

Academic Affairs Updates

Maurice Edington, Ph.D.
Provost and Vice President for Academic Affairs

FAMU Board of Trustees
Academic and Student Affairs Committee Meeting
February 17, 2022



Spring Semester

Faculty Excellence Initiatives

Academic Program Prioritization

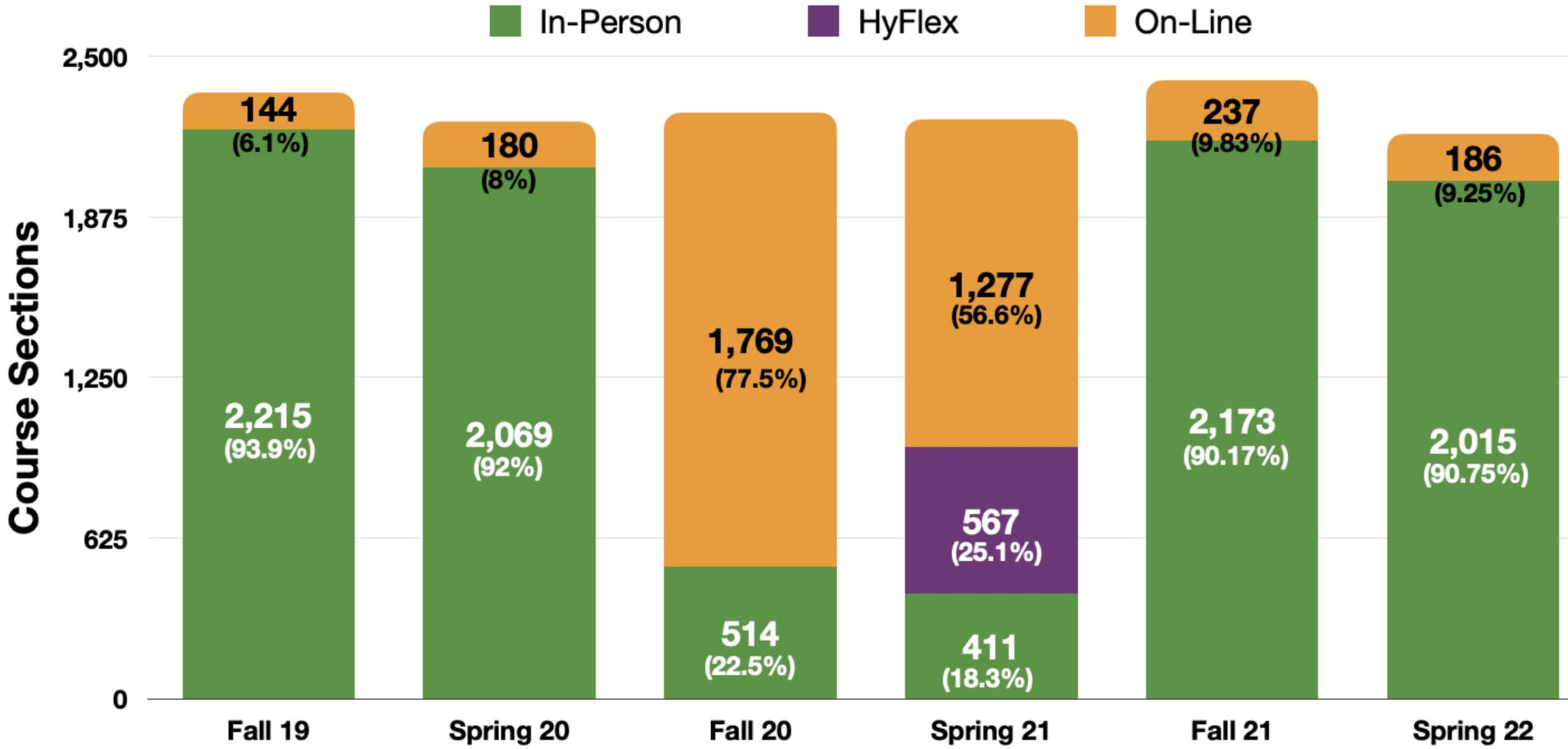
HelioCampus Partnership

Key Searches



- **Instructional modalities maintained at Pre-COVID levels**
- **Academic support services offered in person and remotely**
- **Campus services and dining fully operational**
- **Fall semester grades in alignment with historical trends**

Instructional Modes



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

FACULTY DEVELOPMENT

SPRING 2022 SCHEDULE-AT-A-GLANCE



Scan to register or go to:
<https://bit.ly/TLC2022Workshops>



All workshops will be held via Zoom.

