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#5 of 7

ARCHIVES

# THE FUTURE IS OURS TO SHAPE



THE UNIVERSITY'S ODYSSEY  
TO THE YEAR 2000

...A NONTRADITIONAL  
SELF-STUDY

COMMITTEE REPORT  
PARTICIPATION IN THE DEVELOPMENT OF THE  
UNIVERSITY COMMUNITY

FLORIDA INTERNATIONAL UNIVERSITY

Nontraditional Self-Study

PARTICIPATION IN THE DEVELOPMENT OF THE

UNIVERSITY COMMUNITY

A Support Committee Report

Prepared for the

Coordinating Committee

June, 1979

Members:

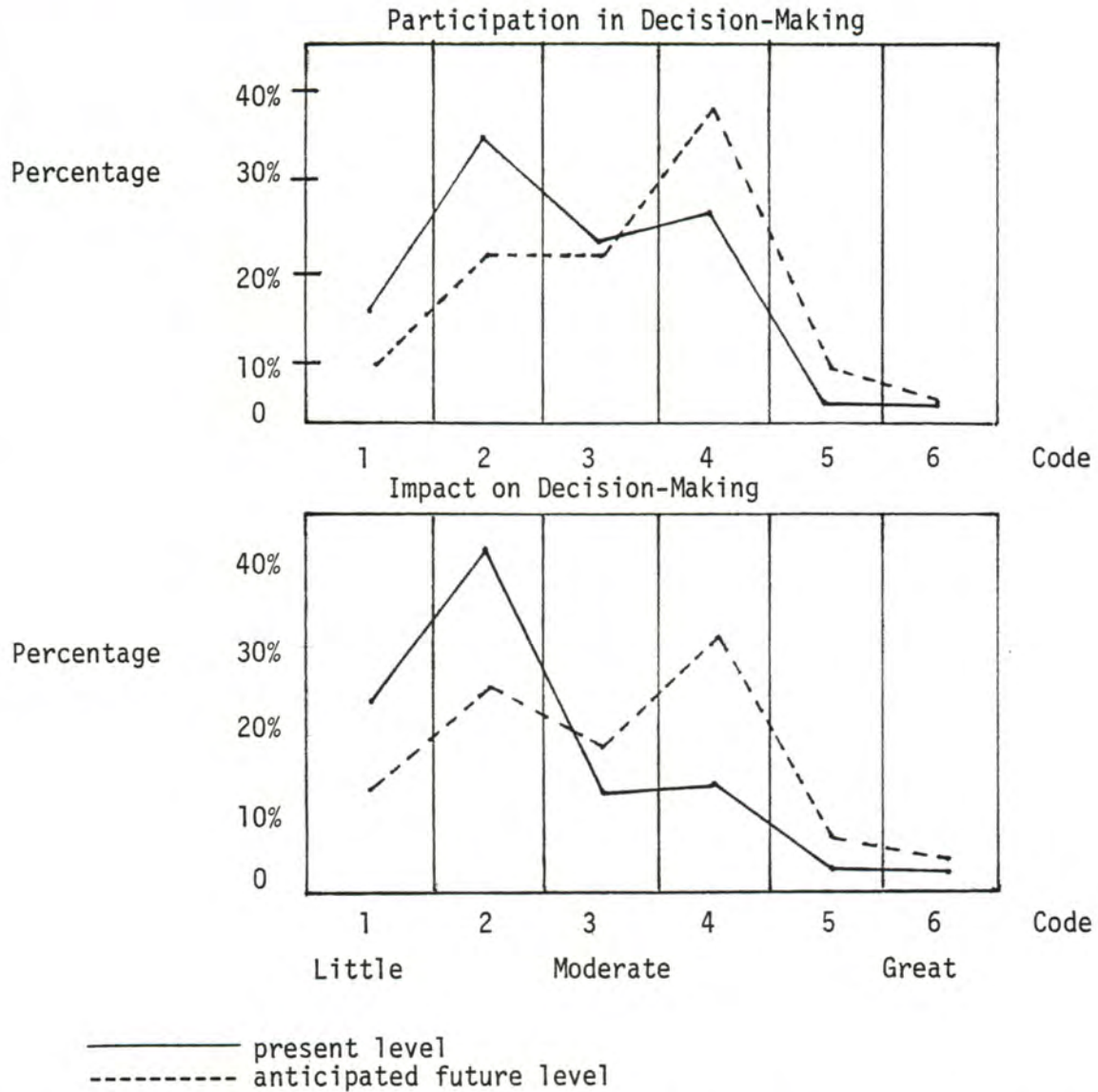
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# PARTICIPATION IN THE DEVELOPMENT OF THE UNIVERSITY COMMUNITY

## ABSTRACT

This report examines participation, impact and power within the University Community.

We find significant levels of frustration among the faculty, both in participation and impact in the decision-making process and recommend a redistribution of power.



This frustration was also found among the staff, students and the local citizens.

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PARTICIPATION IN THE DEVELOPMENT  
OF THE UNIVERSITY COMMUNITY

STATEMENT OF THE PROBLEM--TASK

The Committee on Participation in the Development of the University Community conducted an investigation designed to describe the current climate for decision-making and to generate recommendations to enhance this process in the future. To this end the Committee attempted first to identify factor in the present decision-making process; second, analyzed the climate for decision-making in the University community; and third, investigated the levels of participation in University decision-making.

Specific Questions Investigated:

- A. What is the extent of your participation in the University decision-making process?
- B. What is the extent of your impact on University decision-making?
- C. To what extent do you envision your future level of participation in the University decision-making process?
- D. To what extent do you envision your future impact on University decision-making?

METHODOLOGY...three stages of an Evolutionary Process

- A. Stage I: Original Questionnaire--  
Surveyed 84 University Organizations and  
Entities  
59 responded
- B. Stage II: Faculty Questionnaire--  
Surveyed all faculty of FIU on both North  
and South campuses  
117 responded
- C. Stage III: Symposium  
Third symposium on the Future of Florida  
International University, May 3, 1979.  
Participants included local residents,  
government officials, and University  
students, faculty, administration and  
staff.

## STAGE I: ORIGINAL QUESTIONNAIRE

### I. Introduction

- A. The purpose of the questionnaire was to gather data concerning:
  - 1. The level of committees' participation in the University decision-making process,
  - 2. The level of the committees' impact on University decision-making, and
  - 3. The future level of committees' participation in and impact on University decision-making.

### II. Discussion

- A. Questionnaires were sent to 84 University organizations and entities listed in Appendix B of which 59 responded, yielding a return rate of 70%.
- B. The results of Phase I are presented within the framework of the University's organizational structure as shown in Appendix B.

