

**Prairie View A&M University**  
*External Review*  
*of the*  
**College of Agriculture and Human Sciences**

November 1-3, 2004



**The broad areas of the review are as follow:**

***TEACHING***  
***DEPARTMENT OF AGRICULTURE, NUTRITION AND HUMAN***  
***ECOLOGY***  
***(ANE)***

**MISSION**

Is the mission of the academic (instructional) program clear?

Do the administration, faculty, staff and students know and accept the mission?

**ORGANIZATION**

Are the academic programs in the department compartmentalized in a manner that advances the mission without overlap, conflict, or confusion?

Are the programs viewed as contributing to the land grant mission of the University?

**ACADEMIC PROGRAMS**

Why were the degree programs in the college established?

How have the degree programs evolved over the years?

What is the degree to which the degree programs have adapted to meet change? (Describe these changes.)

What is the degree to which the programs have adapted to the changing demographic characteristics of the PVAMU students?

What are the enrollment trends for each degree program (undergraduate and graduate)?

## **ACADEMIC PROGRAMS, Continued**

What are the graduation trends for each degree program (undergraduate and graduate)?

Are there degree programs that should be eliminated?

Are there degree programs that should be revised?

Are there new innovative degree programs that should be added?

Is the curriculum of the degree programs appropriate to the depth, breadth, and level of the discipline?

## **PERSONNEL --GENERAL**

Are there sufficient faculty and staff to conduct the work of the college in a normal fashion (e.g. avoid over burdening any professionals or support personnel on a regular basis)?

Do the position descriptions match the actual duties being performed?

Are personnel able to work harmoniously with little conflict or without conflict that negatively impacts the work environment? (If not, what are the dynamics that produce lack of harmony or unity?)

Is every employee evaluated annually and provided an audience with his or her supervisor to discuss strengths and weaknesses?

Are members of the faculty sought as leaders among their peers? (If so, why?)

## **PERSONNEL DEVELOPMENT**

Is travel to seminars, workshops, etc made available to all personnel who could benefit from such opportunities?

What is the nature of the orientation and mentoring that new faculty and staff receives?

## **PUBLIC RELATIONS**

When asked “What do you think of the academic programs in the Department of Agriculture, Nutrition and Human Ecology at PVAMU?”

How would non-Ag and Human Science faculty, staff or students likely respond?  
How would the faculty, staff or student within the Department respond?

## **TECHNOLOGY**

Is the level of technology available to the faculty and staff adequate, above that required or below that desirable?

Is the level of learning technology available to students, faculty and staff adequate, above that expected, or below that expected?

## **MANAGEMENT**

Are faculty and staff in the Department of Agriculture, Nutrition and Human Ecology able to participate in decision making, especially decisions on whom to employ, how to allocate funds for each year, and what changes are needed to improve the unit?

Is there a strategic plan? If so, who participated in developing it?  
Have the contents (draft or final) been disseminated to all faculty and staff as well as student representatives?

Are faculty and staff members able to discuss issues with supervisors and be confident that their discussion will remain confidential?

Is there a high level of accountability wherein persons are held responsible for doing their jobs and must face consequences if the jobs are not performed as outlined?

Are there opportunities for persons to be groomed for leadership?

Is there a high level of trust evident between the administrative personnel and the staff within the unit?

How do the faculty and staff perceive the attitude of the University's executive leadership team toward the academic programs in the College of Agriculture and Human Sciences?

## **BUDGET**

Are the financial resources at, above, or far below those needed to meet the needs of the academic programs in the Department of Agriculture, Nutrition and Human Ecology?

If the resources are inadequate, which areas, in priority order, should be addressed to increase the effectiveness of degree programs in the Department of Agriculture, Nutrition and Human Ecology?

## **RISK REDUCTION**

Are there internal audits routinely or on a cycle to decrease the likelihood of mismanagement of external funds, loss of materials, damage to property, abuse of the facility, etc.?

Are there rules and procedures designed to limit inappropriate or unproductive action reviewed periodically?

Are institutional resources used to assist faculty and staff with job related conflicts or personal concerns that might be presented to a supervisor?

## **FACILITIES**

Are the facilities for teaching adequate?

If not, what could you recommend the University do to create better facilities?

## **INTER RELATENESS OF UNITS**

To what extent do the academic programs in the Department of Agriculture, Nutrition and Human Ecology impact CARC research activities and Cooperative Extension programs?

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The broad areas of the review are as follow:

**RESEARCH**  
**Cooperative Agricultural Research Center**  
**(CARC)**

**MISSION**

Is the mission of the CARC research program clear?

Do the administration and professional and support staff know and accept the mission?

Is the scope of the CARC mission sufficiently broad to incorporate all of the projects that Extension is currently undertaking?

If not, describe projects/activities that do not appear to be in the current mission?

