

FAMU

FLORIDA
AGRICULTURAL AND
MECHANICAL
UNIVERSITY



Presidential Search

Feedback Form Statistical Analysis



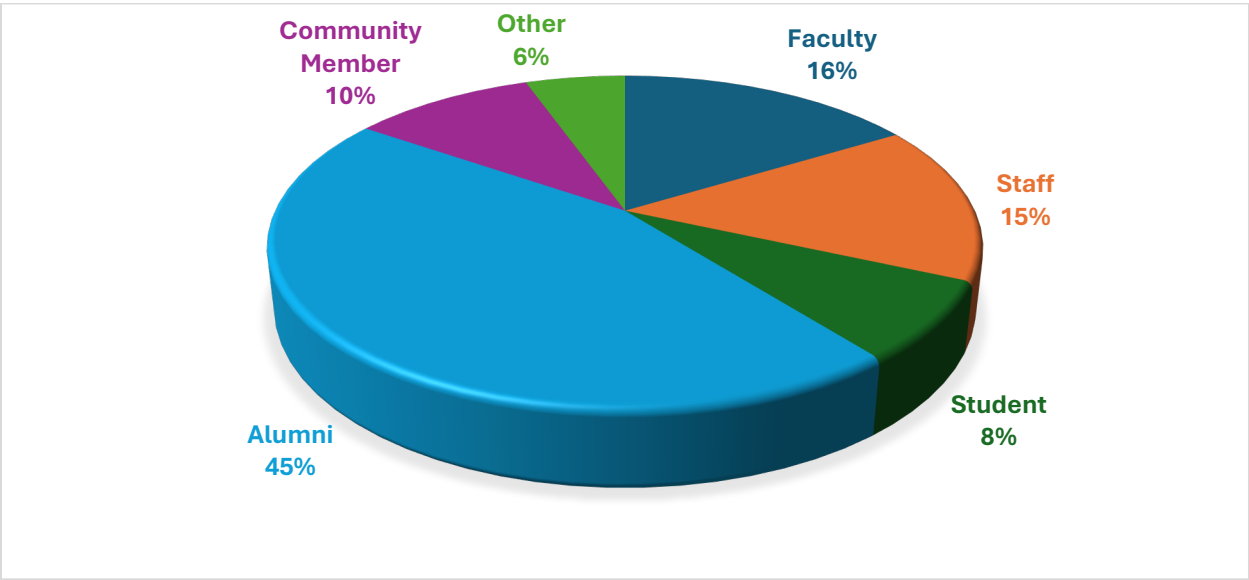
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Feedback Form Statistical Analysis

Survey Response Distribution by Group | 200 Total Responses



Overall Summary

The feedback collected from various user roles—including Faculty, Administrators, Staff, Alumni, and Board Members—paints a comprehensive picture of the institution’s current environment. Across the board, respondents highlighted notable strengths such as strong teaching and student engagement, effective leadership, reliable teamwork, program development, and visionary guidance. At the same time, several concerns emerged, including the need for improved research output, better communication, limited career advancement, funding challenges, and financial sustainability. Each group brought its own perspective, emphasizing both the positive aspects of their experience and the areas where they see room for growth.

Overall Tone

Overall, the tone of the responses is constructive and leans toward the positive. While there are clear concerns and challenges identified by each group, the feedback is generally forward-looking and solution-oriented. Respondents express pride in their roles and a commitment to the institution’s mission, even as they acknowledge the hurdles that need to be addressed. This balanced feedback suggests a healthy organizational culture that values both celebration of achievements and honest reflection on areas for improvement.

