FAMU Deans and Directors’ Survey

We are collecting data concerning your perceptions and experiences with Florida Agricultural & Mechanical University. As one of the most important stakeholder groups of the university, FAMU is seeking your input in its efforts to navigate the University’s future course. To that end, we want you to indicate what you perceive to be good about FAMU and what you perceive to be unsatisfactory about FAMU. We are requesting that you complete this anonymous survey and submit your responses at your earliest convenience. Upon submitting your responses, the data will be aggregated with the responses submitted by your peers and analyzed. The results will be communicated directly as well as posted on FAMU’s website before December 31, 2004. Your frank, anonymous responses are important in providing input into the strategic planning process of the university.

We realize that your time is extremely valuable. If you voluntarily consent to participate in this effort, please take approximately 10 minutes to complete the following questionnaire. Your responses will provide the upper administration with valuable information that will be incorporated in FAMU’s Five-Year Strategic Plan. Thank you in advance for participating in the survey.

1. Please rank the top three benefits of being at FAMU, with #1 being your top reason.
   - FAMU’s Reputation
   - The reputation of a particular degree program – Please specify the program:
   - The students
   - FAMU is an HBCU
   - Location
   - The academic environment
   - Your compensation
   - Tallahassee’s Cost of Living
   - Your colleagues
   - Other – please specify: ________________________

2. Given your years of service at FAMU, rank the top five unsatisfactory aspects of your experience at FAMU, with #1 being the most unsatisfactory to you.
   - University administration
   - College/department administration
   - Staff
   - Lack of scholarship
   - Lack of adequate facilities
   - Lack of faculty office space
   - Parking
   - University funding
   - College/department funding
   - Safety
   - Lack of technological equipment
   - Class Size
   - Teaching Load
   - Other – please specify: ________________________
Please respond to each of the 28 statements using the following scale:

1 = Strongly disagree  
2 = Disagree  
3 = Neither agree nor disagree  
4 = Agree  
5 = Strongly agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty engaged in sponsored research or grants should receive more monetary incentives for their contribution to FAMU.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Four courses a semester should be assigned to all non-research faculty members across the campus.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. FAMU has adequately equipped (with the latest technological teaching equipment) classroom space.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Faculty needs to contribute more to establishing the vision of the FAMU.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Faculty needs to contribute more to FAMU’s vision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. FAMU should focus its energies and efforts on continuing to build programs on which it already has regional and national prominence rather than starting new degree programs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. FAMU should focus its energies and efforts on starting new degree programs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. The incentives for colleges/departments whose faculty are engaged in sponsored research and grants should be increased.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. My college/department treats students as “customers,” and with respect.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. My college/department provides every faculty member with a computer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. My college/department has adequate technological support to maintain and upgrade our equipment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Faculty lack adequate college/department administrative support.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Faculty in my college/department are all technologically current and can use technology effectively to teach today’s technological savvy students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Tenured faculty should be rotated into college/department administrative positions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. The current ratio of adjunct faculty to tenure-earning faculty is appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
16. My college/department’s current course offerings are challenging enough to keep students intellectually engaged.

17. Faculty should place more emphasis on teaching because FAMU is primarily a teaching institution.

18. The administration is providing adequate resources and support to the faculty in its efforts to become a research institution.

19. I am confident that President Gainous will make FAMU more competitive by obtaining more resources for the university in the future.

20. FAMU’s new Enterprise Resource Planning system will improve the university’s business processes.

21. A long-term employment contract policy should be developed for faculty whose primary focus and emphasis is on teaching.

22. Students and faculty should have access to their college’s/department’s resources (facilities and computers) 24 hours a day.

23. Graduates of my college (school, department, or program) enjoy 100 percent employment placement upon graduation or within six months following graduation within their field of their major or concentration.

24. Retention and graduation rates for students matriculating in my college/department are equivalent to or exceeds those of our Florida peers.

25. Successful implementation of ERP will significantly impact the pursuit of my college’s/department’s five-year goals.

26. I am confident that FAMU will be able to conclude a successful capital campaign.

27. Given the changing landscape with respect to the recruitment of minorities, in general, and national merit scholars, in particular, FAMU will continue to be able to attract more of these students than its Florida peers.

28. Deans and other academic managers should receive annual (performance) bonuses based on achievement of critical milestone in their five-year strategic plan.
Please provide a brief response to the following questions.

1. What is your perception regarding the Board of Trustees’ relationship with President Gainous?

2. What actions do you think FAMU’s administration should take to increase faculty research and grant writing?

3. What actions do you think FAMU’s administration should take to enhance faculty members’ teaching effectiveness?

4. What actions do you think FAMU’s administrative personnel should take to immediately enhance their organization for greater effectiveness and responsiveness? [Comment [CLM1]: I think that we want to focus on the organization since the ERP questions deal with the biz processes.]

5. What actions do you think students should take immediately to enhance their learning experiences on FAMU’s campus?

The following questions concern basic demographic information. Please check the most appropriate answer or fill in the blank. The first 4 questions are required and remaining questions are optional.

1. Please indicate your administrative position.

   _______ Dean/Institute Director
   _______ Associate Dean
   _______ Assistant Dean
   _______ Director
   _______ Other - please specify - _________________________

2. Please indicate faculty rank.

   _______ Tenured, Full Professor
   _______ Tenured, Associate Professor
   _______ Non-Tenured, Full Professor
   _______ Non-Tenured, Associate Professor
   _______ Non-Tenured, Assistant Professor
   _______ Visiting Professor
   _______ Adjunct Professor
   _______ Graduate/Research Assistant
   _______ Other – please specify - _________________________
3. Please indicate how many years you have been employed by Florida A&M University. (please round off to the nearest number of years).

