

Florida A&M

University

**5 YEAR
STRATEGIC PLAN**

1998-1999 through 2003-2004

OCTOBER 14, 1998

UPA

Florida A&M
Planning & Analysis
Lee Hall • Rm. 303

THE STRATEGIC PLANNING PROCESS (SPP) AT THE FLORIDA A&M UNIVERSITY (FAMU)

The FAMU strategic plan is a dynamic instrument that projects aspirations for excellence and quality in the realization of the University's Mission and charts a course for materialization of the vision of the leadership of the University. The strategic planning process provides a framework within which the university community and its external supporters exercise their shared responsibility for shaping FAMU's future.

The strategic planning process at FAMU is a broad-based, campus-wide process coordinated out of the Office of the President by the staff of the Office of University Planning and Analysis. The staff of the Office of University Planning and Analysis organizes, facilitates, and connects planning activities among diverse institutional constituencies. The Director of University Planning and Analysis is a member of the President's Executive Council, the chief policy-making and ultimate planning body of the institution. The President's Executive Council serves as the chief review body for all institutional plans, policies, and procedures, advising the President on matters that have significance for the whole university.

The President of the University provides leadership for the entire strategic planning process. The President, in consultation with his Executive Council, defines the purpose and parameters of the planning process and enlists the support and participation of the entire university community. The Executive Council is the steering committee of the SPP.

Phases and Timelines of the Strategic Plan

The environmental scan phase of the planning process involved information-gathering and analyses covering the following:

- Analysis and revision of FAMU's Mission Statement focusing on institutional culture, values, goals, and expectations;
- Analysis of the external environment and those opportunities and threats it holds for the future of the University; and,
- Analysis of the internal institutional environment with a focus on FAMU's special strengths as well as its weaknesses.

The second phase of the planning process involved the development of the draft strategic plan. The draft was distributed to the President's Council and Participants in the President's Annual Executive Council Retreat for review, comment, input, and advice. The retreat participants were major academic and administrative officers, faculty senate representatives, and student representatives. This body served as a Comprehensive Strategic Planning Group (CSPG). As a result of feedback from the CSPG, the document was revised for another round of review by the President's Executive Council, faculty and staff, and external constituent groups. From the feedback, a complete institutional strategic plan was developed.

The implementation phase of the strategic planning process involves the transformation of the adopted institutional plan into a plan of action with roles and responsibilities distributed throughout the university. The Office of University Planning and Analysis is charged with the responsibility of monitoring and evaluating the institutional Strategic Plan. The Strategic Plan document is distributed to all Divisions/Units of the University. The goals, strategic directions, and objectives of the strategic plan provide the basis upon which all the Divisions/Units of the university identify elements of programs for the year, establish annual priorities, and implement their activities. Annually all Divisions/Units are required to complete implementation/monitoring forms to identify programs and activities supporting the plan for the current year, modify existing objectives, propose any new objectives, and make a self-assessment of the objectives implemented in the previous year. Completed forms and plan implementation reports are submitted to the Office of University Planning and Analysis in August of each year. On the basis of the information gathered from the various Divisions/Units, the University Planning and Analysis Department issues an annual implementation outline and status report to the President's Executive Council for review in September of each year. A final status report and the current year's implementation outline document is issued and distributed to all University Divisions/Units after the Executive Council review.

A brief outline of the steps and time lines for the current strategic planning process is produced below:

August 1997

- At the annual Executive Council Planning Retreat, leading into the fifth and final year of the strategic plan adopted for the period July 1, 1993 to June 30, 1998, the president shared his views on the strategic planning purposes and processes with members of the university community. He issued the formal call to refocus the university's energies on emerging issues and established the context and direction for a new strategic plan for the period 1998/99 through 2003/2004.

September 1997

- The Provost and the SACS Accreditation Planning Committee were charged with the task of reviewing and revising the University's Mission Statement which will guide the planning effort.
- A Mission Review Committee was established with diverse constituency.

February 1998

- The Faculty Senate reviewed and ratified the University's revised Mission Statement.
- The President and his Executive Council reviewed and reaffirmed the University's revised Mission Statement.

April 1998

- The Department of University Planning and Analysis conducted assessments of the University's capacity to respond to opportunities and challenges in its internal and

external environments. A pre-formatted diskette containing eight survey questions about strengths, weaknesses, opportunities, and threats (SWOT) were mailed to the members of the CSPG who were asked to identify and rank five SWOT items both internal and external to the university.

May 1998

- The president met with the staff of University Planning and Analysis to develop exploratory planning themes and planning assumptions for the New Strategic Plan.
- The Planning Assumptions document was circulated among the President's Executive Council members for their input and comments.
- The president met with the staff of University Planning and Analysis (UPA) to develop exploratory planning goals for the New Strategic Plan.
- The president asked the Executive Council Members to consult with their departments, faculty, and staff to develop goals for the Strategic Plan and provide written input on the exploratory goals and other factors that should be considered for the SPP.

June 1998

- University Planning and Analysis Staff collected and assembled the materials from the President, Executive Council Members, and various divisions of the university.
- The president met with the Executive Council to discuss the goals submitted. Thirteen broad university goals were developed and adopted by the President's Executive Council as the basis to construct the initial version of the draft plan.
- The President urged the Executive Council Members to consult with their departments, faculty, and staff to develop objectives under the university's thirteen broad goals.
- The UPA staff compiled the first draft of the strategic plan document. The draft was circulated among the President's Executive Council and the CSPG for review, input and comments.
- The president devoted the entire Executive Council Planning Retreat to the Strategic Plan. The initial draft was circulated among all retreat participants for their comments and input.
- Six panels from various divisions of the university were convened at the retreat site to offer their input to the plan.
 - ▶ Panel 1 (5 members) Directors of Essential Services serving students: Registrar; Financial Aid; Admissions; Student Accounts; and Student Activities.
 - ▶ Panel 2 (4 members) Undergraduate Students and Student Government Association.

- ▶ Panel 3 (4 members) Graduate Students from selected departments.
- ▶ Panel 4 (4 members) Deans Council
- ▶ Panel 5 (4 members) Division Directors and Department Chairpersons
- ▶ Panel 6 (6 members) Faculty members selected from various departments.

July 1998

- The UPA Staff developed a second draft based on the input and discussions from the Executive Council Planning Retreat.
- The President's Executive Council reviewed, discussed, and refined the draft document.