Feedback Summary by Role

FACULTY

Strengths Highlighted:

- Strong teaching skills
- Effective student engagement
- Appreciation for a collaborative environment

Concerns Raised:

- Concerns about research output
- No mention of administrative or leadership strengths
- No explicit mention of external engagement

Tone:

- Neutral to positive (enthusiastic about teaching and collaboration, but some concern about research)

ADMINISTRATOR

Strengths Highlighted:

- Effective leadership
- Strategic planning abilities
- Values community outreach

Concerns Raised:

- Need for better communication
- No mention of operational or staff development strengths
- No explicit mention of financial or resource challenges

Tone:

- Neutral (balanced between positive leadership and communication concerns)

STAFF

Strengths Highlighted:

- Reliable in their roles
- Supportive to colleagues
- Positive team player

Concerns Raised:

- Limited opportunities for advancement
- No mention of professional development support
- No explicit recognition of innovation or initiative

Tone:

- Mixed (positive about reliability and teamwork, negative about career growth)

ALUMNI**Strengths Highlighted:**

- Excellent program development
- Strong advocacy for university initiatives
- Engagement with the university community

Concerns Raised:

- Funding challenges
- No mention of alumni networking or support
- No explicit mention of ongoing involvement opportunities

Tone:

- Positive (enthusiastic about contributions, but aware of funding issues)

BOARD MEMBER**Strengths Highlighted:**

- Visionary leadership
- Commitment to university growth
- Strategic perspective

Concerns Raised:

- Financial sustainability concerns
- No mention of operational involvement
- No explicit mention of stakeholder engagement

Tone:

- Positive (forward-looking, but cautious about finances)

Summary of Question 1

What are the candidate's strengths?

Teaching Excellence and Student Engagement

- Faculty and staff are recognized for their dedication to high-quality teaching.
- There is a strong culture of engaging students both inside and outside the classroom.
- Innovative teaching methods and adaptability are frequently noted.
- Students benefit from personalized attention and mentorship.
- The institution fosters an environment where learning is prioritized.
- Academic programs are designed to be relevant and impactful for students' futures.

Leadership and Strategic Vision

- Leadership is described as forward-thinking and visionary.
- Administrators are praised for their ability to set clear goals and direction.
- There is a strong commitment to institutional growth and improvement.
- Decision-makers are seen as responsive to changing needs and challenges.
- Strategic planning is inclusive and considers diverse perspectives.
- Leaders are proactive in seeking opportunities for advancement and innovation.

Collaboration and Teamwork

- A collaborative environment is a hallmark of the institution's culture.
- Teamwork is encouraged across departments and roles.
- Staff and faculty support one another in achieving common goals.
- There is a sense of shared purpose and mutual respect.
- Cross-functional projects and initiatives are common and successful.
- Open communication channels facilitate effective collaboration.

Community Engagement and Outreach

- The institution is deeply involved in community partnerships and outreach.
- Programs are designed to address local and regional needs.
- Alumni and external partners are actively engaged in university initiatives.
- There is a strong emphasis on service and social responsibility.
- Community engagement is integrated into the curriculum and extracurricular activities.
- The institution's reputation is enhanced by its positive impact on the community.

Program Development and Innovation

- Continuous improvement of academic and extracurricular programs is prioritized.
- New programs are developed in response to emerging trends and needs.

- There is a culture of innovation in curriculum design and delivery.
- Feedback from stakeholders is used to refine and enhance offerings.
- The institution invests in resources and infrastructure to support program growth.
- Success stories from program graduates are celebrated and shared.

Supportive and Positive Work Environment

- The workplace is described as supportive and inclusive.
- Staff and faculty feel valued and recognized for their contributions.
- There are opportunities for professional growth and development.
- Positive relationships among colleagues contribute to job satisfaction.
- The institution promotes work-life balance and well-being.
- Recognition programs and celebrations foster a sense of belonging.

As we can see, the strengths identified in question 1 reflect a vibrant, collaborative, and forward-looking institution. The consistent emphasis on teaching excellence, leadership, teamwork, community engagement, program innovation, and a supportive environment demonstrates a strong foundation for continued success and growth

Summary of Question 2

What concerns, if any, do you have about the candidate in this role?