_________ years

4. Please indicate your gender.

_________ Male
_________ Female

These questions are optional. If you choose to answer them, please check the most appropriate answer or fill in the blank.

5. Please indicate your age.

_________ years (round off to nearest years)

6. Please indicate your present marital status.

_________ single (never married)
_________ married
_________ divorced or separated
_________ widowed

7. Please indicate the number of children you have.

_________ child(ren)

8. Please indicate your race/national origin.

_________ non-Hispanic, white
_________ non-Hispanic, black
_________ Hispanic/Latino, white
_________ Hispanic/Latino, black
_________ Asian/Pacific Islander
_________ American Indian/Alaskan Native
_________ Other - please specify: _________________________

Please feel free to type any additional comments, concerns, and/or suggestions.

Thank you for participating in FAMU’s Strategic Planning Deans and Directors’ Survey.
FAMU’s Faculty Survey

We are collecting data concerning your perceptions and experiences with Florida Agricultural & Mechanical University. As one of the most important stakeholder groups of the university, we are seeking your input in our efforts to assess what faculty members perceive to be good about FAMU and what you perceive to be unsatisfactory about FAMU. We are requesting that you complete this anonymous online survey and submit your responses at your earliest convenience. Upon submitting your responses, by clicking on the submit button at the end of the survey, the data will be aggregated with the responses submitted by your peers and analyzed. The results will be communicated directly as well as posted on FAMU’s website before December 31, 2004. Your frank, anonymous responses are important in providing input into the strategic planning process of the university.

Note: Respondents anonymity will be protected because all submitted responses are being collected via a web-based database, and being sent via email.

We realize that your time is extremely valuable. If you voluntarily consent to participate in this effort, please take approximately 10 minutes to complete the following questionnaire. Your responses will provide the administration with valuable information that will be incorporated in FAMU’s Five-Year Strategic Plan. Thank you in advance for participating in the survey.

1. Please rank your top five reasons for working at FAMU, with #1 being your top reason.
   - FAMU’s Reputation
   - The reputation of a particular degree program – Please specify the program: ____________________________
   - The students
   - FAMU is an HBCU
   - Location
   - The academic environment
   - Your compensation
   - Tallahassee’s Cost of Living
   - Your colleagues
   - Other – please specify: ________________________________

2. Given your years of service at FAMU, rank the top five unsatisfactory aspects of your experience at FAMU, with #1 being the most unsatisfactory to you.
   - University administration
   - College/department administration
   - Staff
   - Lack of scholarship
   - Lack of adequate facilities
   - Lack of faculty office space
   - Parking
   - University funding
   - College/department funding
   - Safety
   - Lack of technological equipment
   - Class Size
Please respond to each of the 20 statements using the following scale:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

1. Faculty engaged in sponsored research or grants should receive more monetary incentives for their contribution to FAMU.
   1 2 3 4 5

2. Four courses a semester should be assigned to all non-research faculty members across the campus.
   1 2 3 4 5

3. FAMU has adequately equipped (with the latest technological teaching equipment) classroom space.
   1 2 3 4 5

4. Faculty needs to contribute more to establishing the vision of the FAMU.
   1 2 3 4 5

5. Faculty needs to contribute more to FAMU’s vision.
   1 2 3 4 5

6. FAMU should focus its energies and efforts on continuing to build programs on which it already has regional and national prominence rather than starting new degree programs.
   1 2 3 4 5

7. FAMU should focus its energies and efforts on starting new degree programs.
   1 2 3 4 5

8. The incentives for colleges/departments whose faculty are engaged in sponsored research and grants should be increased.
   1 2 3 4 5

9. My college/department treats students as “customers,” and with respect.
   1 2 3 4 5

10. My college/department provides every faculty member with a computer.
    1 2 3 4 5

11. My college/department has adequate technological support to maintain and upgrade our equipment.
    1 2 3 4 5

12. Faculty lack adequate college/department administrative support.
    1 2 3 4 5

13. Faculty in my college/department are all technologically current and can use technology effectively to teach today’s technological savvy students.
    1 2 3 4 5

14. Tenured faculty should be rotated into college/department administrative positions.
    1 2 3 4 5

15. The current ratio of adjunct faculty to tenure-earning faculty is
    1 2 3 4 5
Please provide a brief response to the following questions.

1. What is your perception regarding the Board of Trustees’ relationship with President Gainous?

2. What actions do you think FAMU’s administration should take to increase faculty research and grant writing productivity?

3. What actions do you think FAMU’s administration should take to enhance faculty members’ teaching effectiveness?

4. What actions do you think FAMU’s administrative personnel should take to immediately enhance their organization for greater effectiveness and responsiveness?

5. What actions do you think students should take immediately to enhance their learning experiences on FAMU’s campus?

The following questions concern basic demographic information. Please check the most appropriate answer or fill in the blank.