### III. Results

- A. The special programs, centers and institutes within Academic Affairs indicated:
  - 1. The level of participation was moderate.
  - 2. The level of impact on decision-making was moderate.
  - 3. The future levels of participation and impact would increase slightly.
- B. The four Senates in Academic Affairs indicated:
  - 1. The level of participation was moderate.
  - 2. The level of impact on decision-making was moderate.

3. The future level of participation and impact would be slightly increased.
- C. The committee chairpersons in the College of Arts and Sciences indicated:
1. The level of participation was moderate.
  2. The level of impact on decision-making was low.
  3. The future level of participation would improve moderately.
- D. The School of Hospitality Management indicated:
1. The level of participation was high.
  2. The level of impact on decision-making was moderate.
  3. The future level of participation and impact would be moderate.
- E. The School of Technology indicated:
1. The level of participation was high.
  2. The level of impact on decision-making was low.
  3. The future level of participation and impact would be the same.
- F. The groups in Administrative Affairs indicated:
1. The level of participation was high.
  2. The level of impact on decision-making was low to moderate.
  3. The future level of participation and impact would be low to moderate.
- G. The Student Affairs Ad Hoc Committee for Time Blocks indicated:
1. The extent of participation was high.



2. The impact on decision-making was unknown.
3. The future participation and impact was unknown.

H. Other Committees indicated:

1. The level of participation was moderate.
2. The level of impact on decision-making was slightly moderate.
3. The future level of participation and impact would increase slightly.

Note: The School of Education and the School of Public Affairs and Services did not respond. The School of Business and Organizational Sciences responded that they have no committees.

## STAGE II: FACULTY QUESTIONNAIRE

### I. Introduction

- A. After analyzing information from Stage I, data was sought on the faculty's perceptions regarding levels of participation and impact on decision-making processes within the University.

### II. Discussion

- A. A questionnaire was designed and submitted to the entire faculty as shown in Appendix C.
- B. The following specific questions were asked:
1. What is the extent of your participation in the University decision-making process?
  2. What is the extent of your impact on University decision-making?
  3. To what extent do you envision your future level of participation in the University decision-making process?
  4. To what extent do you envision your future impact on University decision-making?
  5. In your opinion, how much influence have each of the following decision-maker(s) had on past allocation of the identified resources? (Rate each category of decision-maker(s) on each identified resource.)
  6. In your opinion, how much influence should each of the following decision-maker(s) have on past allocation of the identified resources? (Rate each category of decision-maker(s) on each identified resource.)

III. Results: Summarized in Exhibits I through 4 are the responses to Questions 1 through 4.

- A. Exhibit 1 shows that the faculty perception of current participation in University decision-making is quite low. Fifty percent of the faculty felt they participated not at all, or to a very little extent. Less than 4 percent of the faculty felt they participated in decision-making to a great or very great extent.
- B. Exhibit 2 shows that the faculty perception of current impact on decision-making is also low. Over 65% of the faculty felt that their impact was not at all or to a very little extent. Less than 30% of the faculty felt their impact was great or very great.
- C. Exhibit 3 shows that the faculty envisions future levels of participation will be somewhat higher than present levels. Only 30 percent of the faculty felt that future participation levels would be not at all or to a very little extent. Fourteen percent felt that future participation would be great or very great. This implies that faculty is more optimistic about the future.
- D. Exhibit 4 shows that the faculty envisions that future levels of impact on decision-making will be somewhat higher than present levels. Less than 39 percent felt that future levels of impact would be none at all or to a very little extent. A healthy 10 percent felt that future impact would be great or very great. Again, this implies that the faculty is more optimistic about the future.

- E. Exhibits 5 through 11 are the responses to questions 5 and 6. On the Exhibits existing influence responds to Question 5 and desired influence responds to Question 6.

Generally, the faculty feels that existing influence resides at the Presidential and Vice-Presidential levels at the University and at the Board of Regents and Legislature levels in Tallahassee. Other outside political sources and the Union have no influence.

Perhaps the most surprising result is the faculty's perception that the Administrative Budget Committee<sup>1</sup> has little influence.

The reader should note, however, that only 20% of the faculty had participated in budget development and only 38% had seen their own budget. This suggests that the faculty's perception of the influence of the Administrative Budget Committee may be based on a lack of information.

The faculty desires that influence reside primarily at the Vice-President for Academic Affairs level and secondarily, at the Dean, Chairperson and Faculty levels. The influence of the President should be moderate. The Vice-President of Administrative Affairs should have fluctuating influence. All other actors should have little to no influence.

<sup>1</sup> The Administrative Budget Committee is composed of the Vice-President of Academic Affairs, Vice-President of Administrative Affairs and the Vice-President of Student Affairs and their supporting staff.

- F. Given Exhibits 5 through 11, faculty perceptions of Existing Influence and Desired Influence, there is a need for a redistribution of influence.

Exhibit 12, Redistribution of Influence, shows the direction desired by the faculty for changes in influence. Changes for specific actors within the University are shown in terms of increase/decrease or no change in decision-making influence.

- G. Exhibit 12 shows that the faculty, department chairpersons, and deans gain additional influence. The Vice-President of Academic Affairs is largely unaffected by the redistribution of influence. The Administrative Budget Committee suffers moderate losses in influence. The President and the Vice-President of Administrative Affairs lose significant influence.

In addition, the Legislature and the Board of Regents lose significant influence.

Finally, the Union and outside political sources, excluding the Legislature, are seen by the faculty as being largely irrelevant in decision-making concerning the items in Exhibits 5 through 11.

EXHIBIT 1

WHAT IS THE EXTENT OF YOUR PARTICIPATION IN THE UNIVERSITY DECISION-MAKING PROCESS?

<u>CATEGORY LABEL</u>	<u>CODE</u>	<u>FREQUENCY PERCENTAGE</u>	<u>CUMULATIVE FREQUENCY PERCENTAGE</u>
Not at All	1	15.8	15.80
Very Little Extent	2	34.2	50.00
Little Extent	3	21.1	71.10
Some Extent	4	25.4	96.50
Great Extent	5	1.8	98.20
Very Great Extent	6	1.8	100.00
Total		<u>100.0%</u>	

Percentage

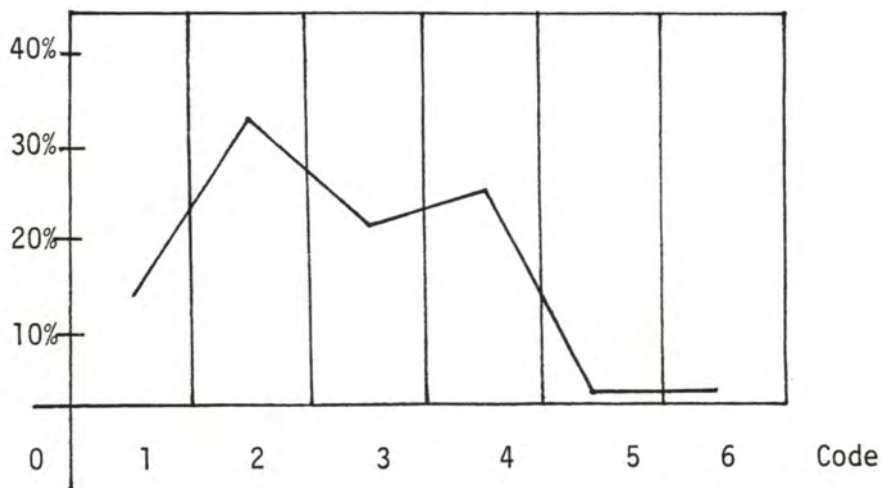


EXHIBIT 2

WHAT IS THE EXTENT OF YOUR IMPACT ON UNIVERSITY DECISION-MAKING?