August 1998

- The revised draft plan document was distributed throughout the university and to a selected alumni and FAMU Cluster members for review, comment, and advice.
- The president held open meetings with the entire faculty, some alumni, and FAMU Cluster members to receive input and comments.
- As a result of feedback, the plan document was revised for another round of review by the President's Executive Council.

September 1998

- The President's Executive Council reviewed, discussed, and refined the final draft. The Council then adopted the final strategic plan document.

Implementation/Monitoring Timelines

August Every Plan Year

- Completed Implementation/Monitoring Forms and Reports from All University Division/Units must be submitted to the Office of University Planning and Analysis.

September Every Plan Year

- The University Planning and Analysis Office must submit the current year implementation outline and status report to the President's Executive Council.
- The President's Executive Council will review the report and make the necessary adjustments to the Strategic Plan's implementation.
- A final status report and the current year's implementation outline will be issued and provided to All University Divisions/Units.

Florida A&M University's Mission

Guiding the strategic planning process is the University's mission statement. It sets the stage for planning, development, implementation, and evaluation of new programs of study, new research activities, and greater public service. It also provides strategies for directing the improvements in the delivery of existing educational programs, research, and public service activities.

The University Mission Statement

Florida Agricultural and Mechanical University (FAMU), an 1890 land grant University, was founded in 1887. FAMU is a comprehensive, pioneer public co-educational institution in the state that offers baccalaureate, professional, master's, and doctoral degree programs. It is devoted to the discovery, dissemination, enhancement, refinement, and preservation of knowledge. The University encourages and supports innovative teaching and promotes research and scholarship enhanced by evolving technology, including distance learning. FAMU also provides service through its cooperative extension, technology transfer, and public service programs to ever-broadening local, state, regional, national, and international constituencies.

Florida Agricultural and Mechanical University will continue its mission of meeting the educational needs of African Americans and other ethnic minorities, while maintaining its leadership in racial desegregation, equal access, affirmative action, and cultural diversity. At the same time the University seeks students from all racial, ethnic, religious and national groups, without regard to age, sex, or disability, who have the potential to benefit from a sound education. The University provides for all an atmosphere where excellent teaching and life-long learning are hallmarks.

As a world-class University, FAMU recruits and attracts students, faculty, and staff who are competitive with the very best, and it emphasizes the educational importance of diversity in campus life, including intramural and intercollegiate athletics. The University promotes stimulative, reflective, critical, and analytical thinking that creates and applies scientific and technological knowledge to a broad range of societal problems. It is noted for its creative, caring educators and staff who produce outstanding teachers, communicators, artists, economists, business executives, architects, health care professionals, and engineers, along with social, mathematical, behavioral, physical, biological, and food and agricultural scientists. FAMU is also noted for the number of its graduates who earn higher degrees in the above academic fields, including medicine and law.

In medicine and law, FAMU reaffirms its historical responsibilities to its students to provide important opportunities for service to the diverse communities in Florida, the nation, and the world. FAMU strives to set, to maintain, and to reward high standards for faculty, staff, and students through continual evolution in pedagogy, curricula, research, and public service demands.

Through its expanding array of academic programs, the University provides solutions for urban and rural problems, environmental concerns, and the revitalization of traditionally neglected communities and segments of society.

The University, a prudent steward of public and private resources, is conscious of the need to maintain and to improve quality while containing costs.

Florida Agricultural and Mechanical University's mission raises the expectations of its constituencies as it continues to serve as a beacon of hope and a catalyst for change. Its role is to promote the development of educators, researchers, and other world-class leaders who are sensitive to the needs of all people.

ENVIRONMENTAL SCAN AND PLANNING ASSUMPTIONS

Strategic planning must include an assessment of the organization's environment because no organization operates in a vacuum. The very definition of strategic planning stresses the importance of focusing on the future within the context of an ever-changing environment-- the myriad of political, economic, social, technological, demographic, and legal forces that change our world daily. The SWOT technique, a simple and effective vehicle for collecting this information, helps focus the process by breaking it down into four broad categories:

- S** - What are the University's internal Strengths?
- W** - What are the University's internal Weaknesses?
- O** - What external Opportunities might move the University forward?
- T** - What external Threats might hold the University back?

As part of the strategic planning process, the Florida A&M University assessed its external and internal environments. Data were collected from a variety of sources. The views of administrators, faculty, staff, students, alumni, employers, and educational and community leaders were gathered. The University's Self-study reports for the Southern Association of Colleges and School (SACS) accreditation visit, along with a wide range of professional literature, were consulted to help draft an environmental assessment. Below is a summary of findings and implications of the environmental challenges most relevant for building a broad planning perspective.

External Environment

The external environmental assessment included demographic, economic, political, technological, partnerships, global trends and forecasts.

Demographics

Key demographic trends that pose both opportunities and threats for the Florida A&M University are summarized in this section. According to the United States Census Bureau:

- Florida had a population of 14.2 million people in 1995. By 2000, it is projected to be the 4th most populous state with 15.2 million people. By 2025, it is projected to be the 3rd most populous with 20.7 million people. From 1995 to 2000, the state would have a net increase of 1.1 million people, which would rank as the 2nd largest net gain in the nation.
- Florida is expected to gain 1.9 million people through international migration between 1995 and 2025, placing it 3rd largest among the net international migration gains among the 50 states and District of Columbia.
- Florida is projected to rank 1st largest among the 50 states and District of Columbia in the number of persons gained through net internal migration between 1995 and 2025, gaining 3.9 million persons.
- The percentage of Florida's population classified as youth (under 20 years old) is projected to decrease from 26.1 percent in 1995 to 21.4 percent in 2025.
- The proportion of Florida's population classified as elderly is expected to increase from 18.6 percent in 1995 to 26.3 percent in 2025.
- By 2025, non-Hispanic Whites would comprise 58.9 percent of Florida's population, down from 70.7 percent in 1995. Non-Hispanic African Americans would comprise 14.8 percent of the state population in 2025, up from 13.9 percent in 1995. Non-Hispanic American Indians, Eskimos, and Aleut comprised 0.3 percent of the 1995 state population and would comprise 0.2 percent of the 2025 state population. Non-Hispanic Asians and Pacific Islanders would increase from 1.4 percent of the 1995 state population to 2.2 percent of the 2025 state population. Persons of Hispanic origin, who may be of any race, are projected to increase from 13.8 percent of the 1995 state population to 23.9 percent of the 2025 state population.