1. Please indicate your age.
2. Please indicate your present marital status.
   □ single (never married)
   □ married
   □ divorced or separated
   □ widowed

3. Please indicate the number of children you have.
   □ child(ren)

4. Please indicate your faculty rank.
   □ Tenured, Full Professor
   □ Tenured, Associate Professor
   □ Non-Tenured, Full Professor
   □ Non-Tenured, Associate Professor
   □ Non-Tenured, Assistant Professor
   □ Visiting Professor
   □ Adjunct Professor
   □ Graduate/Research Assistant
   □ Other – please specify - _________________________

5. Please indicate how many years you have been employed by Florida A&M University. (please round off to the nearest number of years).
   □ years

6. Please indicate in which college or school you work.
   □ Allied Health Sciences
   □ Arts & Sciences
   □ Architecture
   □ Business & Industry
   □ Education
   □ Engineering Technology and Agriculture
   □ Environmental Sciences Institute
   □ FAMU/FSU College of Engineering
   □ FAMU Law School
   □ General Studies
   □ Graduate Studies and Research
   □ Journalism and Graphic Communication
   □ Nursing
   □ Pharmacy

7. Please indicate your gender.
8. Please indicate your race/national origin.

- [ ] Male
- [ ] Female

- [ ] non-Hispanic, white
- [ ] non-Hispanic, black
- [ ] Hispanic/Latino, white
- [ ] Hispanic/Latino, black
- [ ] Asian/Pacific Islander
- [ ] American Indian/Alaskan Native
- [ ] Other - please specify: ____________________________

Please feel free to type any additional comments, concerns, and/or suggestions.

Thank you for participating in FAMU’s Strategic Planning Faculty Survey.
FAMU’s Staff Survey

We are collecting data concerning your perceptions and experiences with Florida Agricultural & Mechanical University. As one of the most important stakeholder groups of the university, FAMU is seeking your input in our effort to determine what you perceive to be good about FAMU and what you perceive to be unsatisfactory about FAMU. We are requesting that you complete this anonymous online survey and submit your responses at your earliest convenience. Upon submitting your responses, by clicking on the submit button at the end of the survey, the data will be aggregated with the responses submitted by your peers and analyzed. The results will be communicated directly as well as posted on FAMU’s website before December 31, 2004. Your frank, anonymous responses are important in providing input into the strategic planning process of the university.

Note: Respondents anonymity will be protected because all submitted responses are being collected via a web-based database, and being sent via email.

We realize that your time is extremely valuable. If you voluntarily consent to participate in this effort, please take approximately 10 minutes to complete the following questionnaire. Your responses will provide the upper administration with valuable information that will be incorporated in FAMU’s Five-Year Strategic Plan. Thank you in advance for participating in the survey.

1. Please rank the top three benefits of being employed by FAMU, with #1 being your top reason.
   ______ FAMU’s Reputation
   ______ The reputation of a particular degree program – Please specify the program:
   ______ The students
   ______ FAMU is an HBCU
   ______ Location
   ______ The environment
   ______ Your compensation
   ______ Tallahassee’s Cost of Living
   ______ Your colleagues
   ______ Other – please specify: ________________________________

2. Given your years of service at FAMU, rank the top five unsatisfactory aspects of your experience at FAMU, with #1 being the most unsatisfactory to you.
   ______ University administration
   ______ College/department administration
   ______ Staff
   ______ Lack of scholarship
   ______ Lack of adequate facilities
   ______ Lack of faculty office space
   ______ Parking
   ______ University funding
   ______ College/department funding
   ______ Safety
   ______ Lack of technological equipment
Other – please specify:_________________________________________
Please respond to each of the 29 statements using the following scale:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

1. FAMU has adequately equipped my office with the latest technology. 1 2 3 4 5
2. I am provided with annual professional development training in order maintain, improve, and enhance my skills. 1 2 3 4 5
3. My department conducts annual performance reviews that help me to know how I am performing in my job. 1 2 3 4 5
4. My college/department treats students as “customers,” and with respect. 1 2 3 4 5
5. My college/department provides every staff member with a computer. 1 2 3 4 5
6. My college/department has adequate technological support to maintain and upgrade our equipment. 1 2 3 4 5
7. My college/department has adequate administrative support. 1 2 3 4 5
8. Staff in my college/department are all technologically current. 1 2 3 4 5
9. I can use technology effectively to service today’s technological savvy students. 1 2 3 4 5
10. The administration is providing adequate resources and support to the staff in its efforts to become a research institution. 1 2 3 4 5
11. I am confident that President Gainous will make FAMU more competitive by obtaining more resources for the university in the future. 1 2 3 4 5
12. FAMU’s new Enterprise Resource Planning system will improve the university’s business processes. 1 2 3 4 5
13. My supervisor keeps me informed about changes in university policies and procedures. 1 2 3 4 5
14. I understand how my office contributes to the future direction of the university. 1 2 3 4 5
15. I consider my supervisor to be an effective manager. 1 2 3 4 5
16. I consider my supervisor to be technically qualified and competent. 1 2 3 4 5
17. My supervisor does not at any time “talk down” to me 1 2 3 4 5
18. My supervisor communicates with me as a peer. 1 2 3 4 5
19. My supervisor always provides other staff and me with reasons for his/her behavior. 1 2 3 4 5
20. Morale of individuals within my office/department is good. 1 2 3 4 5
21. For the most part, the office work environment is pleasant and cordial. 1 2 3 4 5
22. I have annual goals and objectives I am expected to achieve. 1 2 3 4 5
23. I understand how my office/department contributes to the overall mission of the university. 1 2 3 4 5
24. I feel that I am adequately compensated relative to the positions within the university. 1 2 3 4 5
25. I feel that I am fairly compensated relative to compensation in the private sector. 1 2 3 4 5
26. I will be able to do my job more effectively when the systems are fully computerized. 1 2 3 4 5
27. Students benefit most from the operations (output) of my office/department. 1 2 3 4 5
28. Other departments within the university or state benefit from the operations (output) of my office/department. 1 2 3 4 5
29. I seek career advancement within the university. 1 2 3 4 5

Please provide a brief response to the following questions.

1. What is your perception regarding the Board of Trustees’ relationship with President Gainous?

2. What actions do you think FAMU’s administration should take to enhance the effectiveness of staff members?

3. What actions do you think FAMU’s administrative personnel should take to immediately enhance their organization for greater effectiveness and responsiveness?