January

TUESDAY, JAN. 25

TLC Practice Day: Creating Digital Badges
Rebecca Blankenship, Ph.D.
11 a.m. - Noon

WEDNESDAY, JAN. 26

Teaching Innovation Award Winner Showcase
Maxim Dulebenets, Ph.D.
Yassir AbdelRazig, Ph.D.
1 p.m. - 2 p.m.

February

FEB. 9-11

Low-lift, High Impact Teaching w/Adobe Creative Cloud
Todd Taylor, Ph.D.
2 p.m. - 3 p.m.

TUESDAY, FEB. 15

Creating Meaningful Summative Assessments
Kiwaniis Burr McTier
10 a.m. - 11 a.m.

WEDNESDAY, FEB. 16-17

TLC Practice Day: Designing Lesson Materials with Canva and Genial.ly
Jasmyn Pollack
2 p.m. - 3:30 p.m.

FRIDAY, FEB. 25

Lunch & Learn: "One Year Later...and Counting: Reflections on Emergency Remote Teaching and Online Learning"
Desmond Stephens, Ph.D.
Noon - 1 p.m.

March

FRIDAY, MARCH 4

Call for Submissions Open for Teaching Innovation Award (Check FAMU Info or TLC website for details.)

MARCH 8-11

Celebrating Women Faculty

TUESDAY, MARCH 8

Advancing Minority Women STEM Faculty with FL-AGEP
Allyson Watson, Ph.D.
10 a.m. - 11 a.m.

TUESDAY, MARCH 8

Lunch & Learn: The Impact of COVID-19 on Women in Academia
Genyne H. Boston, Ph.D.
Noon - 1 p.m.

WEDNESDAY, MARCH 9

TLC Women Faculty Showcase & Reception
Black Archives, 2nd Floor
11:30 a.m. - 1 p.m.

THURSDAY, MARCH 10

FAMU ADVANCE: Mentoring Opportunities for Women Faculty
Marcia Owens, Ph.D.
11 a.m. - Noon

MARCH 14-18

Spring Break

TUESDAY, MARCH 22

Unlocking Qualitative Data with NVivo
Brandon Morton, DrPH
1 p.m. - 2 p.m.

THURSDAY, MARCH 24

TLC Practice Day: Making SLO's Matter
Deidre P. Williams
2 p.m. - 3:30 p.m.

TUESDAY, MARCH 29

Adopting OER for Teaching & Learning
Darius Young, Ph.D.
10 a.m. - 11 a.m.

WEDNESDAY, MARCH 30

TLC Practice Day: FAMU Textbook Adoption Day
Sundra Kinsey, Ph.D.
9 a.m. - 4 p.m.

April

APRIL 5-13

Mid-level Faculty Bootcamp: Moving to the Next Career Stage

TUESDAY, APRIL 5

Preparing for Promotion to Full Professor
Genyne H. Boston, Ph.D.
10 a.m. - 11:30 a.m.

THURSDAY, APRIL 7

How to Prepare a Successful Promotion Packet
Jennifer Collins, Ph.D.
11 a.m. - 12:30 p.m.

TUESDAY, APRIL 12

Tenure & Promotion: What You Need to Know
Doreen Kobelo, Ph.D.
11 a.m. - 12:30 p.m.

WEDNESDAY, APRIL 13

Submitting a Competitive Promotion Packet
Michael Abazinge, Ph.D.
2 p.m. - 3:30 p.m.

FRIDAY, April 15

Lunch & Learn: "Combating Imposter Syndrome in Academia"
Desmond Stephens, Ph.D.
Noon - 1 p.m.

Save the Date

May 3, 2022

EMPOWER Virtual Conference
Reimagining Higher Education for a Post-Pandemic Era
9 a.m. - 3 p.m.

Professional Development (Ongoing)

- Professional coaching for academic leaders
- Webinars for faculty and staff (325 fall participants)
- Teaching Innovation Awards
- Faculty Development Advisory Council
- External partnerships
- Faculty Learning Communities
 - Quality online instruction
 - Freshman-centric teaching strategies
 - Writing across the curriculum

Emerging Leaders Initiative (New)

- Six-month professional development training opportunity for faculty with leadership aspirations
- Competitive application process
- Up to 12 participants expected for inaugural cohort

Recap of Project Rationale

Definition

- Academic program prioritization is the process used by an academic institution to assess and prioritize programs, departments, and services in order to ensure the strategic allocation of current university funding and resources.
- Academic program prioritization ensures that critical decisions regarding academic programs and resource allocation are aligned with strategic goals and institutional mission.