The demographics generally suggest ample demand for higher education. The traditional college age population will continue to grow and will become more diverse across several dimensions. The increasing diversity of Florida's population will need to be considered in the structuring of academic programs, courses, non-academic activities, and student and employee recruitment. FAMU recognizes that diversity is an essential element of competitive strength and organizational success.

The increase in the proportion of the elderly will potentially increase the demand for public support for services aimed at the elderly population which may compete with investment in education. However, there also appears to be a trend toward continued learning among the aging population for career and vocational interests. Lifelong learning is an emerging market theme among colleges and universities. The typical student will no longer be the 18-year-old high school graduate embarking on four-years of full-time study. Non-traditional students, i.e., those who do not go to college directly after high school, who attend college part-time, who "stop-out," or who are over 25 years of age will continue to grow.

Economic Forces

Since 1980, Florida's economy has grown at an average annual rate of more than four percent, outpacing the overall U.S. rate of three percent. The rapid growth in global markets has marked Florida's evolution from an economy based primarily on agriculture, tourism, and retirement-living to that of a thriving, urban economy supporting a prosperous mix of international and domestic industrial and commercial trade. Florida's economic base continues to grow. In recent decades, this growth has been significantly influenced by increased diversification of the economic base in manufacturing and services, national defense-related expenditures, ever-growing numbers of residents and tourists, and growth in domestic and international trade. Florida's economy will remain robust and sound in the immediate future.

Strong economic growth is an indication that additional revenues may be available for public education, though taxpayers are not likely to support any tax increases. Strong economic performance in the private sector also increases the likelihood of private support. This public and private support will depend, in part, on how well the University serves its immediate community and the state of Florida.

The service industry's increased domination of Florida's economic market means that workers will need high-level communication skills, well-grounded analytical abilities, and a broad understanding of how elements interrelate within organizations. Thus, demand for knowledgeable workers will continue to grow. Employees will require continuous skill development throughout their careers, not only to keep pace with the changing work environment and but also to ensure professional mobility. These same economic conditions will cause students to emphasize vocational concerns. They want not only a quality education, but also a quality education that will help them to acquire a good job. Hence, the University's curricula and research must be responsive to the changes in the mix of labor force skills and technology necessary to meet the needs of the economy.

Political Climate

The major political factors that may impact Florida A&M University's strategic plan are:

- Tighter funding environment and intensified competition among traditional competitors. Both federal and state funding for higher education are uncertain and potentially volatile. The intensifying competition for funds among federal and state programs amidst a growing political sentiment for governmental fiscal restraint may result in a decrease in federal and state financial support for higher education over the next decade. The share of educational and general (E & G) revenues received by higher education from state governments is declining. Higher education institutions will increasingly be forced to generate their own revenues. Public colleges and universities will place a growing reliance on revenues from tuition and fee charges to students and private sources for E & G revenues.

The University must, therefore, implement improvements in efficiency and become more responsive to its customers/clients in order to obtain funding for new initiatives. It must also establish a stronger relationship with the Florida Legislature and federal agencies. Better and

more productive relationship will be established with the Florida Legislative Black Caucus who will increase their commitment to assuring that FAMU gets its fair share of state appropriations.

- Increasing demand for accountability. Accountability has become a major political issue as higher education is forced to respond to increasing external controls. Governments seek assurances of quality, relevance and efficiency before committing limited funds to public universities. There is growing demand for greater accountability from institutions of higher education. In some cases, this has resulted in performance-based resource allocation, in which funds are awarded on the basis of measured quality, relevance, and quantity of teaching and research. In other cases, demand for accountability has resulted in a significant increase in dependence on tuition and other institutionally-generated funds.
- Increasing pressure on universities to contribute to economic development and to help solve problems of society. Universities are expected to contribute to economic development and to the solution of public policy problems. In order to gain a stronger position in a competitive market, FAMU must effectively integrate activities that will have a positive impact on society with those activities focused on achieving its traditional mission of creation and dissemination of knowledge. The University will establish economic development programs with the black community in various urban areas throughout the state of Florida.

Proposed Classification for the State University System

The Chancellor's proposal to separate Florida's universities into a new tier system poses opportunity, as well as threat, for FAMU's development. Under the Chancellor's proposal the universities in the Florida State University System (SUS) will be grouped into three tiers:

- **Research I institutions** will include Florida State University, University of Florida, and University of South Florida.
- **Research II institutions** will include Florida International University, Florida Atlantic University, and the University of Central Florida.
- **Comprehensive Universities** will include Florida A&M University, University of North Florida, University of West Florida, and Florida Gulf Coast University.

Undergraduate enrollment will be capped at the Research Institutions, while expanding graduate programs and research efforts. Comprehensive universities will continue the growth in undergraduate education, while adding a limited number of doctoral programs.

The impact of the new tier system on FAMU will depend on how well the program is implemented. On one hand, it can help FAMU grow both in undergraduate and graduate education. It can help FAMU speed up its goals of rising to a doctoral II level institution. On the other hand, some have argued that placing the University in the bottom tier stigmatizes FAMU and tarnishes the reputation of a University which was recently selected as the College of the Year by *Time Magazine/Princeton Review College Guide*. Some also fear that the comprehensive label may be used as a device to constrain FAMU's growth.

Technological Changes

Rapid advances in information-related technology will have profound impact on the workplace, the delivery of educational services, research capabilities and opportunities, and leisure-time activities. Technology has the potential to remove the barriers of space and time in the delivery of educational programs. It offers opportunities to improve productivity, expand the “campus” through distance learning, and redefine libraries. Information technology will also increase competition from, and enhance opportunities for collaboration between, institutions including the corporate community. The impact of technology on the changing needs for work skills means that graduates must continuously adapt through life-long learning.

While FAMU’s technology initiative has ensured that faculty, staff, and students are not left on the sidelines, the implications of this technological revolution to deliver educational services in new ways have just begun to be explored. Electronic classrooms that mix computers with audio-visual technology, and contain work stations instead of desks; first-rate libraries that contain no printed materials; and nationwide distance-degree programs that can reach millions of households will evolve and mature in the next few years. This could be a threat if FAMU is caught unprepared. Inadequate technological resources may serve as a threat to the viability and competitiveness of the University, particularly, in its ability to recruit and retain scholarly students and faculty. It may also impede the university’s ability to provide efficient services to its various constituents in a nation that is communicating increasingly through advanced technology. The University must, therefore, continue to develop specific planning efforts directed toward technology development. A major issue facing Florida A&M University is its ability to continually invest in state-of-the-art equipment and appropriate infrastructure in order to exploit the advantages of technology.