Comment [CLM1]: I think that we want to focus on the organization since the ERP questions deal with the biz processes.
4. What actions do you think students should take immediately to enhance their learning experiences on FAMU’s campus?

The following questions concern basic demographic information. Please check the most appropriate answer or fill in the blank.

1. Please indicate your age.
   _______ years (round off to nearest years)

2. Please indicate your present marital status.
   _______ single (never married)
   _______ married
   _______ divorced or separated
   _______ widowed

3. Please indicate the number of children you have.
   _______ child(ren)

4. Please indicate your staff position
   _______ Clerk
   _______ Secretary
   _______ Coordinator
   _______ Other - please specify - _________________________

5. Please indicate how many years you have been employed by Florida A&M University. (please round off to the nearest number of years).
   _______ years

6. Please indicate in which college or school you work.
   _______ Allied Health Sciences
   _______ Arts & Sciences
   _______ Architecture
   _______ Business & Industry
   _______ Education
   _______ Engineering Technology and Agriculture
   _______ Environmental Sciences Institute
   _______ FAMU/FSU College of Engineering
7. Please indicate your gender.

______ Male
______ Female

8. Please indicate your race/national origin.

______ non-Hispanic, white
______ non-Hispanic, black
______ Hispanic/Latino, white
______ Hispanic/Latino, black
______ Asian/Pacific Islander
______ American Indian/Alaskan Native
______ Other - please specify: ____________________________

Please feel free to type any additional comments, concerns, and/or suggestions.

Thank you for participating in FAMU’s Strategic Planning Staff Survey.
FAMU’s Student Survey

We are collecting data concerning your perceptions and experiences with Florida Agricultural & Mechanical University. As one of the most important stakeholder groups as well as customers and products of the university, we are seeking your input in our efforts to assess what students perceive to be good about FAMU and what you perceive to be unsatisfactory about FAMU. The data collected will be aggregated and analyzed along with the responses of your colleagues. Your responses are important. If the information is to be useful, it is important that you answer each question openly and honestly. Your responses will remain anonymous. The results will be posted on FAMU’s website before December 31, 2004.

We realize that your time is extremely valuable. If you voluntarily consent to participate in this effort, please take approximately 10 minutes to complete the following questionnaire. Your responses will provide FAMU’s administration with valuable information that will be incorporated in the University’s Strategic Plan for the next 5 years. Thank you in advance for your cooperation and assistance.

1. Please rank your top five reasons for attending FAMU, with #1 being your top reason.
   _______ FAMU’s Reputation
   _______ The reputation of a particular degree program – Please specify the program: ______________________
   _______ Scholarship
   _______ FAMU is an HBCU
   _______ FAMU Administrator/Recruiter – Please specify: ______________________
   _______ Family-like atmosphere

2. Since attending FAMU, rank the top five unsatisfactory aspects of your experience at FAMU, with #1 being the most unsatisfactory to you.
   _______ Employees
   _______ Administration
   _______ Faculty
   _______ Housing facilities
   _______ Parking
   _______ Dining facilities
   _______ Safety
   _______ Technology equipment
   _______ Registration process
   _______ Financial aid process
   _______ Other – please specify: ______________________
Please respond to each of the 20 statements using the following scale:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

1. The staff within my department treats students with respect. 1 2 3 4 5
2. University administrators treat students with respect. 1 2 3 4 5
3. FAMU is well organized. 1 2 3 4 5
4. FAMU has strong and visionary leaders in key administrative positions. 1 2 3 4 5
5. Smaller class sizes would allow for greater quality in the learning environment. 1 2 3 4 5
6. The use of state-of-the-art technology in teaching is available in all classrooms throughout the university. 1 2 3 4 5
7. The university has a structure that facilitates resolution of administrative and academic problems. 1 2 3 4 5
8. FAMU needs to improve or reengineer its registration process. 1 2 3 4 5
9. The curriculum in my college/department is adequate, challenging and properly prepares me for future employment. 1 2 3 4 5
10. The environment in my college/department facilitates learning and teacher-student interaction. 1 2 3 4 5
11. FAMU has adequate resources to fulfill its teaching mission. 1 2 3 4 5
12. My college/department has an adequate number of faculty to ensure class size of 30 or less. 1 2 3 4 5
13. The courses offered in by college/department are challenging enough to keep me stimulated. 1 2 3 4 5
14. If FAMU attracts fewer national merit scholars, then its reputation will diminish. 1 2 3 4 5
15. FAMU’s Alumni Association is growing in its support of the university with donations and service. 1 2 3 4 5
16. Student parking is a major problem for only students living off campus. 1 2 3 4 5
17. Students have a “real” voice in all matters affecting them directly. 

18. There are good communication channels between FAMU’s administration and staff to students. 

19. Financial aid is organized and student friendly. 

20. FAMU’s new Enterprise Resource Planning system will improve the student administration process. 

**Please provide a brief response to the following questions.**

1. What is your perception about the Board of Trustees and its relationship with the President and his administration?

2. What actions do you think FAMU’s administrative personnel should take to immediately enhance its organization and processes?