Is there an area of work in the CARC that could best be provided by the PVAMU, Texas 1890 land-grant University rather than by the 1862, Texas A&M University? Describe some of them.

**ORGANIZATION**

Are the research programs in CARC compartmentalized in a manner that advances the mission without overlap, conflict, or confusion?

**RESEARCH PROGRAM AREAS**

What are the current research program areas in the CARC and when were they established?

How have these program areas evolved?

## **RESEARCH PROGRAM AREAS, continued**

What is the degree to which the research programs have adapted to meet change?

What are the funding support trends for research?

What are the five-year outcome/production trends (publications, presentations, contributions to books, etc.) by scientists for each CARC program?

Are there research focus areas that should be revised, eliminated or added?

Is there evidence of collaboration among research scientists within CARC?

Is there evidence of collaboration among CARC research scientists and other University researchers (i.e., Engineering, Business, Nursing, Natural Sciences, etc.)?

## **PERSONNEL --GENERAL**

Is there sufficient professional and paraprofessional staff to conduct the work of the CARC in a normal fashion (e.g. avoid over burdening any professionals or support personnel on a regular basis)?

Do the position descriptions match the actual duties being performed?

Are personnel able to work harmoniously with little conflict or without conflict that negatively impacts the work environment? (If not, what are the dynamics that produce lack of harmony or unity?)

Is every employee evaluated annually and provided an audience with his or her supervisor to discuss strengths and weaknesses?

Are members of the CARC staff sought as leaders among their peers? (If so, why?)

## **PERSONNEL DEVELOPMENT**

Is travel to seminars, workshops, etc made available to all personnel who could benefit from such opportunities?

What is the nature of the orientation and mentoring that new professional and paraprofessional staff receives?

## **PUBLIC RELATIONS**

When asked “What do you think of the research programs in the CARC at PVAMU?”

How would non-CARC professional and paraprofessional staff likely respond?  
How would the professional and paraprofessional staff within the CARC respond?

## **TECHNOLOGY**

Is the level of technology available to the professional and paraprofessional staff adequate, above that required or below that desirable?

Is the level of learning technology available to students, professional and paraprofessional adequate, above that expected, or below that expected?

## **MANAGEMENT**

Is professional and paraprofessional staff in each CARC area able to participate in decision making especially decisions on whom to employ, how to allocate funds for each year, and what changes are needed to improve the unit?

Is there a strategic plan? If so, who participated in developing it?  
Have the contents (draft or final) been disseminated to all faculty and staff as well as student representatives?

Is there a mechanism for consistently receiving and addressing research problems and issues presented by Cooperative Extension personnel to CARC in an effort to find solutions to production, quality of life, and other problems encountered by Extension clientele? If YES, explain the mechanism. If NO, explain why not.

Are professional and paraprofessional staff members able to discuss issues with supervisors and be confident that their discussion will remain confidential?

Is there a high level of accountability wherein professional and paraprofessional staff is held responsible for doing their jobs and must face consequences if the jobs are not performed as outlined?

Are there opportunities for professional and paraprofessional staff to be groomed for leadership?

Is there a high level of trust evident between the administrative personnel and staff within the unit?

How do professional and paraprofessional staff perceive the attitude of the University’s executive leadership team toward the research programs in CARC?

## **BUDGET**

Are the financial resources at, above, or far below those needed to meet the needs of the CARC?

If the resources are inadequate, which areas, in priority order, should be addressed to increase the CARC effectiveness?

Is there an expectation that research scientists seek funding to support the focus area beyond the federal funds allocated to the Center? If YES, at what level and how often?

## **RISK REDUCTION**

Are there internal audits routinely or on a cycle to decrease the likelihood of mismanagement of external funds, loss of materials, damage to property, abuse of the facility, etc.?

Are rules, policies, and procedures designed to limit inappropriate or unproductive action reviewed periodically?

Are institutional resources used to assist professional and paraprofessional staff with job related conflicts or personal concerns that might be presented to a supervisor?

## **CARC RESEARCH ACTIVITY**

Is it desirable to generate as much research funding through capacity building as is supported by the federal funds allocated to research support?

If not, why not? If so, what changes could be made to drastically increase success in acquiring more capacity building grant awards?

Is there a forum through which all research scientists are able to showcase and share their research? If so, describe it.

Is their extensive collaboration among research scientists within CARC?

Is their extensive collaboration between CARC scientists and those in the natural sciences (i.e. engineering, business, etc.)?

Is there a mechanism for consistently addressing research problems and issues presented by Extension Personnel to CARC in an effort to find solution to production, quality of life, and other problems faced by Extension clients?

If so, describe that resource exchange?

### **CARC RESEARCH ACTIVITY, continued**

Are research scientists employed in a manner that seeks to match research expertise to established research foci in CARC?

### **FACILITIES**

Are the facilities for research adequate?

If not, what could you recommend the University do to create better facilities?