Research

Competition for research funding will increase. Faculty and staff involved in research are facing a rapidly changing climate in public attitudes and policies toward research priorities and funding. Changing needs, opportunities, and constraints require a dynamic plan for setting priorities to meet emerging University objectives and societal needs. State funding for academic research will increasingly be used as a tool for economic development.

The University must identify and tap newly-emerging sources of funding for research and development, including University-business partnerships. It should also improve its ability to communicate the results and importance of its research to the general public. University faculty will work to become more competitive in the mainstream-funding arena. Research dollars will increase as the number of faculty involved in research increases.

Partnerships with Industry/Alumni

In today’s period of constrained resources, the University must initiate creative fund-raising efforts to supplement current sources of funds (e.g., corporate partnerships, technology transfer, private donations, etc.) Florida A&M University must evolve a common University-wide strategy for developing partnerships with industry and alumni and ensure that the strategy is understood and supported across the entire campus.

FAMU will become a center for Corporate America to seek qualified graduates and professionals. Alumni will grow stronger and will be more supportive of the University. Alumni and friends of the University will give larger gifts and greater numbers of supporters will participate in the planned giving program. By building a better and more sustained relationship with corporate America through its industry cluster and its alumni, the University will increase donations from these sources over the next ten (10) years. The University has an opportunity to increase significantly external fund raising and alumni giving. Both areas show clear potential for growth. FAMU's long-term ability to increase donations is tied directly to its prestige as indicated by the success of its graduates, the competitiveness of its academic programs, and its perceived value.

Location

FAMU's geographic location offers both opportunity and threat. Its location in the sunshine state offers tremendous opportunity to attract students from diverse backgrounds. Florida has a great range and variety of natural, human, and biological diversity to research, to incorporate into curricula, and to enrich campus life. It is an attractive state for a variety of reasons, including living conditions, recreational activities, and economic health. Furthermore, Florida's net in-migration continues at record rates and the University needs to be ready to accommodate the academic needs of this population.

On the other hand, the University's location puts it in direct competition with a number of institutions that are attractive to many students and faculty. FAMU must, therefore, build on its unique characteristics if it is to compete effectively for the best students and faculty.

Global Linkages

Telecommunications and the emerging international economic interdependence will increase pressure for globalization of education and research. A University is no longer limited by geography; its boundaries are global. The University exists in a global arena, and its perspectives and academic programs must reflect this context. It is imperative that academic leaders understand the importance of global education.

The University's international programs have demonstrated their significance. Collaborative research activities are conducted mainly with African countries in the agricultural research area. The University also shares a strong collaborative research program in the Caribbean. More recently, the University received subcontract from the John Hopkins University to assist in providing health education to citizens in Central and Western African countries.

FAMU must build from its core strength of being a distinctive regional and nationally prominent University to a premier international institution by expanding its international activities and perspectives. International education, including study abroad, student and faculty exchange, and cooperative research in social, scientific, commercial, cultural, and educational avenues must become essential components of FAMU's educational curricula.

Universities will become more attractive to federal agencies as international training and visitor sites. FAMU will become an international training and visitor center for federal agencies (e.g., USIA, USAID, etc.). There will be an increased need for durable and sustainable international partnerships. There will be increased coordination of University-wide international efforts.

Internal Environment

In addition to the external opportunities and threats discussed, information was gathered on FAMU's internal strengths and weaknesses. The information summarized in this section was based on our survey of the various university constituents and on the University's Self-Study for SACS accreditation report. Responses about university's strengths and weaknesses that were cited by a significant percentage of the university constituents are included.

Prestige and Reputation of the University

The Florida A&M University has regional and national reputation for excellence. It is the oldest co-educational institution in the Florida State University System. It is currently number one in the nation in the recruitment of National Achievement Scholars; number one in the nation in the graduation of African-Americans at the undergraduate level; and number one in the production of African-American teachers. The University was named the 1997-98 College of the Year by *Time Magazine/Princeton Review College Guide*. These achievements, together with great tradition, excellent academic programs, outstanding and dedicated faculty and administration, and strong and supportive alumni make FAMU a leader among the Historically Black Colleges and Universities (HBCU's). The University must strive hard to protect and maintain its prestige and reputation.

Strong Presidential Leadership

One major asset of the University identified by the majority of administrators, faculty, staff, students, alumni, employers, and educational and community leaders who provided input to the plan is the leadership qualities and ideas of the current FAMU President Dr. Frederick S. Humphries. The leadership's conceptualization of a vision that espouses excellence; the translation of that vision into an energized educational enterprise; and the successful and skillful marketing it to achieve the University's mission have been monumental. The leadership's creative skills, drive, and commitment to FAMU and the African-American community will continue to bring the resources that are necessary to raise the University to a world-class institution.

Faculty and Staff

The University's greatest asset is its faculty and staff. The Florida A&M University is fortunate to have strong and dedicated faculty and staff. Many faculty members are committed to scholarship as it pertains to teaching and research. In the Fall of 1997 FAMU's workforce comprises 541 full-time instructional faculty and 1,578 other employees. Fifty-one percent (51%) of the total employees are females and 49% are males. Of the 541 instructional faculty:

- 75.2% are tenure-track faculty;
- 43.6% are tenured;
- 29.4% hold the rank of Professor;
- 28.7% hold the rank of Associate Professor;
- 33.4% hold the rank of Assistant Professor; and
- 8.5% hold the rank of Instructor.

Tenure track positions and the number of instructional faculty are projected to grow as the University continues to develop additional programs particularly at the graduate level. All new regular full-time faculty will have Ph.D. degrees except in those disciplines where the Ph.D. is not a terminal degree. The growth of other employees will be tied to program expansion and other educational initiatives.

The University must ensure that the faculty and staff recognize the need for excellence in teaching and research and have the flexibility to adapt to the changing needs of students. It is necessary to recruit and retain faculty members who are both accomplished professionals and who are committed to the mission and goals of the University.

Student Enrollment

The Florida A&M University has maintained a relatively strong and good quality student body in the face of increased competition. Consistent with trends across the nation, FAMU enrolls more female than male students. Of the total enrollment of 10,998 for Fall 1997, 58% are females, and 42% are males. FAMU's racial and ethnic diversity reflects tradition as a Historically Black College. Of the total Fall 1997 enrollment:

- 90.2% are African-Americans;
- 6.5% are whites;
- about 1% are Hispanics;
- nearly 1% are Asians;
- 1.3% are Non-resident Aliens; and,
- less than 1% are American-Indians.