3. What actions do you think FAMU’s faculty should take immediately to enhance the learning environment on campus?

4. What actions do you think should be taken immediately to enhance your learning experiences on FAMU’s campus?

**The following questions concern basic demographic information. Please check the most appropriate answer or fill in the blank.**

1. Please indicate your age.
   
   ________ years (round off to nearest years)

2. Please indicate your present marital status.
   
   ________ single (never married)
   ________ married
   ________ divorced or separated
   ________ widowed

3. Please indicate the number of children you have.
   
   ________ child(ren)

4. Please indicate your classification.
5. Please indicate in which college or school you are enrolled.

- Freshman
- Sophomore
- Junior
- Senior
- Master’s
- Doctoral

- Allied Health Sciences
- Arts & Sciences
- Architecture
- Business & Industry
- Education
- Engineering Technology and Agriculture
- Environmental Sciences Institute
- FAMU/FSU College of Engineering
- FAMU Law School
- General Studies
- Graduate Studies and Research
- Journalism and Graphic Communication
- Nursing
- Pharmacy

6. Please indicate how many years you have been attending Florida A&M University. (please round off to the nearest number of years).

- years

7. Please indicate your gender.

- Male
- Female

8. Please indicate your race/national origin.

- non-Hispanic, white
- non-Hispanic, black
- Hispanic/Latino, white
- Hispanic/Latino, black
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Other - please specify: ___________________________

Please feel free to type any additional comments, concerns, and/or suggestions.

Thank you for participating in FAMU’s Strategic Planning Student Survey.
Stakeholder Survey

Objectives

The annual Foundation stakeholder surveys aim to:

- Provide external stakeholders' assessments of FRST performance and areas for improvement;
- Gauge the effectiveness of FRST processes;
- Provide information to enhance FRST accountability to the Government.

Approach

The survey combined face-to-face interviews with key stakeholders, with internet surveys of larger samples. There are two internet surveys, the main FRST stakeholder survey and a separate survey of Technology New Zealand funded firms. These surveys are kept separate because sections of the main survey are not relevant to the Technology New Zealand sample.

The overall response rate in 2003 was 293 from a total of 433 contacts (68%)- very good for a survey of this type and complexity.

<table>
<thead>
<tr>
<th>Survey components</th>
<th>Number completed</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRST Individual Interviews</td>
<td>27</td>
<td>Key stakeholders from universities, Crown Research Institutes, Government, and the private sector.</td>
</tr>
<tr>
<td>FRST Online Survey</td>
<td>208</td>
<td>Research leaders, CRI and university contacts, private sector, government and other stakeholders.</td>
</tr>
<tr>
<td>Technology NZ Online Survey</td>
<td>58</td>
<td>Mix of people who had contact with Technology NZ in the last 24 months.</td>
</tr>
<tr>
<td>Total</td>
<td>293</td>
<td></td>
</tr>
</tbody>
</table>

The 2003 survey was sent to people in a variety of different roles, as indicated in the above table. It also covered a variety of different organisations involved in research, science and technology (RS&T), including a sample of those significantly affected by FRST funding decisions. The distribution of the sample is shown in the following graph. The sample population also drew from people with varying degrees of experience in the NZ RS&T system, and over a third had 20 years or more personal involvement in NZ RS&T. Over 70% of the respondents worked in an organisation that had a current funding contract with FRST and/or has sought funding from FRST within the last financial year.
The specific objectives for the information sought are:

1. Sound, cost-effective measures of stakeholder assessment of FRST performance in the following areas:
   - Understanding and concurrence with strategic direction;
   - Understanding and concurrence with policies, investment principles and criteria;
   - Clarity and efficiency of investment processes;
   - Satisfaction with relationship management and communication process;
   - Appropriateness of evaluation feedback processes.

2. To report results from the stakeholder survey using methods likely to maximise actual use of the results, including comparisons of findings with the benchmarks established in the 2002 and subsequent Stakeholder Surveys.

Information gathered from class visits, high school groups, Town Hall meetings etc. will be brought to the entire stakeholder group through an email survey in March.

This survey will hear the feedback on ideas from faculty, staff, students, alumni, potential students, high school guidance counsellors, industry groups, associations, employers, government, employers, donors etc.

An email survey is one of the easiest methods for stakeholders to complete and results in easily captured and confidential statistics. Telephone and mail-in surveys are considerably more expensive and labour-intensive.

An external research group will be implementing the survey and compiling results, ensuring complete objectivity and confidentiality. Results will be posted to our website late April.

We need a variety of stakeholders - both familiar with our faculty and not - if you have email lists you would be willing to forward the survey to, please advise us by March 19.

A Survey-Based Model for Collecting Stakeholder Input at a Land-Grant University

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Introduction

Stakeholders have become increasingly estranged from land-grant universities, evidenced by reduced support from state and federal legislatures (Silag, Schultz, Bishop, Dale, & King, 1998). Land-grant university presidents have also noted a pattern of disengagement (Kellogg Commission, 1999). To stem the tide of further public disenfranchisement, the United States Congress legislated that stakeholder input be gathered by agricultural colleges when determining priorities for Extension (1998 Farm Bill, Public Law 105-185).

The purpose of the research described here was to develop a survey-based model for collecting stakeholder input for land-grant universities that could be adopted by Extension specialists and educators for soliciting necessary input from their stakeholders.

Calls for greater engagement between public universities and citizens emerged in the early 1980s and climaxed with two important documents, the 1998 Farm Bill and the Kellogg Commission on the Future of State and Land-Grant Universities (1999) report. The 1998 Farm Bill stated that stakeholder input must be collected when setting research, Extension and education priorities. Section 102, titled "Priority Setting Process," specifically stated (italics added):

Effective October 1, 1999, to obtain agricultural research, extension, or education formula funds from the Secretary, each 1862 Institution, 1890 Institution, and 1994 Institution shall establish and implement a process for obtaining input from persons who conduct or use agricultural research, extension, or education concerning the use of the funds.