Why are we doing this?

- Shape the existing and academic future of academic programming at FAMU
- Use a data-driven process to prioritize academic programs
- Identify opportunities for program enhancements
- Identify potential areas for resource allocation

Next Steps

Today's BOT Update

- Follow-up on feedback from December workshop
- Status update

Phase III (June 30, 2022)

- Analysis of results
 - Root causes
- Stakeholder syndication
 - Review program rankings
 - Develop action plans
- Finalize decisions on enhancement of resource allocations with priorities
- Identify shortlist of high potential new programs

BOT Feedback

What we heard

Our approach and response

Real-time / forward-looking workforce supply and demand metrics

We have captured forward-looking workforce supply and demand metrics through employment projection metrics with data from the FLDEO and the BLS, which are dynamic and not static in nature – i.e, the BLS projects job demand out to 2030, which we then concorded with relevant degrees. Additionally, we reviewed and assessed workforce data available through Conference Board (e.g., Employment Trends Index or ETI, U.S. economic forecast); we found the data would not additionally inform the model given the similarity to and dependency on our currently-integrated data sources (for example, Conference Board leverages data from the BLS for the ETI).

Out-of-state outcomes

We capture out-of-state outcomes through national median wages (Dept. of Education) and national occupational growth (BLS). We reviewed options for obtaining data out-of-state outcomes – state departments of revenue and EMSI/Burning Glass – across these two options, the data were not guaranteed to be of the needed granularity and quality (i.e., by program, award level, and state), even with additional time, effort, and cost (for latter option). We will explore creating a survey for students who stop out.

Forward-looking data to illustrate trajectory (5-yr, 10-yr) of median wages

We are taking a similar approach to align with the Performance-Based Funding model, which utilizes the median wage 1 year post-graduation.

Satisfaction perspective from alumni and dropouts

We have reviewed potential survey data and selected the most relevant and highest participation exit survey data from students who are currently enrolled and nearing graduation, which we believe provide the latest and most real-time view on student satisfaction and best inform the program review model. We will explore creating a survey for students who stop out.

BOT Feedback

What we heard

Our approach and response

Enrollment and Degree productivity CAGRs in lieu of 5-year average

We are taking a similar approach consistent with the Board of Governors' metrics for low productivity, which utilize 5-year averages (e.g., average of past 5 years of enrollment data).

Adjusting the graduation rates metric to accommodate programs with 128 vs. 120 credit hours

We included graduation rates data for all undergraduate programs and calculated the graduation rates at the 120-credit-hour rate. This approach is aligned with the Performance-Based Funding model, which utilizes a 4-year graduation rate regardless of credit hour requirements. Additionally, the impact of credit hour variation is limited to the programs with more than 120 credit hours (18), of which there are only 4 with more than 128 credit hours.

Net revenue metric

To capture the full picture of a program's financial viability, we have included both gross margin and cost metrics, which, together, provide a more comprehensive view. We determined that adding a potential net revenue metric would not additionally inform the model, as it would capture the same costs as gross margin. We considered the inclusion of a gross revenue metric; however, as this metric would be consistent with a program's enrollment, we assessed that adding this metric would not materially impact or improve the model.