The number of students applying to attend FAMU has increased from 4,056 in 1987 to 7,211 in the Fall of 1997. According to the Fall 1997 admission data, 2,372 or 55.5% out of the 4,277 admitted students actually enrolled.

Students are also entering FAMU with higher GPA and test scores. The average GPA for all enrolled First-Time-In-College (FTIC) students has increased from 2.85 in 1990 to 3.15 in the Fall 1997. For SAT test scores, the average for all enrolled FTIC students has increased from 884 in 1990 to 1047 in 1997. Corresponding figures for Enhanced ACT are 19 in 1990 and 21 in 1997. In the Fall 1997 FAMU was ranked number one in the recruitment of National Achievement Scholars.

Graduate programs contribute greatly to FAMU's distinctive reputation. Unlike the undergraduate growth, however, enrollment in graduate programs has only been modest. A total of 329 graduate students were enrolled at FAMU during the Fall 1990. This number increased to 731 in the Fall 1997. Growth in graduate programs has been highly selective and has been related to the

development of new graduate degree programs and the availability of support for graduate students. As of Fall 1997, FAMU offered 31 Master's and 8 Doctoral degree programs. Six of the Doctoral degree programs were joint programs with other universities in the State of Florida.

The implications of these admission and enrollment trends for the University are that:

- Demand for both FAMU's undergraduate and graduate programs has increased significantly in recent years, however, the "show-up" rate for admitted students needs improvement.
- The University needs to continue to improve and maintain its policy of racial and ethnic diversification.
- The student body (including freshmen and FTIC students) will continue to improve in quality in both GPA and SAT/ACT test scores.
- More scholarship dollars will be required to meet the demand for an increasing number of quality FTIC students.
- The University will have to build more housing units in order to accommodate the anticipated growth of students, particularly at the freshman level.
- The University needs to speed up the growth of graduate programs and enrollments through strategic research initiatives and increased support for graduate students in order to remain competitive with other institutions.
- The University will have to compete aggressively with other institutions within the state and those outside the state to attract and retain a student body of the quality, size, and distribution it desires.

Relationship with Community Colleges

Enrollment growth is possible and beneficial to FAMU. Community colleges could be a major source for FAMU to expand its enrollment. Currently the University enrolls about 250 new Junior College transfer students a year. Out of this number, 150 students enroll with the Associates of Arts (AA) and Associates of Science (AS) degrees. The University needs to develop a stronger relationship with community colleges which will lead to in-house transfer of community college students.

Good Quality Academic Programs

Florida A&M has programs that are perceived nationally as strong and outstanding. Three major programs stand out nationally as excellent. These include pharmacy and pharmaceutical sciences, business and industry, and engineering. Maintaining these quality programs, improving and raising the status of other programs to national prominence, as well as the developing and implementing new degree programs in areas where minorities, especially African-Americans, are generally under-represented will be one of the major challenges for the University during the plan period and beyond.

Space and Facilities

According to the SACS self-study report, the physical plant of FAMU is impressive in growth, lack of indebtedness, and value. In replacement value alone, FAMU is worth \$411,386,862 compared to

the average of \$240,598,694 for a selected peer list of Carnegie Code 14 Public Doctoral institutions. Even so, there is the problem of adequate office space, particularly for faculty, some administrative staff, and graduate students, as well lack of space for teaching laboratories.

That same SACS self-study report states that “the Florida A&M University Library is undersized, and lacking in its holding of bound volumes, serials, and government documents for an institution of its size and importance.”

Improving and maintaining the conditions of the existing facilities and developing additional space and facilities needed to accommodate anticipated growth is critical if the university is to fulfil its mission.

Administration

A major internal weakness, according to the people surveyed, relates to administration. It appears from the survey that the University currently does not have organizational structures and processes that allows it to enhance efficiency and effectiveness, build a greater sense of community, and effectively adapt to changing conditions. This often leads to slow responses in resolving pressing issues and problems which negatively impact the University. The University needs a review of institutional structures, policies, and procedures to ensure that they encourage cooperation, a sense of collegiality, and achievement of common university goals, as well as minimize duplication and diffusion of effort across campus.

Human Resource Management and Professional Development

Another internal weakness identified is the lack of formal and systematic management training for university employees. Administrators, managers, and supervisors usually do not receive any special training before assuming their positions. No university can aspire to excellence without a high-quality cadre of staff members. It is important for the University to develop, offer, and improve university-wide orientation and training programs for faculty and staff members. FAMU must also build a sense of community by providing more opportunities for professional development and interaction among university employees.

Internal Communication

Many respondents also identified the lack of effective communication among and between various units of the university as a major internal weakness that needs to be addressed. Whether the task is to improve recruitment efforts, build alumni enthusiasm, or increase the overall knowledge of decision makers, effective communication is critical to the University. Effective communication will increase awareness, understanding, and support of FAMU’s vision, mission and accomplishments. FAMU must broaden existing communication channels and create new ones to provide all members of the University community with information they want and need about the operations of the institution and how it affects them.

Goals and Objectives for the Five-Year Strategic Plan

Goal 1 Access to the University

To expand access to university programs and improve upon the retention and progression of students.

Strategic Directions

- ▶ Develop and implement effective recruitment and marketing programs.
- ▶ Strengthen the mechanisms for recruiting non-traditional students.
- ▶ Improve retention and graduation outcomes.

Objectives

- 1.1 To systematically strengthen the coordination and effectiveness in the areas of recruitment, admission, enrollment.
- 1.2 To increase the general student population to 15,000 by the Year 2000.
- 1.3 To develop an effective network for the recruitment of high school graduates within the five National Alumni Association regions.
- 1.4 To increase the diversity of the undergraduate and graduate student body through aggressive recruitment and retention programs.
- 1.5 To maintain a leadership position in the recruitment of academically talented students.
- 1.6 To increase the “show rate” of admitted freshmen.
- 1.7 To increase the number of community colleges entering into an articulation agreement with Florida A&M University.
- 1.8 To strengthen the Freshman Year Experience by providing a comprehensive and quality Freshman Year Program that will improve student performance.
- 1.9 To expand the number of upper degree programs that can be offered at a community college campus.

Goal 2 Quality of Student Life

To expand and enhance exemplary support programs that facilitate adjustment to college life, improve quality of life, and promote outstanding values.

Strategic Directions

- ▶ Strengthen all aspects of campus activity that impact on student transition to the university.
- ▶ Create innovative mechanisms for exposure of students to experiences that provide social and leadership development.
- ▶ Establish specific mechanisms in important junctures in university processes and activities that focus on matters of ethics and values and resulting consequences related to loss and gain.