<u>CATEGORY LABEL</u>	<u>CODE</u>	<u>FREQUENCY PERCENTAGE</u>	<u>CUMULATIVE FREQUENCY PERCENTAGE</u>
Not at All	1	24.6	24.50
Very Little Extent	2	41.2	65.80
Little Extent	3	14.9	80.70
Some	4	16.7	97.40
Great	5	1.8	99.10
Very Great	6	.9	100.00
Total		<u>100.0%</u>	

Percentage

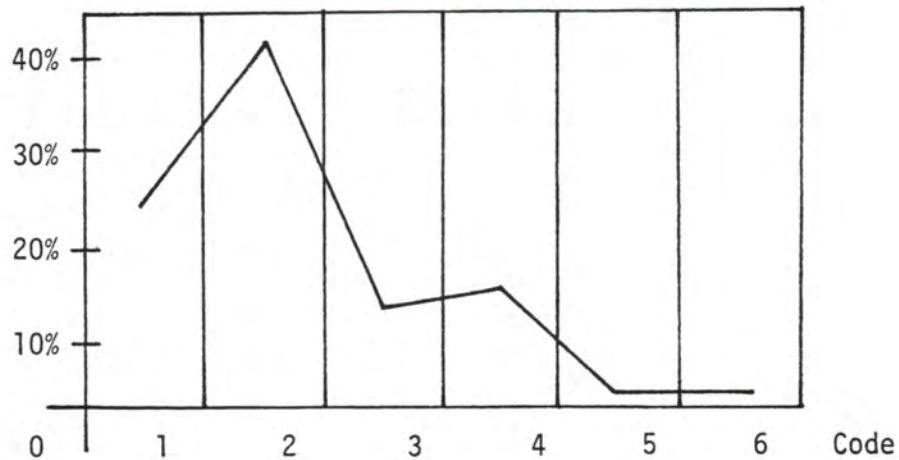


EXHIBIT 3

TO WHAT EXTENT DO YOU ENVISION YOUR FUTURE LEVEL OF PARTICIPATION IN THE UNIVERSITY DECISION-MAKING PROCESS?

<u>CATEGORY LABEL</u>	<u>CODE</u>	<u>FREQUENCY PERCENTAGE</u>	<u>CUMULATIVE FREQUENCY PERCENTAGE</u>
Not at All	1	8.8	8.80
Very Little Extent	2	21.2	30.10
Little	3	21.2	51.30
Some	4	37.2	86.50
Great	5	9.7	98.20
Very Great	6	1.8	100.00
Total		<u>100.0%</u>	

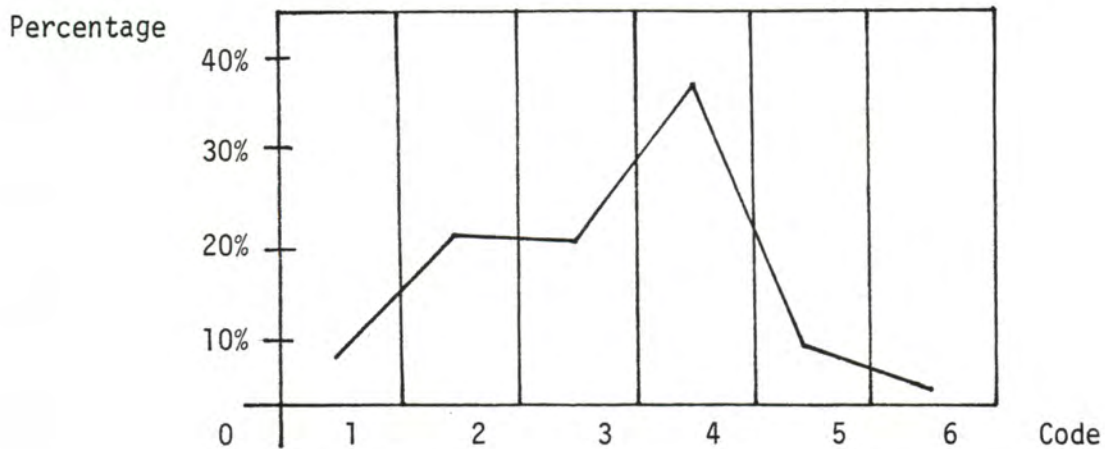




EXHIBIT 4

TO WHAT EXTENT DO YOU ENVISION YOUR FUTURE IMPACT ON UNIVERSITY DECISION-MAKING?

<u>CATEGORY LABEL</u>	<u>CODE</u>	<u>FREQUENCY PERCENTAGE</u>	<u>CUMULATIVE FREQUENCY PERCENTAGE</u>
Not at All	1	13.3	13.30
Very Little Extent	2	25.7	38.90
Little	3	19.5	58.40
Some	4	31.0	89.40
Great	5	8.0	97.30
Very Great	6	2.7	100.00
Total		<u>100.0%</u>	