### **INTER RELATENESS OF UNITS**

To what extent do the research programs in CARC impact the Department of Agriculture, Nutrition and Human Ecology academic programs and Cooperative Extension programs?

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November 1-3, 2004

**The broad areas of the review are as follow:**

**EXTENSION /SERVICE  
COOPERATIVE EXTENSION PROGRAM  
(CEP)**

**MISSION**

Is the mission of the land-grant outreach/extension clear?

Do the administration and professional/support staff know and accept the mission?

Is the scope of the mission sufficiently broad to incorporate all of the projects that Extension is currently undertaking?

If not, describe projects/activities that do not appear to be in the current mission?

Is there an area of work that could best be provided by the PVAMU, Texas 1890 land-grant University rather than by the 1862, Texas A&M University? Describe some of them.

**ORGANIZATION**

Are the areas of the cooperative extension unit compartmentalized in a manner that advances the mission without overlap, conflict, or confusion?

Are the programs viewed as contributing to the land grant mission of the University?

## **EXTENSION PROGRAMS**

What are the current extension program areas in the CEP and why were they established?

How have these programs evolved over the past ten years?

What are the funding support trends for each program area during the past five years?

Are there program focus areas that should be revised, eliminated or added?

Is there evidence of collaboration among extension personnel within CEP?

Is there evidence of collaboration among CEP personnel and other University service/outreach programs (i.e., Engineering, Business, Nursing, Architecture, etc.)?

## **PERSONNEL --GENERAL**

Is there sufficient professional and paraprofessional staff to conduct the work of the cooperative extension unit in a normal fashion (e.g. avoid over burdening any professionals or support personnel on a regular basis)?

Do the position descriptions match the actual duties being performed?

Are personnel able to work harmoniously with little conflict or without conflict that negatively impacts the work environment? (If not, what are the dynamics that produce lack of harmony or unity?)

Is every employee evaluated annually and provided an audience with his or her supervisor to discuss strengths and weaknesses?

Is the total number of person employed in extension sufficient to fulfill the current mission/grants/objective?

If not, list positions by title that could be added?

Are there duplications of functions across the academic, research and service/extension units?

Are there Extension positions that could be split with teaching or with research to create visioning that comes from cross fertilization? If so, how would you propose eliminating duplications (e.g. merge, reassign personnel, etc.) of functions.

## **PERSONNEL –GENERAL, continued**

Are members of the cooperative extension unit sought as leaders among their peers? (If so, why?)

## **PERSONNEL DEVELOPMENT**

Is travel to seminars, workshops, etc made available to all personnel who could benefit from such opportunities?

What is the nature of the orientation and mentoring that new professional and paraprofessional staff receives?

## **PUBLIC RELATIONS**

When asked “What do you think of the extension programs in the CEP at PVAMU?”

How would non-CEP professional and paraprofessional staff likely respond?  
How would the professional and paraprofessional staff within CEP respond?

## **TECHNOLOGY**

Is the level of technology available to the professional and paraprofessional staff adequate, above that required or below that desirable?

Is the level of learning technology available to students, professional and paraprofessional adequate, above that expected, or below that expected?

## **MANAGEMENT**

Is professional and paraprofessional staff in each cooperative extension area able to participate in decision making especially, decisions on whom to employ, how to allocate funds for each year, and what changes are needed to improve the unit?

Is there a strategic plan? If so, who participated in developing it?  
Have the contents (draft or final) been disseminated to all faculty and staff as well as student representatives?

Are professional and paraprofessional staff members able to discuss issues with supervisors and be confident that their discussion will remain confidential?

Is there a high level of accountability wherein professional and paraprofessional staff is held responsible for doing their jobs and must face consequences if the jobs are not performed as outlined?

## **MANAGEMENT, continued**

Are there opportunities for professional and paraprofessional staff to be groomed for leadership?

Is there a high level of trust between the administrative personnel and staff within the unit?

What does the professional and paraprofessional staff perceive to be the attitude of the University's executive leadership team toward the Cooperative Extension unit?

## **BUDGET**

Are the financial resources at, above, or far below those needed to meet the needs of the cooperative extension unit?

If the resources are inadequate, which areas, in priority order, should be addressed to increase the cooperative extension unit's effectiveness?

## **RISK REDUCTION**

Are there internal audits routinely or on a cycle to decrease the likelihood of mismanagement of external funds, loss of materials, damage to property, abuse of the facility, etc.?

Are rules, policies, and procedures designed to limit inappropriate or unproductive action reviewed periodically?

Are institutional resources used to assist professional and paraprofessional staff with job related conflicts or personal concerns that might be presented to a supervisor?

## **FACILITIES**

Are the facilities for extension adequate?

If not, what could you recommend the University do to create better facilities?

## **INTER RELATENESS OF UNITS**

To what extent do the extension programs in CEP impact the Department of Agriculture, Nutrition and Human Ecology academic programs and CARC research activities?