Objectives

- 2.1 To provide more interactive academic advisement processes involving students, faculty, advisors, and academic administrators in activities designed to promote the academic success of students.
- 2.2 To establish a course which focuses on values, ethics, addiction, conflict management, and sound decision making skills.
- 2.3 To establish a course that provides survival skills to freshmen students.
- 2.4 To develop a health education and wellness program which strengthens support systems for students in crisis.
- 2.5 To provide expanded non-varsity fitness and aerobics programs to FAMU students. Additionally, to provide enhanced non-varsity, intramural programs for male and female students.
- 2.6 To provide a broader array of services for minority, disabled, and international students.
- 2.7 To review and revise the non-academic student code of conduct.
- 2.8 To create an environment in which intellectual and personal growth is maximized and is not hindered by concern for individual safety.
- 2.9 To provide a fully operational review of campus law enforcement by external consultants and obtain state accreditation for the law enforcement department.

- 2.10 To address the requirements for technology and facilities conducive to improving the quality of student life, enhancing the capabilities of staff and administrators in the area of student services.
- 2.11 To implement a comprehensive ongoing student survey and assessment project.
- 2.12 To enhance student cultural and social life through lecture series, concerts, and other activities and events.
- 2.13 To strengthen the Library as a shared center of intellectual activity for students.
- 2.14 To expand access to all library resources and to preserve library collections.

Goal 3 Academic Improvement

To provide distinctive quality undergraduate and graduate educational experiences based on challenging academic standards and exposure to new technologies.

Strategic Directions

- ▶ Provide innovative classroom instruction that make use of current technological methods and state-of-the-art technological environment.
- ▶ Prepare undergraduate students for life-long learning that include research opportunities in all areas that lead to productive employment in positions of leadership.
- ▶ Provide a stimulating intellectual environment and the appropriate practical, professional, and research training for graduate students.

Objectives

- 3.1 To enhance educational programs through distance learning.
 - a. Develop and implement Distance Learning Programs.
 - b. Develop web-based courses and utilize video conferencing, and satellite uplinking and downlinking.
- 3.2 To develop programs that will encourage the use of technology in classroom, library, research, and laboratory settings.
- 3.3 To expand and enhance all academic programs.
- 3.4 To teach students to identify, locate, create, evaluate and use scholarly information resources.

- 3.5 To improve the availability of internships and employment opportunities for currently enrolled students and graduates.
- 3.6 To develop procedures for annual evaluation of academic programs to provide feedback for continual quality program improvement.
- 3.7 To develop university-wide exit interview procedures for students graduating or leaving the university to be used by all departments and/or programs and use the results from these interviews for program improvement.
- 3.8 To provide for the growth of laboratory safety services needed to match the growth in research and teaching laboratories at the University and to address the expected increased regulatory requirements in the science laboratory.
- 3.9 To improve the effectiveness and quality of the tutorial program designed to upgrade CLAST and test-tasking skills.
- 3.10 To identify and support high priority graduate programs and increase the number of doctoral programs to at least 10 over the next 5 years.
- 3.11 To increase the range and quality of undergraduate and graduate programs by securing the necessary financial support for the recruitment of competent students and faculty, the development of an intellectual environment, and a competitive research infrastructure.
- 3.12 To increase the number of faculty and students who apply for support for international academic experiences through the Fulbright Scholars' Program.
- 3.13 To develop student outcome goals and objectives with specific assessment measures for each graduate academic program and use the results of these assessments to improve graduate education.
- 3.14 To expand and enhance the course offerings of the Evening and Weekend College (EWC) by involving all schools and colleges as participants in the EWC program.

Goal 4 Accountability Process

To develop and implement activities in compliance with accountability goals and measures established by the Florida Legislature and the Board of Regents.

Strategic Directions

- ▶ Institute measures that will be more responsive to State of Florida needs and requirements.
- ▶ Ensure a broad understanding of and commitment to accountability throughout the university.

Objectives

- 4.1 To establish and implement activities that will meet the accountability requirements mandated by the Florida Legislature and the Board of Regents.
- 4.2 To promote a university-wide understanding of and commitment to accountability requirements and measures through lectures, seminars, and workshops.
- 4.3 To demonstrate strong fiscal accountability and integrity with internal and external affiliations.

Goal 5 Improvement of Administrative Process

To improve administrative processes and support services to ensure the achievement of timeliness, quality, effectiveness, and efficiency.

Strategic Directions

- ▶ Ensure a broad understanding and commitment to university policies and procedures.
- ▶ Develop and implement administrative structures and practices that encourage superior performance by all university employees.
- ▶ Actively promote the use of evaluative procedures and dissemination of results within the university community.

Objectives

- 5.1 To reorient and reorganize the administrative processes and support services to ensure superior performance, especially as they relate to:
 - a. early notification of financial aid awards to students,
 - b. polite, timely responses in the registrar, admissions, and financial aid offices,
 - c. prompt and courteous responses from Housing and Police Department,
 - d. warm and courteous reception to students living on campus.

- 5.2 To develop a state of the art student, faculty, and administrative information system which will make it possible for the electronic retrieval of management reports on faculty, students, and other pertinent university information.
- 5.3 To reorganize, strengthen, and improve the following units:
 - a. University Planning & Analysis area (data administration, institutional research and evaluation and assessment);
 - b. the Legal Counsel area;
 - c. Auxiliary Services area.
- 5.4 To acquire and install document imaging technology in the Admissions, Registration, Financial Aid, Personnel-Payroll, Accounts Payable, Purchasing, Sponsored Research, and other selected functions of University Operations.
- 5.5 To expand the collections capability of the University Controller's office.
- 5.6 To establish programs of service that facilitate the efficient delivery of personnel related programs designed to support and complement the administrative and managerial goals of the University.
- 5.7 To provide high quality accounting and fiscal services to the diverse and dynamic University Community with state of the art technology.
- 5.8 To ensure an explicit linkage between the budget process, the academic plan, and the information technology structure.
- 5.9 To increase the overall scope and capabilities of the existing risk/insurance management program to address the growing liability risk for a continuously growing university.

Goal 6 Communication within the University and with the Public

To establish and promote an environment that is conducive to an open exchange of ideas and information which will enhance the awareness and image of the University.

Strategic Directions

- ▶ Improve Campus Communication and develop a sense of University Community.
- ▶ Strengthen Communication between the university and the Florida Legislature.
- ▶ Establish university-wide outreach programs.

