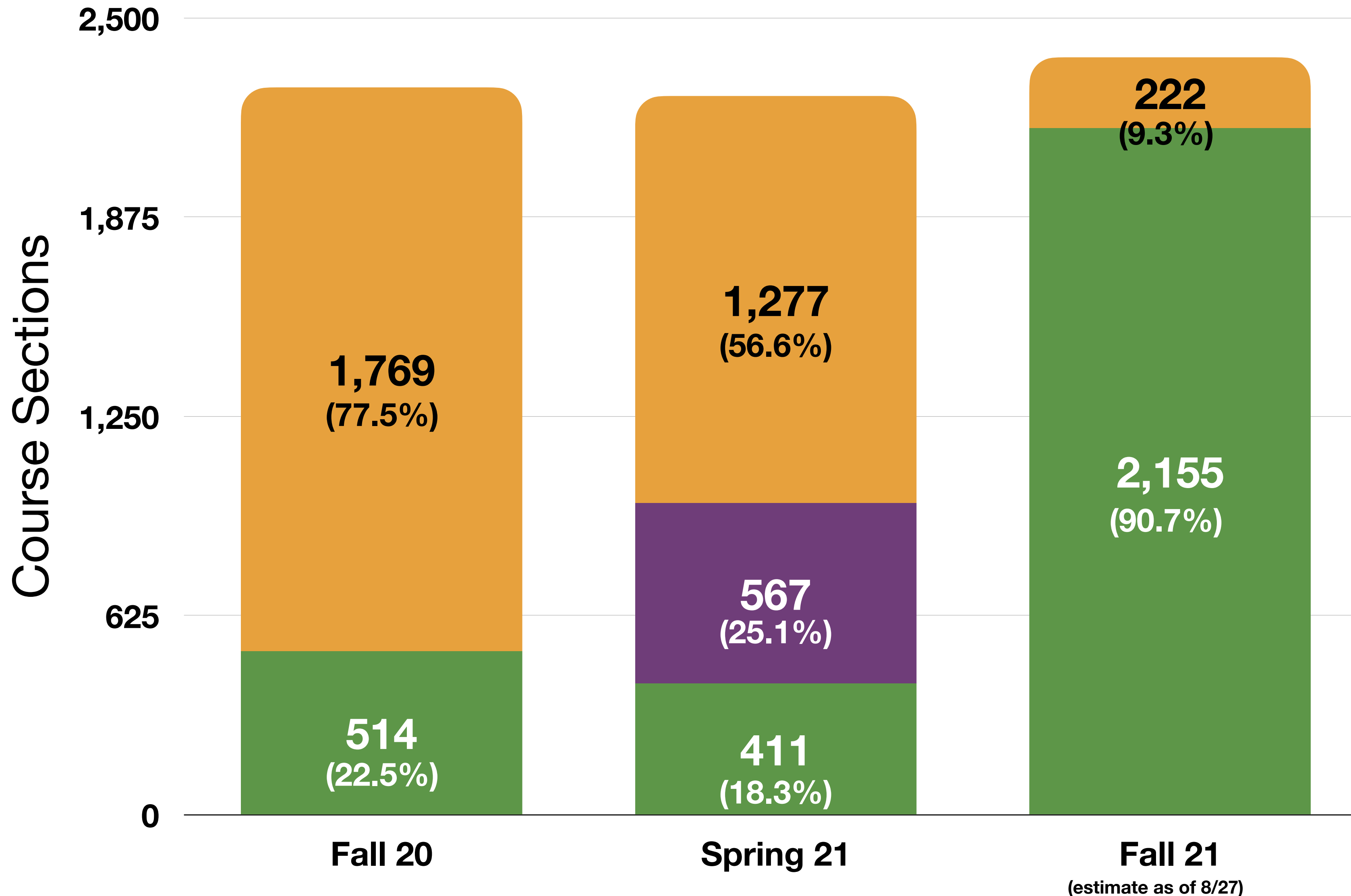
**Fall Semester**

**Strategic Priorities for 2021-2022**

**Searches to Fill Administrative Positions**

# Fall 2021 - Modes of Instruction

■ In-Person ■ HyFlex ■ On-Line



## Return to Pre-COVID Operations

- F2F is primary mode of instruction (>90% of course sections)
- Increase classroom capacity to pre-COVID capacity
- Leverage technology to support learning

\*Due to small numbers, Hybrid and other course modalities are not shown

## Student Success Outcomes

- Retention & Graduation Rates
- Licensure Exam Pass Rates
- Distance Education
- Degree Production