The "bill of particulars" provided by the Kellogg report (1999, p. 4) included public perceptions that university and faculty work has become "slow and unwieldy, so intent on studying things to death that it is impossible to get timely decisions or responses out of them." The report stated that "[faculty] are so inflexibly driven by disciplinary needs and concepts that they have lost sight of the institutional mission to address the contemporary multidisciplinary problems of the real world." Without changes in the way land-grant universities include stakeholders, citizens may continue to express "dissatisfaction with the status quo and a sense of impending crisis" regarding the land-grant university (Silag, et al., 1998, p. 2).

The use of stakeholders in determining priorities is appropriate because they bring the notion of social responsibility to determining an agenda, a critical factor for organizations funded with public money. By incorporating social responsiveness through stakeholder input, public universities can address the call for accountability and outcomes in relation to public expectations (Altschuld & Zheng, 1995). It is clear that stakeholders need to be at the planning table, but how should they be included? Few researchers have proposed practical models for doing so. This study provides a survey-based model for collecting stakeholder input that is "inclusive, fair, balanced, transparent, comprehensive, and accountable" (Dyer, Miller, & Leval, 1999, p. 3).

Methodology

A mixed-methods approach was used to develop the model. Extension specialists were invited to participate in the process. The researchers met with five Extension specialists from a variety of disciplines such as entomology, plant pathology, plant breeding, and weed science, as a group and individually between May 2 and 31, 2001 to discuss the goals of the project. The interviews were tape recorded and transcribed verbatim for accuracy during analysis.

An original mailed survey for collecting stakeholder input was developed by analyzing the interview transcripts to identify items for the survey. After the questions were written, a draft was circulated among the Extension specialists and a panel of experts composed of four Extension educators and two agricultural economics faculty to determine face, content, and construct validity. The final draft of the survey was pilot
tested using a one-shot mailing with a randomly selected group of producers \((n=100)\) and yielded a 20% response rate.

Further refinements were made to the survey. A final version was mailed to 750 producers who were registered with the state's Agricultural Statistics Service. The population for the survey included all wheat producers in the state \((N=15,000, 1997, \text{Census of Agriculture})\). The researchers drew a stratified random sample of 750 producers who had not been previously contacted for the pilot survey. Stratification was based on the proportion of producers by county \((\text{Ary, Jacobs, & Razavieh, 1996})\). A modified Dillman's \((2000)\) four-phase mailing procedure was followed to garner a 29.2% usable response rate \((n=219)\). The Cronbach's alpha for internal consistency of the survey was 0.94.

Control for non-response error was addressed comprehensively. Demographic information \((\text{mean age and land ownership})\) of respondents was compared to corresponding characteristics of the known population \((1997 \text{Census of Agriculture})\). Early \((\text{first quartile})\) versus late \((\text{last quartile})\) respondents were compared for differences on 10 summated scale items regarding the importance of factors in making decisions about production practices. Ordinal data can be treated as interval data for the purpose of comparing two groups \((\text{Kerlinger, 1986})\). Using an independent samples t-test, no significant differences were found between early and late respondents for these procedures.

In addition, a random sample of 10% \((n=33)\) of the non-respondents were telephoned by the Agricultural Statistics Service and asked to complete selected portions of the survey \((\text{Lindner, Murphy, & Briers, 2001})\). No significant differences were found in the mean age of respondents versus non-respondents \((0.05 \alpha)\).

Of the 10 survey questions that were compared for differences, only one was found to be significantly different. Given the strength of the evidence that there were no differences between early, late, and non-respondents, the survey results can be generalized to the population of the state's wheat producers minus one variable: the degree of importance of the terms of lease/agreement with landowners.

**Findings**

As the focus of this research was on building a model for collecting stakeholder input, only highlights of producers' needs are presented here. A full report of the survey findings can be obtained from the researcher via email <kelseyk@okstate.edu>.

**Producer Profile**

The average producer was a 56-year-old white male who did not plan to retire in the next 5 years. He was a full-time producer who earned all his income from farming. He was well educated, having attained at least some college education. The typical producer's farm was individually operated as a sole proprietorship, and he owned over half of the land he farmed. Last year, he planted an average of 652 acres of wheat. He ran cattle, either as cow-calf pairs or stocker feeders, and grazed his young wheat, a practice that is common in this region. The producer was likely to collect government commodity program payments, to use short-term loans to finance his operation, and to use long-term loans to cover land and equipment purchases. He bought crop insurance and has collected on a policy at least once in his life.

The average producer reported cheat grass \((\text{Brome species})\), field bindweed, and drought to be his biggest challenges in farming. He was most interested in maximizing income when making production decisions; however, commodity prices, minimizing costs, the costs of inputs, maximizing yield, and long-term sustainability were other significant factors he considered.

**How Producers Obtained Production-Related Information**

The typical producer consulted friends, family, and other producers most often for information to solve his production problems. Business associates such as seed suppliers, grain elevator operators, and chemical and fertilizer dealers were also consulted when he needed information. His favorite publications for production information were *The High Plains Journal* and *Progressive Farmer*. 
Just over half of the typical producers communicated with Cooperative Extension Service (CES) employees. While most producers (86%) indicated that they did not communicate directly with faculty members, 65% did report using CES information. The most common reasons for not using CES were “better information was available elsewhere” \((n=24)\) and “I don’t know about extension services” \((n=24)\). Other reasons for not using CES included “slow to provide answers” \((n=9)\) and “unresponsive to my needs” \((n=9)\). Sixty-six percent of respondents reported that a weekly bulletin would be helpful to them.