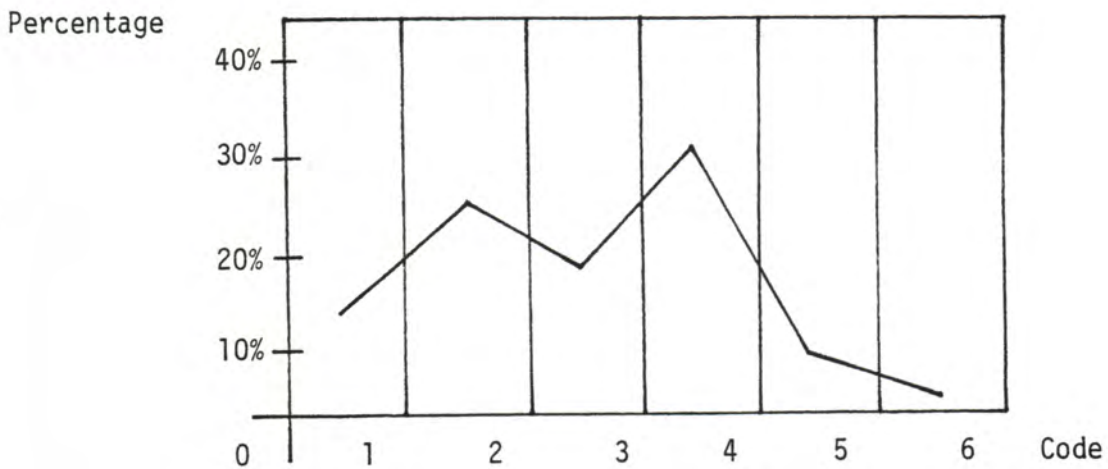


EXHIBIT 5  
 DECISION-MAKING INFLUENCE ON  
FACULTY LINES

DECISION-MAKERS	INFLUENCE*	
	EXISTING	DESIRED
Faculty	N-L	M-G-P
Department Chairperson	M-L	G-M-P
Dean	G	P-G
Vice-President Academic Affairs	P-G	P-G-M
Vice-President Administrative Affairs	M	N-M
President	G-M	M
Union	N	N-M
Board of Regents	P-G	N-M-L
Legislature	P-M	N-M
Outside Political Sources	N-L	N
Administrative Budget Committee	N-L	N-M

N No influence

L Little influence

M Moderate influence

G Great influence

P Primary influence

\* First letter indicates the stronger influence

EXHIBIT 6  
 DECISION-MAKING INFLUENCE ON  
CAREER SERVICE LINES

DECISION-MAKERS	INFLUENCE*	
	EXISTING	DESIRED
Faculty	N	M-L
Department Chairperson	L	G-M
Dean	G	G-P
Vice-President Academic Affairs	M-G	G
Vice-President Administrative Affairs	P-G	M
President	M-G	M
Union	N	N-M
Board of Regents	N-P(extreme)	N-M
Legislature	N-P(extreme)	N-M
Outside Political Sources	N	N
Administrative Budget Committee	N-M	N-M

N No influence

L Little influence

M Moderate influence

G Great influence

P Primary influence

\* First letter indicates the stronger influence

EXHIBIT 7  
DECISION-MAKING INFLUENCE ON

A & P LINES

DECISION-MAKERS	INFLUENCE*	
	EXISTING	DESIRED
Faculty	N	M
Department Chairperson	N-L	M-G
Dean	M	G-P
Vice-President Academic Affairs	G	G
Vice-President Administrative Affairs	G-P	G
President	G-P	M-G
Union	N	N
Board of Regents	M	L
Legislature	M	L
Outside Political Sources	N	N
Administrative Budget Committee	L	L

N No influence

L Little influence

M Moderate influence

G Great influence

P Primary influence

\* First letter indicates the stronger influence

EXHIBIT 8  
 DECISION-MAKING INFLUENCE ON  
SPACE ALLOCATION

DECISION-MAKERS	INFLUENCE*	
	EXISTING	DESIRED
Faculty	N	M-G
Department Chairperson	L	G
Dean	M-G	P
Vice-president Academic Affairs	G-P	G
Vice-President Administrative Affairs	P-G	M-G
President	G	M
Union	N	N-L
Board of Regents	L	N
Legislature	L	N
Outside Political Sources	N	N
Administrative Budget Committee	N-L	N-M

N No influence

L Little influence

M Moderate influence

G Great influence

P Primary influence

\* First letter indicates the stronger influence

EXHIBIT 9  
 DECISION-MAKING INFLUENCE ON  
EXPENSE BUDGET ITEMS

DECISION-MAKERS	INFLUENCE*	
	EXISTING	DESIRED
Faculty	N-L	M-G
Department Chairperson	M-L	G-M
Dean	G	P-G
Vice-President Academic Affairs	G-P	G
Vice-President Administrative Affairs	P-G	M
President	G	M
Union	N	N-L
Board of Regents	G	L
Legislature	P	L
Outside Political Sources	N	N
Administrative Budget Committee	L	N-L

N No influence

L Little influence

M Moderate influence

G Great influence

P Primary influence

\* First letter indicates the stronger influence

EXHIBIT 10  
 DECISION-MAKING INFLUENCE ON  
OPS BUDGET ITEMS

DECISION-MAKERS	INFLUENCE*	
	EXISTING	DESIRED
Faculty	N-L	M
Department Chairperson	M	G
Dean	G	G-P
Vice-President Academic Affairs	G-P	G
Vice-President Administrative Affairs	G-P	M-N
President	G-P	M
Union	N	N
Board of Regents	M	N-M
Legislature	P	N-M
Outside Political Sources	N	N
Administrative Budget Committee	M	N-M

N No influence

L Little influence

M Moderate influence

G Great influence

P Primary influence

\* First letter indicates the stronger influence

EXHIBIT 11  
 DECISION-MAKING INFLUENCE ON  
OCO BUDGET ITEMS

DECISION-MAKERS	INFLUENCE*	
	EXISTING	DESIRED
Faculty	N	M
Department Chairperson	L-M	G
Dean	G	G-P
Vice-President Academic Affairs	G-P	G
Vice-President Administrative Affairs	P-G	M-N
President	G	M
Union	N	N
Board of Regents	G	N-M
Legislature	P	N-M
Outside Political Sources	N	N
Administrative Budget Committee	L-P	N-M

N No influence

L Little influence

M Moderate influence

G Great influence

P Primary influence

\* First letter indicates the stronger influence



EXHIBIT 12

REDISTRIBUTION OF INFLUENCE

Resource	Faculty	Depart Chair	Deans	VP Acad Affairs	VP Admin Affairs	Pres	Union	BOR	Legis	Outside Political Source	Admin Budget Comm
Faculty Lines	+	+	+	0	-	-	*	-	-	*	*
Career Service Lines	+	+	+	+	-	0	*	*	*	*	*
A & P Lines	+	+	+	0	0	-	*	-	-	*	0
Space Allocation	+	+	+	0	-	-	*	-	-	*	*
Budget Items											
1. Expense	+	+	0	0	-	-	*	-	-	*	-
2. OPS	+	+	+	-	-	-	*	-	-	*	-
3. OCO	+	+	0	0	-	-	*	-	-	*	-
Net Redistribution	7+	7+	5+	0	6-	6-	7*	6-	6-	7*	3-

Code

- + increase influence
- 0 no change in influence
- decrease influence
- \* no influence and should not change

## STAGE III: SYMPOSIUM

### I. Introduction

- A. Stage III of this study took place at the FUTURE OF FLORIDA INTERNATIONAL UNIVERSITY SYMPOSIUM, May 3, 1979.
- B. The round table discussion was attended by the keynote speaker, Community Organizations, Career Service, Students and Faculty. The discussion focused on four questions:
  - 1. Does FIU offer members of the University community an opportunity to participate meaningfully in long-range planning and governance?
  - 2. Is our pattern of local decision-making efficient and effective?
  - 3. Do we use committees effectively?
  - 4. What is the proper role of students and community-based groups and individuals in the University's decision-making process?