## Operational Efficiency

- **Academic Program Prioritization**
- Internal Controls & Accountability
- Customer Service

## Faculty Excellence

- Recruitment, Development & Retention
- Teaching & Research Facilities

# Academic Program Prioritization Initiative

## Degree Offerings by College/School

School/College	Bachelor's	Master's	Doctoral	Professional
College of Social Sciences, Arts, and Humanities	13	3	0	0
College of Science and Technology	7	4	1	0
College of Education	4	4	1	0
College of Agricultural and Food Sciences	4	1	1	0
College of Law	0	0	0	1
College of Pharmacy and Pharmaceutical Sciences	1	2	2	1
School of the Environment	2	1	1	0
FAMU/FSU College of Engineering	7	7	6	0
School of Allied Health Sciences	4	2	0	1
School of Architecture and Engineering Technology	4	2	0	0
School of Business and Industry	4	2	0	0
School of Journalism and Graphic Communication	3	0	0	0
School of Nursing	1	1	0	0
<b>Total Degree Program Offerings</b>	<b>54</b>	<b>29</b>	<b>12</b>	<b>3</b>

## New Programs for Consideration in 2021-2021

- Biology (PhD)
- Construction and Engineering Technology (MS)
- Data Science (MS)
- Education Innovation (B)
- Materials Science and Engineering (MS, PhD)

## Priorities

- Strengthen academic programs
- Increase degree production in Programs of Strategic Emphasis (PBF metric)
- Optimize operational efficiencies
- Identify opportunities for program investment/divestment

## Key Strategies

### Phase I (Completed June 30, 2021)

- Develop a model and conduct a comprehensive assessment of academic program offerings against workforce needs, demand, productivity and institutional priorities

### Phase II (December 30, 2021 Completion)

- Develop ranked list of programs based on evaluation methodology
- Evaluate resource allocation trends and needs across the academic enterprise

### Phase III (June 30, 2022 Completion)

- Finalize decisions on enhancement of resource allocations with priorities
  - Incorporate tools developed by external partner (HelioCampus)

## Overview of Model

Areas of Focus	Metric Categories
Demand and Satisfaction	Workforce Supply and Demand
	Student Satisfaction
Academic Program Performance and Competitiveness	Academic Program Productivity and Effectiveness
	Research Productivity
	University Advancement Initiatives, Fundraising, and Alumni Giving
	Program Financial Viability
	Competitive Landscape
Mission Critical and SUS Program Alignment	Post-Graduation Outcomes
	BOG Areas of Strategic Emphasis
	BOG Low Productivity
	Mission Critical

### Analysis

- >20 metrics
- Weighting factor can be selected for each metric
- Current effort is focused on:
  - Acquiring additional/refined data (e.g. salaries of graduates)
  - Engaging deans and academic programs
  - Finalizing the relative weighting factors

## HelioCampus - Academic Performance Management Initiative

Counter budget deficits, identify efficiencies and optimize faculty assignments and non-teaching activities.

### QUESTIONS

- **Contribution Margin Analysis:** Which courses, programs, and departments are being taught at positive or negative contribution margins? What are the trends over time?
- **Student Credit Hours and Enrollment Trends:** Which academic departments have increasing or declining student credit hours and courses taught?
- **Instructor Capacity:** How do I optimize my faculty teaching assignments and manage my non-teaching expenses?
- **Course Demand and Efficiency:** Does our course schedule align to projected demand for various departments? What is the fill rate in each course and is there an opportunity to reduce the number of sections taught?

### OUTCOMES

- Understand margin profile of programs and manage portfolio
- Identify opportunities to redeploy faculty and reduce admin time
- Drive course scheduling efficiencies and forecast demand
- Manage your instructor activity and teaching assignments
- Understand potential levers to impact the department's budget





## Positions

- Director, Meek-Eaton Black Archives**
- Dean, FAMU-FSU College of Engineering**
- Associate Provost/Dean, School of Graduate Studies and Research**
- Dean, School of Journalism and Graphic Communication**

# Questions?



## FLORIDA A&M UNIVERSITY

Founded in 1887 as the State Normal College for Colored Students, Florida Agricultural and Mechanical University (FAMU) is the only historically state supported educational facility for African Americans in Florida. It has always been co-educational. In 1890, the second Morrill Act was passed. This enabled the school to become the Black Land Grant College for the State of Florida. west of its original location