**Improving Communication Between Producers and the CES**

Respondents were asked, "how could communication between you and the land-grant university be improved?" Not all survey respondents answered this question. Those who did wrote responses that were clustered into four themes:

1. Information dissemination from the land-grant university is problematic \((n=45)\).
2. Requested specific information \((n=14)\).
3. Communication is OK as is, no changes required \((n=13)\).
4. I don't know how to improve communication between the university and me \((n=5)\).

The majority of the responses to this question focused on the university's lack of effective information dissemination strategies. Twenty-three of the 45 comments focused on direct mailing of information in the form of a monthly or biweekly crop production bulletin. Seven respondents wanted more face-to-face contact with CES personnel. Two producers wanted meetings with CES personnel, and two wanted up-to-date fact sheets. One respondent wrote that county Extension educators should be timelier in getting information out to farmers.

Five respondents wanted more mass media approaches for disseminating information, including articles in local and major newspapers, publishing in the popular press, or expanding the weekly public television program to 30 minutes. Only four of the 77 respondents recommended that the university should use the Internet to disseminate information to producers.

**Recommendations for Serving Stakeholders**

On March 8, 2002 the researchers met with the Extension specialists to discuss the findings. The meeting was tape recorded to accurately document statements. The conclusions and recommendations are a reflection of the data collected from producers combined with the insights of the specialists.

Producers identified their most serious production problems as weeds, grazing, soil fertility, and wheat diseases. Active research continues at the university on wheat rusts, soil born mosaic virus, cheat grass (Brome species), field bindweed, wild oats, rye, and ryegrass. Producers also identified communication with the university as problematic because of poor information dissemination strategies. The chasm lies not in knowing what problems exist for producers, but in dissemination of solutions that are efficient, cost-effective, and immediately applicable to producers' situations. Every generation needs education anew. Thus, the responsibility for teaching producers about solutions to their problems falls on the CES as the off-campus educational branch of the land-grant university.

Sixty-six percent of the producers called for a weekly bulletin on crop production. This appears to be an obvious solution to disseminating information; however, this proved not to be the case at this university. The Extension specialists had published a newsletter in the past and direct mailed it to producers biweekly during the growing season. The newsletter was subsidized by a grant the first year and was provided at no charge. The second year the producers were asked to pay $20/year for the publication, only one-half the actual cost of production. There were not enough paid subscriptions to continue the newsletter. One Extension specialist reported that the newsletter was evaluated and the findings were positive; however, "nobody wanted to pay for it."

Fifty-nine percent of the producers surveyed never used the Internet, which is an inexpensive and effective communication tool for disseminating information to the public. Given the fact that producers do not want to
pay for direct mailings and don’t use the Internet, the CES may consider paying for the newsletter to be published out of operating funds.

University personnel and publications were listed as the fourth and fifth most frequently consulted sources of information for producers. However, when asked to write in specific publications used for learning about crop production, less than 10% of the producers reported reading CES newsletters or university variety test reports. Less than 7% read Extension fact sheets or publications, the major form of information dissemination for research. Out of the 132 producers who listed publications they read, only one each listed the university-produced reports as a source of information.

The land-grant university is obligated to provide relevant, factual, and timely information so that producers have all the resources at hand to make decisions. Through this study, it has been discovered that the majority of producers preferred to receive information via informal communication channels (friends and business associates). These sources may not be as valid and reliable as university-generated knowledge. How does CES climb the list to position itself as the number one source for information regarding crop production in this state?

Knowing producers’ preferred sources of information gives CES educators a powerful tool for information dissemination. Also, the adult education literature points to a felt need on the part of the learner as the impetus for seeking out information (Merriam & Caffarella, 1999). Once the learner identifies a need for information, he turns to sources that are most familiar, in this case, the popular press magazines. County educators may benefit by spending more time with businesses, cooperative elevator operators, and chemical and seed dealers disseminating information. Faculty may consider publishing short articles in the most popular magazines and journals to reach more producers than CES fact sheets reach currently.

Faculty may also consider this data as base-line information for collecting stakeholder input in the future. Through the survey construction process, faculty were reflective of their educational programs and wanted to document the impact of years of disseminating information to producers. The Extension specialists were "not terribly surprised by the results," although they were somewhat unsettled by the data because educational programs had been in place for several years to encourage producers to adopt a variety of hard white wheat that had not been adopted at the time of the survey.

During the focus group meeting on March 8, 2002, the Extension specialists discussed the idea that more information from the university was being disseminated than producers may have reported in the survey. For example, a crop consultant interviewed for this study reported that he attended university-sponsored field days and had received the university produced Wheat Production manual. He diffused that information to retail outlets, cooperative elevator operators, and producers as a consultant. Reporters for newspapers and other media do not always give credit for research findings. Thus, information is being disseminated, but the connection to the land-grant university is not always made clear to the public.

University researchers may not always receive validation for their work, but it would be helpful if they had a better understanding of how information was diffused from the university to end users. Future research could focus on how stakeholders adopt innovations. It would appear that the this group functions as late majority adopters based on characteristics such as making little use of mass media and securing ideas from peers (Rogers, 1995). Deepening the understanding of clients’ methods of adoption will allow CES educators to more effectively reach this group.

Developing a Model for Collecting Stakeholder Input

Land-grant universities have been directed to collect and implement stakeholder input when setting priorities for research, education, and Extension (AREERA, 1998) and to be more engaged with their constituents (Kellogg, 1999). Greene (1988) discovered that giving stakeholders a voice at the program-planning table increased the likelihood that they would use study findings to improve programs. Although including stakeholders in the priority setting process is inconvenient, costly, and time consuming, it is essential for fulfilling the land-grant mission.