### II. Discussion and Results

#### A. QUESTION 1:

The general consensus was that FIU does not offer members of the University community the opportunity to meaningfully participate in University decision-making and governance.

A representative from Career Service complained that this group was neglected by the University and requested that they be asked to serve on university committees, if not as voting members, then at best as observers who can later report university decisions to their group members.

B. QUESTION 2:

The general consensus was that decisions are not made either efficiently or effectively.

Members present urged a written policy-statement on participation or an increased delegation of authority. Useless committees should disband.

Effective participation could be increased if formal statements were established identifying specific areas in which Administrators are receptive to University community participation. In addition, the areas in which unilateral discretion will be exercised would be identified.

C. QUESTION 3:

The general consensus was that committees are not used effectively.

Complaints were aired that many committees feel their recommendations were not followed in decision-making. More effective use of committees, i.e. keeping only those committees which actually have an impact on decision-making, was urged.

D. QUESTION 4:

The general consensus was that meaningful committees were desired to incorporate students and community-based groups into the decision-making process. How much power these groups should have must be clearly stated by FIU.

Various ideas were suggested to increase student and community participation. An Outreach Department

was suggested which would coordinate university and community affairs. Groups such as Friends of the Library, etc., were suggested to allow the community to contribute something to FIU and feel more responsibility towards it.

Students could be reached by making university meetings at convenient times for them (the free hour around noon, for example). Students must be made to feel that their participation is wanted and that they will have some impact on the University. It was stressed that since students provided the money for FIU (FTE's, etc.), they should have a say in what FIU does for them.

Faculty members complained that although participation was possible, it was not meaningful. Search and screen committees were cited as examples of faculty participation which was later ignored in the selection of personnel.

Students showed interest in being part of FIU decision-making. Several participants observed that students could not be counted upon to show up for regularly scheduled meetings.

The community (outside FIU) wanted greater participation in decision-making. They mentioned that they, as yet, have no official standing with any university committees.

In addition, a need was felt for more formal long-range planning. Too often, long-range planning occurs on an ad hoc basis. A statement of long-range goals to which all faculty and staff could adhere should be published.

Data used in long-range decision-making should be made available to the university community so that a more effective use of time and service could be accomplished.

Budgeting was identified as a particular problem area with regard to planning. Participants urged that the budget reflect the particular components of the FIU community. All members felt that was not presently occurring.

## SUMMARY AND CONCLUSIONS

Our investigation reveals widespread dissatisfaction with the pattern and distribution of influence within the University.

There is a feeling that, at present, there is little participation in decision-making by the University community -- and even less impact!

With respect to the future levels of participation and impact, a distinction can be made between faculty and non-faculty. Generally, non-faculty were optimistic about the future. The faculty felt that only very slight improvements could be expected.

In a large part, this dissatisfaction is a result of the fact that the University consists of two separate and distinct influence structures that are often confused (with one another).

On the one hand, the University is the traditional organizational pyramid shaped hierarchy with the President at the top. We call this influence structure "The Policy Development and Institutional Maintenance Structure".

President

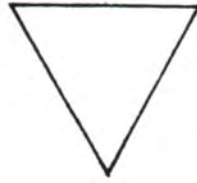


Faculty & Staff

On the other hand, the University is also an upside down organizational pyramid with the faculty and staff at the top and the President at the bottom. We call this influence structure "The Academic and Instructional

Structure".

Faculty & Staff



President

If, as we believe, the disseminator of knowledge and the extension of frontiers of knowledge are the primary missions of the University then, the upside down pyramidal structure should be the primary influence structure within the University. For it is here that we decide what shall be taught, who shall be taught, and what new knowledge shall be pursued.

The faculty favors a redistribution of influence in which faculty departmental chairpersons and deans gain influence.

The task before the University is to coordinate and integrate these two influence structures in such a way that effectively empowers all members to participate in the development of the University community, thereby achieving a unified and equitable decision-making process.

## RECOMMENDATIONS

### PARTICIPATION IN THE DEVELOPMENT OF THE UNIVERSITY COMMUNITY

Our multi-campus University should create a unified, open and equitable decision-making process.

The following specific steps are offered as a beginning toward achieving that goal:

1. The administration should identify in writing their expectations of faculty, specifically the extent of faculty responsibility and authority in decision-making. They should include the University budget process and University growth and development policy.
2. A decision as to the relationship between the two campuses should be made at once. Are they co-equal as are the Miami-Dade Community College campuses? Are they both full-Service? Is the North campus a branch? We recommend the public forum process in Item #3 be used to air the issues.
3. Public Forum on specific topics -- North, South campus relations, a four-year institution, Ph.D. programs.
4. Open up decision-making to allow for greater faculty input since faculty has proven its responsibility by establishing FIU as a respected academic institution of higher education in seven short years.
5. Implement a redistribution of power to strengthen the role of the Faculty Senate and Council of Deans in University decision-making.
6. A mechanism should be developed to allow chairpersons to have a greater voice. (For example, a Council of Chairpersons.)
7. Encourage participation in decision-making at the department and unit level. (For example, Chairpersons might be elected.)



8. Provide a role for some form of staff and student input on all University committees.
9. All studies about the University should have a one page abstract to be distributed throughout the University community.

POSITIVE PARTICIPATION OF THE FACULTY WILL INCREASE  
AS DECISION ROLES AND PARAMETERS ARE CLEARLY AND  
SPECIFICALLY DEFINED AS RECOMMENDED IN ITEM #1.

APPENDIX A



# FLORIDA INTERNATIONAL UNIVERSITY

TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-2111

OFFICE OF THE PRESIDENT

Dear Chairperson:

Our Support Committee has been charged with investigating the broad area of Participation in the Development of the University Community as a part of FIU's Nontraditional Self-Study. We have decided to ask for input from the groups which make up our University Community.

The attached questionnaire represents an attempt on the part of our committee to gather enough initial data so that we may begin a more critical study. This aspect of the self-study is looking at the broad question of your participation in the University decision-making process and the implications growing from that involvement.

Please take a few minutes and gather the information requested. The attached questionnaire provides a format which will assist us in planning for the first phase of our study. This enterprise is important to you as well as every group on campus.

Please return your completed questionnaire to me by November 29, 1978. We appreciate your cooperation.

If you have any questions please call me, Steve Fain or Nick Elks at 2157.