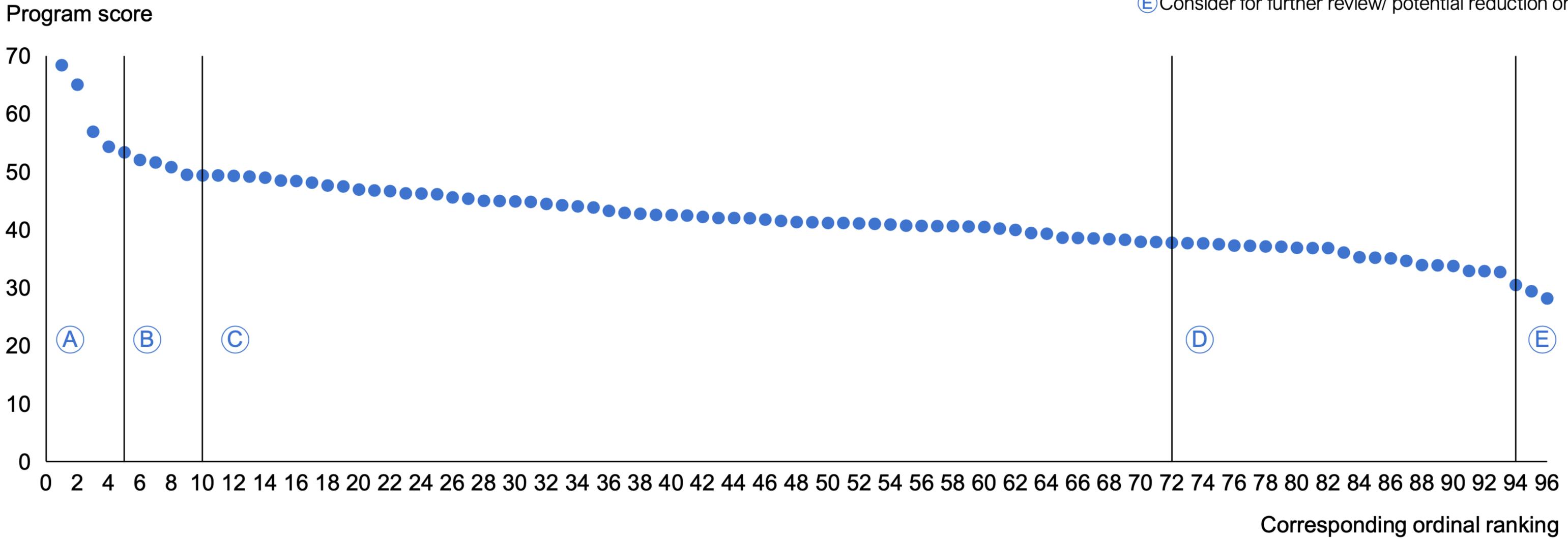
Program ranking variance and impact on procession to pathways

We are seeing meaningful variance in the program rankings and expect to see this in future program review studies, given the number of and diversity in the metrics. Please see the following page.

Academic Program Prioritization (5/8)

Programs' Scores Against Programs' Corresponding Ordinal Rankings

- Program pathways:
- (A) Priority for enhancement/ investment
 - (B) Consider for enhancement/ investment
 - (C) Sustain
 - (D) Consider for transform/ consolidate
 - (E) Consider for further review/ potential reduction or elimination



We see meaningful spread in the scores, evidenced by the range and variance

Academic Program Prioritization (6/8)

Program Pathways

Program pathways	Description	% of programs ¹	Potential outcomes	Illustrative program performance levers
A Priority for enhancement/investment	Programs considered strategic priorities that are or can be areas of distinction; targeted for disproportionate investment relative to current levels based on significant future potential	Top 5%	Begin immediate business case development	<ul style="list-style-type: none"> • Grow degrees produced • Invest in research • Add new courses
B Consider for enhancement/investment	Programs that slightly over-deliver degrees produced/outcome returns relative to their resourcing; may be considered for additional investment relative to current levels based on future potential	Next 5%	Next wave of business case development or as resources allow	<ul style="list-style-type: none"> • <i>See above</i>
C Sustain	Programs that deliver degrees produced/outcome returns proportionate to their resourcing, with opportunities for targeted investment	Next 65%	Maintain current resourcing and trajectory	<ul style="list-style-type: none"> • Optimize financial aid
D Consider for transform/consolidate	Programs that underdeliver degrees produced/outcome returns relative to their resourcing; a formal support plan would help realize significant opportunity for improvement	Next 20-25%	Program leaders to develop an improvement plan	<ul style="list-style-type: none"> • Focus on instructional efficiency (e.g., course and section optimization, faculty workload) • Merge with an existing program
E Consider for further review/potential reduction or elimination	Programs on this path have consistently underdelivered relative to their resourcing	Lesser of bottom 5% or programs with an overall score < 3.0	Initiate conversations between Provost and program leaders	<ul style="list-style-type: none"> • Reallocate investment and reduce program • Potential program elimination

1. Programs excluded from scoring are: MS in Systems Engineering (less than 3 years old), PhD in Entomology (cooperative program), BS and MS Cybersecurity (less than 3 years old)

Academic Program Prioritization (7/8)