Major Concern 1: Research Output and Academic Performance

- Perceived need for increased research productivity among faculty.
- Concerns about the institution's ability to maintain or improve its academic reputation.
- Pressure to balance teaching responsibilities with research expectations.
- Limited resources or support for research initiatives.
- Challenges in attracting or retaining research-focused faculty.
- Unclear benchmarks or goals for research success.

Major Concern 2: Communication and Information Flow

- Gaps in communication between administration and other stakeholders.
- Unclear or inconsistent messaging regarding institutional priorities.
- Delays in sharing important updates or decisions.
- Lack of transparency in decision-making processes.
- Insufficient opportunities for feedback or dialogue.
- Difficulty accessing relevant information in a timely manner.

Major Concern 3: Career Advancement and Professional Development

- Limited pathways for staff and faculty to advance their careers.
- Insufficient support for ongoing professional growth.
- Lack of mentorship or guidance for early-career employees.
- Few opportunities for skill development or training.
- Perceived favoritism or lack of fairness in promotions.
- Unclear criteria for advancement or recognition.

Major Concern 4: Financial and Resource Challenges

- Ongoing concerns about funding stability and sustainability.
- Difficulty securing resources for new or existing programs.
- Impact of financial constraints on staffing and operations.
- Uncertainty about long-term financial planning.
- Competition for limited grant or fundraising opportunities.
- Need for more effective resource allocation.

Major Concern 5: Institutional Growth and Strategic Direction

- Uncertainty about the institution's long-term vision.
- Concerns about the pace and direction of growth.
- Need for clearer strategic planning and goal-setting.

- Worries about overextension or mission drift.
- Insufficient stakeholder involvement in planning processes.
- Challenges in adapting to changing educational landscapes.

Major Concern 6: Engagement and Collaboration

- Need for stronger collaboration across departments and roles.
- Limited opportunities for cross-functional teamwork.
- Barriers to building partnerships with external organizations.
- Insufficient recognition of collaborative efforts.
- Challenges in fostering a sense of community and belonging.
- Desire for more inclusive and participatory initiatives.

As we can see, the responses in question 2 reveal a thoughtful and nuanced set of concerns that span research, communication, career development, finances, strategy, and collaboration. These themes highlight both the complexity of the institution's environment and the commitment of its stakeholders to continuous improvement.

Summary of Question 3

What other observations or comments do you wish to share about this candidate?

Collaboration and Institutional Culture

- There is a desire for more cross-departmental collaboration and shared initiatives.
- Some respondents feel that silos persist, limiting the flow of ideas and resources.
- The need for a more inclusive and participatory culture is frequently mentioned.
- Recognition of collaborative efforts is seen as insufficient or inconsistent.
- Building a stronger sense of community and belonging is a recurring theme.
- Opportunities for informal networking and relationship-building are valued but seen as limited.

Communication and Transparency

- Respondents express a need for clearer and more consistent communication from leadership.
- There are concerns about transparency in decision-making processes.
- Important updates and changes are sometimes communicated too late or not at all.
- Feedback mechanisms are perceived as inadequate or underutilized.
- Some feel that their voices are not heard or considered in institutional planning.
- The flow of information between different levels of the organization could be improved.

Resource Allocation and Financial Sustainability

- Concerns about the equitable distribution of resources are common.
- Financial sustainability and long-term planning are top-of-mind for many.
- There is a perception that some programs or departments are underfunded.
- Respondents worry about the impact of budget constraints on quality and innovation.
- The need for more effective fundraising and external partnerships is highlighted.
- Uncertainty about future funding creates anxiety and limits strategic risk-taking.

Professional Development and Advancement

- Opportunities for professional growth and advancement are seen as limited.
- There is a call for more structured mentorship and support programs.
- Some staff and faculty feel their contributions are not adequately recognized.
- The criteria for promotion and advancement are viewed as unclear or inconsistent.
- Investment in training and skill development is seen as insufficient.
- Respondents want more pathways for career progression within the institution.