Charles L. Ilvento, Chairperson  
Support Committee on Participation  
in the Development of the University  
Community  
DM 454C, Ext. 2591

A Coordinating Committee's Support Committee  
for FIU's Nontraditional Self-Study

QUESTIONNAIRE:

Please complete each question to the best of your knowledge. If more space is needed, please attach additional sheets and so note.

I. Name of Organization \_\_\_\_\_

Date Formed \_\_\_\_\_ Chairperson \_\_\_\_\_ Number of members or  
constituents as of 9/77 \_\_\_\_\_ Office \_\_\_\_\_ Phone \_\_\_\_\_

II. List all STANDING COMMITTEES (At least the past two years)

Name/Title of Committee or Task Force      Date Formed      Chairperson

III. List all SPECIAL COMMITTEES OR SUBCOMMITTEES (At least the past two years)

Name/Title of Committee or Task Force      Date Formed      Chairperson

FOR EACH COMMITTEE, ETC., LISTED ABOVE:

1. Title or name of each Committee
2. Specific purpose or formal charge (by-laws description or initial charge from formal minutes is appropriate).
3. Attach any formal reports and/or recommendations made by the Committee (a brief abstract for each item should be attached whenever possible).
4. Briefly describe the impact of the report or recommendation in terms of implementation within the University System. If not, why not?
5. Do you feel that you have had any significant impact in terms of University decision-making? If so, how? If not, why not?
6. What is your feeling as to the level of participation in the University decision-making process enjoyed by your committee?
7. In your opinion indicate the degree to which your group has the support and acceptance of the University Community.
8. Briefly describe the place you envision for your committee in the future of FIU.
9. List any special concerns your committee sees as priority roles in the future development of our University Community (please list your concerns in priority order).

APPENDIX B

UNIT	RESPONSE		INVESTIGATE REPORT	OVERSEE	FACILITATE ORGANIZE	OTHER
	YES	NO				
<u>ACADEMIC AFFAIRS</u>						
Library and Media	x		report		organize	
Sponsored Research & Training	x	No Committees				
External Degree Program	x	No Committees				
Faculty Scholars Program	x					problem solve
Nursing Program		x				
Continuing Education		x				
University Outreach	x	No Committees				
Elders Inst Advisory Council	x		report		organize	
Elders Inst Forum	x		report			
Forum for Women's Concerns	x					
Faculty Senate						
Curriculum Committee	x		report		organize	
Univ-wide Research & Publication	x		report		facilitate	
Graduate Studies	x		investigate		organize	
Budget Committee	x		allocate			
Career Service Senate	x		unable to complete this part of form			
A&P Senate	x		report		facilitate	
Student Senate		x				

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COLLEGE OF ARTS & SCIENCES

Human Resources Committee						
College Curriculum Committee		x				
Budget Committee	x		none		organize	
Library Committee		x				
Student Complaints Committee		x				
Procedural Committee	x		investigate	reviews	facilitate	
Biological Science		x				

UNIT	RESPONSE		INVESTIGATE REPORT	OVERSEE	FACILITATE ORGANIZE	OTHER
	YES	NO				
<u>College of Arts &amp; Sciences Cont'd</u>						
International Relations	x		report		organize	
Performing Arts		x				
Philosophy & Religion		x				
Political Science	x		report		both	
<hr/>						
<u>SCHOOL OF BUSINESS &amp; ORGANIZATIONAL SCIENCES</u>						
	x	No Committees				
<hr/>						
<u>SCHOOL OF EDUCATION</u>						
		x				
<hr/>						
<u>SCHOOL OF HOSPITALITY &amp; MANAGEMENT</u>						
Promotion and Tenure	x					evaluate
Admissions Committee	x				organize	
Waiver Committee	x				facilitate	
Scholarship Committee	x		reviews			
Academic Discipline	x		investigate			
Alumni Relations Committee	x					coord
Industry Relations Committee	x					originate
Undergraduate Curriculum	x					analyze
Graduate	x					analyze
<hr/>						
<u>SCHOOL OF PUBLIC AFFAIRS &amp; SERVICES</u>						
Personnel Committee		x				
Curriculum Committee		x				
Chairperson Policy Advisory Committee		x				
Faculty Policy Advisory Committee		x				

UNIT	RESPONSE		INVESTIGATE REPORT	OVERSEE	FACILITATE ORGANIZE	OTHER
	YES	NO				
<u>SCHOOL OF TECHNOLOGY</u>						
Faculty Council	x		represent	governance		liaison
Student Advisory Board	x		represent			liaison
Faculty Curriculum	x		represent	review		recommend
Dietetics		x				
Medical Technology		x				

STUDENT AFFAIRS

Student Services		x				
Intercollegiate Athletics & Sports	x	No Committees				
Ad Hoc Committee for Time Blocks	x		report		organize	
College & School Relations	x	No Committees				
Public Safety Selection Comm		x				
Public Safety Advisory to Director		x				

ADMINISTRATIVE AFFAIRS

Food Service Committee		x				
Board of Governors Committee	x		report		facilitate	
Controller		x				
Budget Office		x				
Legal Affairs	x	No Committees				
Internal Auditing	x	No Committees				
Purchasing Services	x	No Committees				
Physical Plant	x	No Committees				
Physical Planning		x				
Personnel Services	x	No Committees				



UNIT	RESPONSE		INVESTIGATE REPORT	OVERSEE	FACILITATE ORGANIZE	OTHER
	YES	NO				
Administrative Affairs Cont'd						
Computer Services	x		report		organize	
International Advisory Council	x		report			advise
International Comm, Foundation	x		report		organize	
University Advisory Committee	x		report		organize	recommend
Asian Studies Committee	x				organize	develop
International Banking Center	x		report		organize	
Consortium Task Force	x	No answers given				
Environmental Center	x	No Committees				
SE Educational Consortium		x				
Board of Trustees	x		decision making			
FIU Sunblazers	x		decision making			
Internal Society of the Arts	x		decision making			

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OTHER COMMITTEES

Alumni Association	x					advance
Multilingual-Multicultural Center	x	No Committees				
Professional Development	x		report			recommend
Student Advisory Committee	x	No Formal Charge				
University Survey Board	x		report			advise
Black Employees Association		x				
Hispanic Employees Association	x		report			liaison
Joint Center	x		investigate		facilitate	
African Students Association	x		review		organize	

APPENDIX C



# FLORIDA INTERNATIONAL UNIVERSITY


TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-2111

OFFICE OF THE PRESIDENT

April 2, 1979

## M E M O R A N D U M

TO: All Faculty

FROM: Stephen M. Fain 

SUBJECT: Faculty Questionnaire--Self-Study

By design FIU's Nontraditional Self-Study has not required that the faculty become involved in lengthy meetings or projects. However, in order to meet the challenge of a self-study for re-affirmation of accreditation, we must have the input of the faculty. The attached survey instrument seeks your input in terms of issues we have previously identified as representing our central concerns.