Objectives

- 6.1 To promote and enhance effective communication among administrators, faculty, staff and students through electronic media, live forums, newsletters, and other means of communication.
- 6.2 To develop and implement mechanisms to identify and address breakdowns in university communications and teamwork.
- 6.3 To improve the ability of University Administration, Faculty, and Staff to respond appropriately to clientele's inquiries.
- 6.4 To provide clear and concise university needs information to legislators and legislative staff and provide assistance to university personnel who have or may have items to be lobbied.
- 6.5 To reach out and interact with the communities that the university serves. Inform the general public about critical issues which impact social, economic, health, and political conditions statewide.
- 6.6 To highlight the university's land-grant status and educate the university community on the land-grant mission.

Goal 7 Training of Employees

To provide training opportunities for academic administrators, faculty and staff, dealing with such matters as leadership, personnel management, budgeting, conflict resolution, grievance procedures, the use of technology, and techniques of continuous improvement.

Strategic Directions

- ▶ Ensure that training and career development opportunities are provided for all employees.
- ▶ Enhance the quality of university's human resources by supporting and promoting the development of leadership and management capabilities of academic and administrative staff.
- ▶ Improve and enhance performance by providing training at all levels, especially as appropriate to deal with new and emerging technologies.

Objectives

- 7.1 To initiate and maintain programs to meet identified professional development needs of academic and administrative staff.
- 7.2 To support various university divisions to develop systematic and ongoing professional development programs for staff.
- 7.3 To provide the student, staff, faculty, and the university community with non-discrimination training which is computerized and interactive. The computerized system will provide a mandatory signature function for all employees for record keeping purposes.
- 7.4 To encourage senior level managers to work with personnel from the budget, purchasing, personnel offices, sponsored research, and the FAMU Foundation to develop and implement a comprehensive mandatory training program for all new managers, which must be completed prior to assuming full responsibility for newly appointed positions.
- 7.5 To establish a comprehensive Faculty Development Program that will provide general information about the University, educational and technological training, and financial support for all new and current faculty members.
- 7.6 To establish a Faculty Development Program that will aid faculty in developing their classroom instruction skills.

Goal 8 Technology

To enhance the university's computing and technology resources to the levels needed for high-quality support of its administrative, instructional, and research efforts.

Strategic Directions

- ▶ Provide resources to support the implementation, integration, and maintenance of campus technology.
- ▶ Develop and maintain suitable instructional and information technology infrastructure to support high quality learning programs on and off campus.
- ▶ Enhance and optimize the use of technology in teaching and research and in administrative and support services.

Objectives

- 8.1 To put the campus in state-of-the-art level of operations in respect to Information Technology and information resources.
- 8.2 To install Satellite Uplink and other telecommunication technology application to develop and implement Distance Learning.
- 8.3 To improve the University Computer Center operations and activities to world class standards.
- 8.4 To establish and maintain a University-wide Technology Committee.
- 8.5 To provide sufficient human resources to ensure effective and efficient support for the implementation, integration, and maintenance of campus technology.
- 8.6 To utilize new technologies in the University Libraries for information access and delivery.
- 8.7 To provide infrastructure support for the development and maintenance of web-base courses.
- 8.8 To evaluate and maintain the functions of the Raiser's Edge software system as it pertains to implementation, updating, and purchasing of new and/or improved features for foundation activities.

Goal 9 Research

To encourage and support efforts of faculty and professional staff to conduct research and attract external funding for research consistent with the mission of a doctoral degree-granting institution.

Strategic Directions

- ▶ Provide a supportive environment that encourages and fosters research excellence.
- ▶ Create innovative mechanisms to help faculty seek and obtain funding, submit proposals, administer awards, and comply with all federal, state, and institutional requirements and policies.

Objectives

- 9.1 To double the amount of Sponsored Research dollars over the Planning period.
- 9.2 To identify and facilitate opportunities for strengthening interdisciplinary and interdepartmental/program/college collaboration to attract research dollars.
- 9.3 To stimulate faculty to successfully attract funds for research and other sponsored projects by developing a limited funded research initiation and development program.
- 9.4 To develop the ability to use computer technology for Electronic Research Administration (ERA).
- 9.5 To improve faculty/staff understanding of the University's contract and grant administration.
- 9.6 To improve and strengthen sponsored research infrastructure.
- 9.7 To strengthen the Library as a center for research and teaching.

Goal 10 Fund-raising

To broaden the donor base of all potential categories – new donors, new corporations, foundations, alumni, and new contributors and develop a comprehensive plan that will enable the university to increase the amount of funding by diversifying funding sources.

Strategic Direction

- ▶ Strengthen existing partnerships and develop new partnerships with alumni, friends, and businesses and industry to increase fund-raising results in all categories.

Objectives

- 10.1 To increase University Foundation's assets to \$100 million by the end of the Strategic Plan period.
- 10.2 To identify alumni and supporters who have benefitted from upward movement in the financial arena and target these individuals as potential major donors.
- 10.3 To develop aggressive development programs that will:

- a. Average \$100,000 per year in gifts to the Faculty & Staff Scholarship Endowment.
 - b. Average \$50,000 per year in gifts to the Annual Fund mailing.
 - c. Average \$100,000 per year in gifts to the 21st Century Walkway.
 - d. Average \$3 million annually from the corporate sector.
 - e. Average \$500,000 per year from foundations.
- 10.4 To improve the level of accountability of Foundation and fund-raising staff to constituents and management concerning contributions and pledges to the University.
 - 10.5 To aggressively pursue planned and major gifts resulting in contributions and commitments totaling \$2 million annually.
 - 10.6 To evaluate existing solicitations and develop new fund raising strategies aimed at individual and corporate donors.
 - 10.7 To increase the number of active alumni membership by 10 percent annually.
 - 10.4 To incorporate the Career Center into overall University fund-raising strategies to focus on recruiting and targeting companies as potential donors.

Goal 11 Athletics

To maintain a high quality, broad-based program of intercollegiate athletics with sports and recreational facilities that will allow students to compete at the highest levels while in pursuit of educational goals.

Strategic Directions

- ▶ Build an intercollegiate athletic program which stresses academic and athletic excellence.
- ▶ Provide an environment which will allow all student-athletes to reach nationally-recognized excellence, both academically and athletically.
- ▶ Strengthen revenue generating capabilities and ensure that fund-raising dollars are used to supplement and enhance athletic as well as all other academic programs.