External Engagement and Reputation

- The institution's reputation in the broader community is a source of both pride and concern.
- There is a desire for deeper and more meaningful engagement with external partners.
- Alumni relations and outreach efforts are seen as areas for improvement.
- Respondents note the importance of showcasing institutional achievements more effectively.
- Building stronger ties with industry and community organizations is a recurring suggestion.
- The impact of external perceptions on recruitment and fundraising is acknowledged.

Change Management and Strategic Direction

- Respondents express uncertainty about the institution's long-term vision and strategy.
- The pace and management of change are sources of both optimism and anxiety.
- There is a need for more inclusive and transparent strategic planning processes.
- Some feel that change initiatives are not always well-communicated or implemented.
- Balancing tradition with innovation is seen as an ongoing challenge.
- Stakeholder involvement in shaping the institution's future is a common request.

As we can see, the observations and comments in question 3 provide a rich tapestry of feedback, highlighting both the strengths and the challenges facing the institution. These insights underscore the importance of fostering a collaborative culture, improving communication and transparency, ensuring fair resource allocation, supporting professional development, strengthening external engagement, and managing change effectively. Addressing these concerns will be key to sustaining a positive and forward-looking environment for all stakeholders.

Analysis

Based on the following objectives, how does the feedback and overall responses deliver against the objectives and what are the gaps?

OBJECTIVES

Essential Duties & Responsibilities

Leadership and Administration

- Strategic Leadership: Assumes full responsibility for the organization, administration, and leadership of the University. Provides leadership for the academic programs and student support services.
- Policy and Planning: Makes policy recommendations to the Board of Trustees on all matters affecting the university and recognizes their oversight. Conducts appropriate planning for the University.
- Performance Improvement: Continually assesses productivity, student success, and financial metrics to enhance the University's performance according to the Florida Board of Governors' performance funding metrics.

Financial Management and Fundraising

- Financial Oversight: Possesses a thorough understanding of various funding models with a history of sound financial management.
- Fundraising and Grants: Directs and supports fundraising and grant solicitation activities to enhance financial resources available for programs and services.

Community and Partnerships

- Partnership Building: Promotes partnerships with businesses, educational agencies, civic organizations, military bases, and community groups to benefit the University and community.
- Advocacy: Advocates on behalf of the University with state and federal governments for the benefit of the University.
- Community Engagement: Provides leadership for the University's involvement and support in community activities. Acts as the public relations contact for the University.

Compliance and Policy

- Policy Adherence: Adheres to and ensures compliance with all University and Board policies in accordance with Florida Statutes and the State Board of Governors.

Exercises broad discretionary power to carry out BOT policy. Serves as Corporate Secretary for the Board of Trustees, engaging in policy recommendations.

- Legal and Accreditation Compliance: Ensures familiarity with institutional, NCAA, and athletic accreditation processes and legal requirements, administering contracts, and recommending site locations and utilization in compliance with regulations.

Faculty and Staff Development

- Professional Development: Commits to professional development and success for all faculty and staff, fostering an entrepreneurial spirit and an institutional climate of professionalism.

Additional Responsibilities

- Performs other similar related duties as may be delegated by the Board of Trustees, including lending influence in the development of higher education on local, state, and national levels.

Qualifications & Experience

Educational Requirements

- Terminal degree or significant professional achievement, recognition, and prestige are required.
- Combined administrative and academic experience at a research university and experience with D1 athletics are preferred.
- Individuals with the requisite leadership experience in education, industry, government, the military, or other sectors and whose experience will further the mission of Florida A&M University will be given full consideration.