Please take the time to respond to each item. Your opinion is valued and your anonymity is guaranteed. We would appreciate your returning the survey to our office no later than Tuesday April 10th.

The results of this survey will be significant in directing the self-study as we move into the final phases of the project and plan for our future.

Thank you for your timely participation.

FLORIDA INTERNATIONAL UNIVERSITY

NONTRADITIONAL SELF-STUDY

PLEASE COMPLETE THIS QUESTIONNAIRE AND MAIL TO:

Dr. Stephen Fain  
 Director  
 Nontraditional Self-Study, PC 230C  
 Florida International University  
 Tamiami Trail, Tamiami Campus  
 Miami, Florida 33199

College/School: \_\_\_\_\_ Rank: \_\_\_\_\_  
 Campus: Tamiami \_\_\_\_\_ North Miami \_\_\_\_\_

SECTION I

1. Within the University

In your opinion, how much influence have each of the following decision maker(s) had on past allocation of the identified resources. Rate each category of decision maker(s) on each identified resource according to the following scale values.

- one (1) - no influence
- two (2) - little influence
- three (3) - moderate influence
- four (4) - great influence
- five (5) - primary influence
- six (6) - I have no opinion

Please respond by placing the number value you feel is most appropriate in each of the cells:

RESOURCE	FACULTY	DEPARTMENT CHAIRMAN	DEANS	V.P. ACADEMIC AFFAIRS	V.P. ADMINISTRATIVE AFFAIRS	PRESIDENT	UNION	BOR	LEGISLATURE	OUTSIDE POLITICAL SOURCE	ADMIN BUDGET COMM
FACULTY LINES											
CAREER SERVICE LINES											
A & P LINES											
SPACE ALLOCATION											
BUDGET ITEMS											
1. EXPENSE											
2. OPS											
3. OCO											

2. Within the University

In your opinion, how much influence should each of the following decision maker(s) have on past allocation of the identified resources. Rate each category of decision maker(s) on each identified resource according to the following scale values.

- one (1) - no influence
- two (2) - little influence
- three (3) - moderate influence
- four (4) - great influence
- five (5) - primary influence
- six (6) - I have no opinion

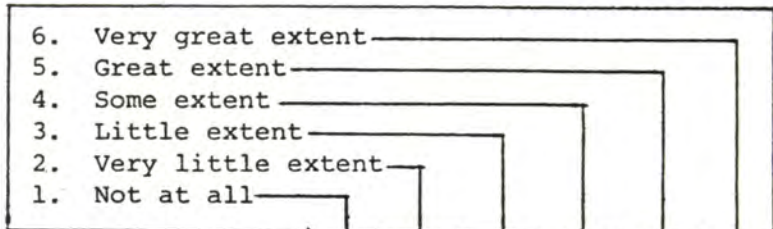
Please respond by placing the number value you feel is most appropriate in each of the cells:

RESOURCE	FACULTY	DEPARTMENT CHAIRMAN	DEANS	V.P. ACADEMIC AFFAIRS	V.P. ADMINISTRATIVE AFFAIRS	PRESIDENT	UNION	BOR	LEGISLATURE	OUTSIDE POLITICAL SOURCE	ADMIN BUDGET COMM
FACULTY LINES											
CAREER SERVICE LINES											
A & P LINES											
SPACE ALLOCATION											
BUDGET ITEMS											
1. EXPENSE											
2. OPS											
3. OCO											

3. Decision-making concerning resource allocation at FIU is a political process.

- \_\_\_ 1. Agree      \_\_\_ 2. Disagree      \_\_\_ 3. Undecided

Check your response to each of the following items:



4. What is the extent of your participation in the University decision-making process?.....	1	2	3	4	5	6
5. What is the extent of your impact on University decision-making?.....	1	2	3	4	5	6
6. To what extent do you envision your future level of participation in the University decision-making process?	1	2	3	4	5	6
7. To what extent do you envision your future impact on University decision-making?.....	1	2	3	4	5	6

8. The multicampus idea for FIU is:

- 1. A poor idea - one campus is best
- 2. A good idea - but premature
- 3. A good idea that has been poorly implemented
- 4. A good idea developing well
- 5. An excellent idea that needs more emphasis

9. Which of the following clearly reflects your opinion concerning FIU's future as a multicampus university:

- 1. There should be one Tamiami campus with off-campus offerings
- 2. There should be one main campus with one branch in North Miami and off-campus offerings
- 3. There should be two equal campuses with one additional branch downtown plus off-campus offerings
- 4. There should be three equal campuses with off-campus offerings
- 5. There should be as many campuses as needed with off-campus offerings

10. Should the present North Miami campus:

- 1. Have only certain programs which will not be offered at other campuses
- 2. Have duplicate programs and resources
- 3. Other \_\_\_\_\_

11. Which of the following do you feel would most effectively increase enrollment (FTEs) at FIU. Rank the five most effective alternatives from five (high) to one (low).

- |  |   |
|--|---|
| <input type="checkbox"/> 1. Public relations & advertising | <input type="checkbox"/> 8. Become less traditional         |
| <input type="checkbox"/> 2. Improve registration process   | <input type="checkbox"/> 9. Add more programs               |
| <input type="checkbox"/> 3. Develop school's reputation    | <input type="checkbox"/> 10. Increase articulation          |
| <input type="checkbox"/> 4. More off-campus courses        | <input type="checkbox"/> 11. Become a four-year institution |
| <input type="checkbox"/> 5. Lower admission standards      | <input type="checkbox"/> 12. Increase international efforts |
| <input type="checkbox"/> 6. Raise admission standards      | <input type="checkbox"/> 13. Other _____                    |
| <input type="checkbox"/> 7. Become more traditional        |   |

12. Have you seen your department's budget for 1978-79?  1. Yes  2. No

13. Were you involved in developing this budget?  1. Yes  2. No

14. Do you think the best and most qualified (A) Faculty (B) Administrators have resigned from the University?

(A) Faculty

(B) Administrators

- 1. Yes
- 2. No
- 3. Some instances
- 4. Undecided

- 1. Yes
- 2. No
- 3. Some instances
- 4. Undecided

15. Do you think personnel changes have reflected a loss of qualified and exceptional (A) Faculty (B) Administrators?

(A) Faculty

(B) Administrators

- 1. Yes
- 2. No
- 3. Some instances
- 4. Undecided

- 1. Yes
- 2. No
- 3. Some instances
- 4. Undecided

16. What is your opinion as to the major reasons for (A) Faculty and (B) Administrators leaving FIU?

(A) Faculty

- 1. Better opportunities elsewhere
- 2. Frustrated with lack of University direction
- 3. Didn't fit in here
- 4. High cost of living in Miami
- 5. They were good planners, but poor implementors
- 6. They were too traditional to like it here
- 7. They were too flexible or free-thinking to like it here
- 8. There was a lack of rewards at FIU
- 9. Other (specify) \_\_\_\_\_