Objectives

- 11.1 To expand the athletic program by adding more seats and corporate sky boxes to the football stadium and building a 15,000 seat teaching gymnasium.

- 11.2 To strengthen the base of recruitment for student-athletes and the coaching staff.
- 11.3 To achieve a level of excellence in interpretation, internalization, and implementation of all NCAA and Mid-Eastern Athletic Conference rules by each department of the university
- 11.4 To establish a revenue generating capability, capacity, and program for athletics which results in annual increases in funds over the next five years and annually produces funds to establish:
 - a. an expanded program;
 - b. a strengthened program; and,
 - c. a budget which will double the current level after five (5) years.

Goal 12 Facilities

To ensure that the University's existing facilities are attractive and being used to maximum efficiency and develop the additional space and facilities needed to fulfill its mission and accommodate anticipated growth.

Strategic Directions

- ▶ Streamline space utilization policies and practices.
- ▶ Make effective and efficient use of available space and facilities.

Objectives

- 12.1 To revise the Comprehensive Master Plan to reflect additional needs.
- 12.2 To increase physical capacity of campus by constructing new facilities for recreation, classrooms and teaching laboratories, libraries, archives and museums, academic administration and faculty Offices.
- 12.3 To obtain a facility for Learning Development Center (LDEC).
- 12.4 To involve Alumni and Boosters in the building program effort.
- 12.5 To continue the existing land acquisition program.
- 12.6 To prepare, fund, and implement a landscape plan that creates major interconnected squares, green ways and establish a pedestrian friendly campus.

- 12.7 To complete all infrastructure projects (chilled water, steam, electric, storm water).
- 12.8 To prepare an annual, separate budget request for deferred maintenance/major building renovations.
- 12.9 To staff and consolidate a facilities planning and construction office that includes space inventory, land acquisition, and construction accounting.
- 12.10 To build a university-wide comprehensive wellness and fitness center for students, faculty, and staff that will promote and focus on health-enhancing life style changes of African-Americans through education and participation.
- 12.11 To obtain appropriate approval for use of square footage made available by move of university commons and bookstore to new student services center.
- 12.12 To provide additional office and administrative space to some of the over 120 student organizations and clubs on FAMU's campus.
- 12.13 To optimize the use of library facilities and to plan for new space that will ensure operational efficiency, enhance preservation and security, and respond to changing needs of users and staff.
- 12.14 To provide emergency generators for each of the FAMU residence halls, apartments, and family housing units.

Goal 13 International Initiatives

To enhance and broaden the international role of the university.

Strategic Directions

- ▶ Establish and maintain a positive university environment that encourages administrators, faculty and students to participate in international collaborative efforts in education, research, and development..
- ▶ Better prepare faculty, staff, students, and citizens of the state to work and live in an ever-increasing dynamic and interdependent world community.

Objectives

- 13.1 To establish a center in South Africa which will be operated by Florida A&M University.

- 13.2 To enhance the ability of FAMU faculty and students to compete successfully for international opportunities.
- 13.3 To promote the development of sustainable international partnerships.
- 13.4 To increase the competitiveness of FAMU to secure funding for international activities.
- 13.5 To facilitate and increase internal collaboration among colleges and schools.
- 13.6 To increase use of technology to enhance and promote distance learning and lasting partnerships abroad.

FORMS
for
STRATEGIC PLAN IMPLEMENTATION AND MONITORING

STRATEGIC PLAN IMPLEMENTATION/MONITORING FORMS

To facilitate the annual review of Strategic Plan performance within each Management Division or Unit, and to assist our effort to monitor and evaluate the implementation of the university's Five-Year Strategic Plan, all Division/Unit Managers are required to complete the implementation forms that are appropriate for their Division/Unit.

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

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

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

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

NOTE: All Managers must submit a printed copy and an electronic copy (on a diskette) of the completed forms to the Office of University Planning and Analysis (UPA) not later than August 15 of each year.

FAMU STRATEGIC PLAN IMPLEMENTATION FORM A

OBJECTIVES BEING IMPLEMENTED THIS YEAR

DIVISION/UNIT:
OBJECTIVE NO:
OBJECTIVE STATEMENT:

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

PERFORMANCE EVALUATION MEASURE(S):

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

MAJOR ACTIVITY STEPS AND TIME LINES TO ACCOMPLISH OBJECTIVE:

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

Proposer:
(Print Name)
Date:

Approval:
(Print Name)
Date:

FAMU STRATEGIC PLAN IMPLEMENTATION FORM B

REVISION OF AN EXISTING OBJECTIVE	YEAR
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DIVISION/UNIT:
OLD OBJECTIVE NO:
OLD OBJECTIVE STATEMENT:

REVISED OBJECTIVE STATEMENT:

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

REVISED PERFORMANCE EVALUATION MEASURE(S):

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

REVISED ACTIVITY STEPS AND TIME LINES TO ACCOMPLISH OBJECTIVE:

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

Proposer:
(Print Name)
Date:

Approval:
(Print Name)
Date:

FAMU STRATEGIC PLAN IMPLEMENTATION FORM C

PROPOSAL OF NEW OBJECTIVE	YEAR
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DIVISION/UNIT:

PROPOSED OBJECTIVE STATEMENT:

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

PROPOSED PERFORMANCE EVALUATION MEASURE(S):

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

PROPOSED ACTIVITY STEPS AND TIME LINES TO ACCOMPLISH OBJECTIVE:

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

Proposer:
(Print Name)
Date:

Approval:
(Print Name)
Date:

FAMU STRATEGIC PLAN IMPLEMENTATION FORM D

ANNUAL PERFORMANCE EVALUATION	YEAR _____
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DATE OF EVALUATION:

DIVISION/UNIT:

GOAL STATEMENT:

OBJECTIVE STATEMENT:

PERFORMANCE EVALUATION MEASURE(S) SUBMITTED:

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

LIST THE NUMBER OF EACH ACTIVITY STEP COMPLETED:

LIST THE NUMBER OF EACH ACTIVITY STEP NOT COMPLETED:

WRITE A BRIEF EXPLANATION FOR EACH ACTIVITY STEP NOT COMPLETED.

Activity Step #

Explanation

FAMU STRATEGIC PLAN IMPLEMENTATION FORM D

ANNUAL PERFORMANCE EVALUATION (continued)

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

WHAT EVIDENCE EXISTS OF PERFORMANCE?
NARRATIVE:

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

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

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

Date Performance was Rated:

Name of Rating Officer:
(Print Name)