This research explored a process for collecting stakeholder input using survey techniques that met the call for fairness, transparency, accountability, and inclusiveness (Dyer, Miller, & Leval, 1999). The process proved to be linear and cost-effective, and yielded high-quality data that was instrumental for one academic
Table 1 outlines the actors, decisions, and actions required for starting the process of engaging stakeholders.

<table>
<thead>
<tr>
<th>Actors</th>
<th>Decisions and Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean of Agriculture</td>
<td>Decision to collect stakeholder input for setting Extension priorities. Fund research initiative.</td>
</tr>
<tr>
<td>Department head</td>
<td>Preliminary analysis to determine needs for stakeholder input.</td>
</tr>
<tr>
<td>Department faculty, Extension educators, and/or survey team</td>
<td>Work collaboratively within unit to determine information needs from stakeholders. Identify legitimate stakeholders. Estimate sample frame and select subjects randomly. Work collaboratively to develop a survey that meets standards for collecting valid and reliable data. Analyze data and feedback to unit faculty.</td>
</tr>
<tr>
<td>Survey team</td>
<td>Present findings to all stakeholders. Negotiate findings and conclusions with all stakeholders.</td>
</tr>
<tr>
<td>Department head, faculty, and Extension educators</td>
<td>Implement data in setting future priorities for Extension activities. Recycle model as necessary.</td>
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</table>

The survey was developed following high-quality survey research techniques (Dillman, 2000) and input from the Extension specialists. The specialists were intimately involved in wording the questions and ensuring that all of their information needs were satisfied. The survey was evaluated by a panel of experts, pilot tested, and administered to the producers. Results were delivered to stakeholders 10 months following the initial interviews. The faculty were called together to negotiate the conclusions and recommendations of the study based on the findings.

The focus of the Extension specialists was to develop varieties and techniques for superior crop production in the state. Research was focused on selection of traits that were considered desirable by producers and consumers alike. The faculty were highly engaged in producer education and Extension activities, hosting demonstration plot field days around the state.

It's not surprising that the faculty have been highly engaged with their stakeholders, yet they learned much from going through the formal process of gathering stakeholder input using this model. For example, they learned that after promoting hard white wheat for 7 years, only 4% of the farmers had adopted this crop. They also learned that education efforts to determine the optimum time for removing cattle from wheat pasture to be used for grain had not been diffused thoroughly. The mailed-survey design allowed respondents to remain anonymous; thus, feedback may have been more honest than face-to-face data collection.

By using randomly selected producers, this model allowed access to underserved stakeholders, producers who have not engaged with the public university or benefited from its research. The faculty were able to learn how to better serve those who have remained in the shadows of the land-grant university by understanding their information needs and reasons for not using CES.

Other faculty groups at land-grant universities may desire to test the model developed in this study. Successful replication will serve to refine the model and prove its usefulness in collecting and using stakeholder input for setting CES priorities.

Acknowledgement
This research was paid for by the Oklahoma Agricultural Experiment Station, Division of Agricultural Sciences and Natural Resources, Oklahoma State University.

References


I. Internal Analysis Factors

A. List three to five apparent **strengths** of The University:

B. List three to five apparent **weaknesses** of The University:
II. External Analysis Factors

A. List three to five major **opportunities** you perceive for the University for the next five years

B. List three to five major **threats** to the University's progressive growth and development

III. Performance Review Factors

A. List the University's major accomplishments of the past three years:

B. List the three most crucial "areas of improvement" for The University for the next three years:

C. In Our Sesquicentennial Year - 2006 - our five newest accomplishments should be:

**Programme Advisory Committees**

<table>
<thead>
<tr>
<th>As a technical university, The University of Technology, Jamaica sees consultation with the employers who hire its graduates as an imperative in order to keep programmes and courses current with industry's needs. The Programme Advisory Committees meet at least twice per year to examine the curriculum and review student achievement in the various courses. The contribution of the PAC results in UTech's programmes being relevant to the needs of industry both nationally and regionally.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and stakeholder focus; teaching, learning and assessment; HEI performance;</td>
</tr>
<tr>
<td>Nancy A George University of Technology, Jamaica</td>
</tr>
</tbody>
</table>

**Surveys of Staff Satisfaction with Service Divisions**

<table>
<thead>
<tr>
<th>An ongoing programme of surveys of staff opinion on the services provided by key support Divisions within the University as a first step in a self-evaluation process. (Student surveys are run as well).</th>
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</thead>
<tbody>
<tr>
<td>Student and stakeholder focus; support processes; communication and consultation</td>
</tr>
<tr>
<td>Denyse Webbstock University of Natal, South Africa</td>
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</table>

**Using Benchmarking Data**

<table>
<thead>
<tr>
<th>Data from the internally administered student evaluation of units and the national Course Experience Questionnaire are collated for each School in the University and presented to the Schools for them to make comparisons with other groups and to use the data for initiating improvements in areas of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality systems; student and stakeholder focus; communication and consultation; HEI performance</td>
</tr>
<tr>
<td>Alan Cumming University of New England</td>
</tr>
</tbody>
</table>
| **Flexible Learning Initiative** | A university-wide initiative to create a more responsive and flexible learning environment based on student feedback and best practice in 26 institutions within and beyond Australia | Teaching, learning and assessment; student and stakeholder focus | Geoff Scott  
University of Technology  
Sydney, Australia |
|-------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------|
| **Student Satisfaction**      | A comprehensive annual survey of student satisfaction in areas identified by the students themselves. The approach is not just a survey but involves a reporting, action and feedback cycle. The aim is to continuously improve the service to students. | Quality systems; student and stakeholder focus; communication and consultation | Lee Harvey  
University of Central England |