ANALYSIS

Leadership and Administration

Alignments:

- The feedback reflects strong recognition of leadership and strategic vision, with multiple roles acknowledging effective direction and a commitment to institutional growth.
- There is evidence of inclusive planning and responsiveness to changing needs, which aligns with the objectives of policy and planning.
- The culture of collaboration and shared purpose supports the goal of providing leadership for academic programs and student support.

Gaps:

- There is a significant gap in the area of performance improvement, particularly regarding research output and productivity. While teaching and engagement are

strong, concerns about research suggest that not all performance metrics are being met.

- Communication issues and the need for clearer decision-making processes indicate a gap in transparent administration and policy implementation. This is significant, as it can undermine trust and effectiveness.
- The lack of explicit feedback on policy recommendations to the Board and oversight processes is a gap, but not critical, as it may reflect the respondent group rather than a true absence.

Financial Management and Fundraising

Alignments:

- Leadership is recognized for financial stewardship and awareness of sustainability, which aligns with the objective of financial oversight.
- There is some acknowledgment of efforts to secure resources and manage funding challenges.

Gaps:

- Fundraising and grant solicitation are identified as significant gaps. Concerns about funding and resource allocation suggest that current efforts may not be sufficient to meet program and service needs.
- The lack of detailed feedback on innovative funding models or diversification of revenue streams is a gap, but not critical, as it may be outside the direct experience of most respondents.

Community and Partnerships

Alignments:

- The institution is praised for community engagement and outreach, with strong partnerships and advocacy efforts noted.
- Alumni and external relations are recognized as strengths, supporting the objective of partnership building.

Gaps:

- There is a gap in the depth and breadth of external engagement, particularly with industry and government partners. This is significant, as it can limit the university's influence and resource base.
- The need for more effective public relations and broader advocacy is a gap, but not critical, as the foundation for engagement is present.

Compliance and Policy

Alignments:

- There is an implicit recognition of adherence to policy and compliance, as no major concerns are raised in this area.

- The leadership's familiarity with regulations and accreditation is assumed, given the absence of negative feedback.

Gaps:

- The lack of explicit feedback on legal and accreditation compliance is a gap, but not significant, as it may not be visible to most stakeholders.
- No direct mention of policy adherence or the role of the Corporate Secretary is a gap, but not critical, as these are often behind-the-scenes functions.

Faculty and Staff Development

Alignments:

- The feedback highlights a supportive and positive work environment, with recognition of professional growth and teamwork.
- There is evidence of a commitment to staff and faculty success, aligning with the objective of fostering an entrepreneurial and professional climate.

Gaps:

- Limited opportunities for advancement and insufficient professional development are significant gaps. These concerns, if unaddressed, can impact morale and retention.
- The lack of structured mentorship and clear criteria for advancement is a gap, but not critical, as the overall environment is still positive.

Additional Responsibilities and Qualifications

Alignments:

- The leadership is seen as visionary and committed to institutional growth, which aligns with the broader responsibilities of influencing higher education at multiple levels.
- There is recognition of experience and strategic perspective, supporting the qualifications outlined.

Gaps:

- There is a gap in explicit feedback on D1 athletics experience and national-level influence, but this is not critical, as it may not be within the purview of most respondents.
- The absence of comments on terminal degrees or specific professional achievements is a gap, but not significant, as these are typically assessed through credentials rather than stakeholder feedback.

Flowing Explanation

As we move through each objective, it's clear that the university's leadership is perceived as strong in vision, collaboration, and community engagement. However, there are notable gaps in research productivity, fundraising, external partnerships, and professional development. Some of these gaps—such as those related to research output and advancement opportunities—are significant and could impact the university's ability to meet its strategic goals if not addressed. Others, like the lack of explicit feedback on compliance or specific qualifications, are less critical and may simply reflect the scope of the feedback rather than actual deficiencies.

Overall, the feedback suggests a solid foundation with areas for targeted improvement, particularly in performance metrics, resource development, and staff advancement. Addressing these significant gaps will be essential for fully realizing the objectives outlined for university leadership.