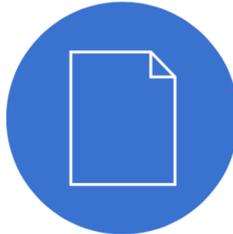
Timeline of Activities by Pathway

Program pathways	January-February	March	April	May	June	July	Ongoing
<p>A Priority for enhancement/ investment</p> <p>B Consider for enhancement/ investment</p>	<p>Conversations between Office of Provost and program chairs under the same college to syndicate program review model results, outcomes, and template</p> <p>Root cause analysis (consulting team)</p>	<p>Program chair to outline targeted initiatives for program investment/ acceleration</p> <p>Program chair to populate initial template articulating initiative(s), cost, rationale, and expected benefits</p>	<p>Biweekly dedicated workshops between Office of the Provost and program chairs, organized by college</p> <p>Program chair to share initiatives and receive feedback from Office of Provost</p> <p>Program chair to update template in response to feedback</p>		<p>Each program chair delivers individual template to committee</p> <p>Program chair develops implementation plans jointly with faculty</p>	<p>Monthly check-ins with the Office of the Provost/ Transformation Office (TO) lead to ensure progress and identify additional support needed for implementation</p> <p>TO lead to share progress with Cabinet on a monthly basis</p>	<p>On an annual basis, program chairs to revisit program goals and fill in a dedicated template focused on curricular review, initiative progress, and goal setting</p>
C Sustain	<p>Conversation between Office of Provost and all program chairs to review results, outcomes, and template</p>	<p>Each program chair to populate template with key areas of sustainment and trends/ risks</p>	<p>Biweekly group check-ins with program chairs and Office of Provost to address questions and track progress</p>		<p>Each program chair delivers template to committee</p> <p>Program chair develops implementation plans jointly with faculty</p>	<p>Monthly check-ins with the Office of the Provost/ TO lead to ensure progress and identify additional support needed for implementation</p> <p>TO lead to share progress with Cabinet on a monthly basis</p>	<p>On an annual basis, program chairs to revisit program goals and fill in a dedicated template focused on curricular review, initiative progress, and goal setting</p>
<p>D Consider for transform/ consolidate</p> <p>E Consider for further review/ potential reduction or elimination</p>	<p>Conversations between Office of Provost and program chairs under the same college to syndicate program review model results, outcomes, and template</p> <p>Root cause analysis (consulting team)</p>	<p>Program chair to outline targeted program performance levers and populate initial template articulating levers, cost, rationale, and expected benefits (e.g., efficiency, savings)</p>	<p>Biweekly dedicated workshops between Office of the Provost and program chairs, organized by college</p> <p>Program chair to share initiatives and receive feedback from Office of Provost</p> <p>Program chairs to update template in response to feedback</p>		<p>Each program chair delivers individual template to committee</p> <p>Program chair develops implementation plans jointly with faculty and Office of Provost if appropriate</p>	<p>Monthly check-ins with the Office of the Provost/ TO to ensure progress and identify additional support needed for implementation</p> <p>TO lead to share progress with Cabinet on a monthly basis</p>	<p>On an annual basis, program chairs to revisit program goals and fill in a dedicated template focused on curricular review, initiative progress, and goal setting</p>
F New programs	<p>Engagement with faculty</p> <p>Targeted analysis and support for potential proposal or planning as needed (consulting team)</p>	<p>New degree planning workshop (all)</p>	<p>Proposal development</p>				

Syndication Materials

1

Review of academic program prioritization



Purpose and model overview



Program pathways

2

Program review model results



Program results



All program scatterplot

3

Supplementary materials



Glossary



How-to-read guides

4

Materials to pursue initiatives



Initiative template

Academic Performance Management: Key Areas of Analysis



Academic Portfolio Analysis

- Which schools/colleges, departments, or other units have growing or shrinking student credit hour demand?
- Which units are enrolling students and utilizing teaching resources efficiently?



Teaching Workload

- How are teaching resources, including full-time and adjunct faculty, being utilized?
- Are teaching loads being assigned equitably among faculty?
- Are faculty resources matched to teaching requirements across units?



Low Enrollment Courses

- Identify courses with low and/or shrinking enrollment.
- Consolidate inefficient sections.
- Reconfigure chronically under-subscribed courses.

Deliverables

-  Data infrastructure allows on-going analysis and future expansions
-  Interactive dashboards allow wide-ranging exploration and visual insights
-  Key analysis insights delivered by an experienced higher-education team

Open Searches

**Dean, FAMU-FSU College of
Engineering**

**Associate Provost/Dean, School of
Graduate Studies and Research**

**Director, Meek-Eaton Black
Archives**



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