(B) Administrators

- 1. Better opportunities elsewhere
- 2. Frustrated with lack of University direction
- 3. Didn't fit in here
- 4. High cost of living in Miami
- 5. They were good planners, but poor implementors
- 6. They were too traditional to like it here
- 7. They were too flexible or free-thinking to like it here
- 8. There was a lack of rewards at FIU
- 9. Other (specify) \_\_\_\_\_

17. I look to the following persons or positions for programmatic leadership:

- A. Chairpersons or immediate supervisor. . . . .  1. Yes  2. No  3. Sometime
- B. Dean . . . . .  1. Yes  2. No  3. Sometime
- C. V.P., Academic Affairs . . . . .  1. Yes  2. No  3. Sometime
- D. President. . . . .  1. Yes  2. No  3. Sometime
- E. Other \_\_\_\_\_  1. Yes  3. No.  3. Sometime

18. In general, do you feel that undergraduate courses with which you are familiar at FIU are taught at an appropriate level of difficulty considering FIU's student body?

- 1. Almost always taught at too high a level of difficulty
- 2. Frequently taught at too high a level
- 3. Sometimes taught at too high a level
- 4. Usually taught at the appropriate level
- 5. Sometimes taught at too low a level
- 6. Frequently taught at too low a level
- 7. Almost always taught at too low a level

19. In general, do you feel that graduate courses with which you are familiar at FIU are taught at an appropriate level of difficulty considering FIU's student body?

- 1. Almost always taught at too high a level of difficulty
- 2. Frequently taught at too high a level
- 3. Sometimes taught at too high a level
- 4. Usually taught at the appropriate level
- 5. Sometimes taught at too low a level
- 6. Frequently taught at too low a level
- 7. Almost always taught at too low a level

20. In general, do you feel that graduate courses with which you are familiar at FIU are taught at an appropriate level of difficulty in comparison with your knowledge of the average level of similar courses at other universities?

- 1. Almost always taught at too high of difficulty
- 2. Frequently taught at too high a level
- 3. Sometimes taught at too high a level
- 4. Usually taught at the appropriate level
- 5. Sometimes taught at too low a level
- 6. Frequently taught at too low a level
- 7. Almost always taught at too low a level

21. In general, do you feel that undergraduate courses with which you are familiar at FIU are taught at an appropriate level of difficulty in comparison with your knowledge of the average level of similar courses at other universities?

- 1. Almost always taught at too high a level of difficulty
- 2. Frequently taught at too high a level
- 3. Sometimes taught at too high a level
- 4. Usually taught at the appropriate level
- 5. Sometimes taught at too low a level
- 6. Frequently taught at too low a level
- 7. Almost always taught at too low a level

22. Which FIU courses do you feel are not taught at high enough level of difficulty

PREFIX	NUMBER	TITLE
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

Comment: \_\_\_\_\_  
\_\_\_\_\_



23. Which FIU courses do you feel are taught at too high a level of difficulty when considering FIU's student body?

PREFIX	NUMBER	TITLE
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

Comment: \_\_\_\_\_  
\_\_\_\_\_

24. Do any specific groups of students present you with special classroom problems?

\_\_\_\_\_ 1. Yes \_\_\_\_\_ 2. No

If "yes", please identify the most serious problems.

If there are problems, suggest methods for handling these problems.

25. In your opinion, what is the extent of faculty-student interaction outside the classrooms of FIU?

- \_\_\_\_\_ 1. There is a large amount of outside interaction
- \_\_\_\_\_ 2. There is an average amount of outside interaction
- \_\_\_\_\_ 3. There is very little outside interaction

26. When out-of-class interaction among faculty-students occur, the nature of the interaction is:

- \_\_\_\_\_ 1. Academically related
- \_\_\_\_\_ 2. Socially related
- \_\_\_\_\_ 3. Formally related to University activities
- \_\_\_\_\_ 4. Other, please specify \_\_\_\_\_

SECTION II

Please respond to the following three (3) questions while considering this statement:

"Given the realities of South Florida, and the fact that FIU is an urban University."

Check your response to each of the following items:

6. Very great extent	_____
5. Great extent	_____
4. Some extent	_____
3. Little extent	_____
2. Very little extent	_____
1. Not at all	_____

- 27. Upon graduation from your department or program, to what extent do you believe your students are prepared to enter the job market in their field? . . . . .
- 28. Are your graduates able to compete on the same level as graduates in their same field from other colleges and universities? . . . . .
- 29. To what extent do you believe your program is preparing your students to live and function in their post university years? . . . . .

1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6

SECTION III

30. Do you believe FIU should have dormitories at:

- A. Tamiami Campus      \_\_\_ 1. Yes      \_\_\_ 2. No      \_\_\_ 3. Undecided
- B. North Miami Campus      \_\_\_ 1. Yes      \_\_\_ 2. No      \_\_\_ 3. Undecided

31. Do you believe FIU should expand its beginning graduate level degree programs (Master Level)?  
      \_\_\_ 1. Yes      \_\_\_ 2. No      \_\_\_ 3. Undecided

32. Do you believe FIU should have it's own advanced graduate level degree programs (Ph.D.)?  
      \_\_\_ 1. Yes      \_\_\_ 2. No      \_\_\_ 3. Undecided

33. Do you believe FIU should have additional advanced graduate level degree programs (Ph.D.)?  
      \_\_\_ 1. Yes      \_\_\_ 2. No      \_\_\_ 3. Undecided

34. Do you beleive FIU should expand to offer lower level courses (Freshman, Sophomore)?  
      \_\_\_ 1. Yes      \_\_\_ 2. No      \_\_\_ 3. Undecided

35. Do you believe that if FIU expanded to offer lower level courses that the expansion would:

- |   |       |        |       |       |       |              |
|---|-------|--------|-------|-------|-------|--------------|
| A. Improve the intellectual environment                           | _____ | 1. Yes | _____ | 2. No | _____ | 3. Undecided |
| B. Improve the social environment                                 | _____ | 1. Yes | _____ | 2. No | _____ | 3. Undecided |
| C. Improve the academic standards                                 | _____ | 1. Yes | _____ | 2. No | _____ | 3. Undecided |
| D. Dilute resources   | _____ | 1. Yes | _____ | 2. No | _____ | 3. Undecided |
| E. Needlessly duplicate the community<br>(junior) college program | _____ | 1. Yes | _____ | 2. No | _____ | 3. Undecided |