

## Self-Assessment/Evaluation Form for the President

**Directions:** Please note a qualitative and quantitative assessment is sought for each evaluation factor. For each category, in addition to your comments, please describe whether you believe that you have demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating process, please add a numerical rating to your comments on a scale of one (1) to three (3). Numerical ratings have the following meanings: **1 - Exceeds; 2 - Meets Expectations; 3 - Does Not Meet Expectations.**

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p><b>Annual Priorities and Goals 2014/2015</b> How effective was the president in:</p> <ul style="list-style-type: none"> <li>• Attaining the goals approved by the Board?</li> <li>• Demonstrating the attainment of the goals set (e.g. comparative data, trends, and ratio analyses of the metrics)?</li> <li>• Communicating the attainment of the goals?</li> </ul>	<p><b>Comments:</b> My goals and objectives for 2014-2015 were based on informed discussions with the Board of Trustees and were aligned with the Board of Governors' Strategic Plan, FAMU's 2010-2020 Strategic Plan, the University's Master Plan, and the Board of Governor's Performance Funding Model.</p> <ul style="list-style-type: none"> <li>• We attained the Board-approved goals, as demonstrated by the following comparative data, trends, and ratio analysis of metrics: <ul style="list-style-type: none"> <li>○ Achieved our goal of expanding online learning and distance education offerings by converting undergraduate for-credit courses to online for-credit courses. <ul style="list-style-type: none"> <li>▪ Increased the number of online courses from 18 course sections in 2013-2014 to 149 course sections in 2014-2015. <ul style="list-style-type: none"> <li>▪ Enrolled more than 4,100 students in the 149 course sections, an increase of more than 1,000 percent over the previous year.</li> </ul> </li> </ul> </li> <li>○ Were ranked as the No. 1 public HBCU by "U.S. News &amp; World Report."</li> <li>○ Were ranked as the No. 3 university in the nation for promoting social mobility.</li> <li>○ Set the stage for a comprehensive giving campaign through a series of initiatives, including: <ul style="list-style-type: none"> <li>▪ Increasing the number of donors making gifts and pledges by 51 percent – from 3,728 to 5,633 donors – over the previous year.</li> <li>▪ Increasing the amount of gifts and pledges by 237 percent – from \$2.6 million to \$8.8 million – over the previous year.</li> <li>▪ Increasing the number of cash donors by 126 percent – from 2,331 to 5,258 donors – over the previous year.</li> <li>▪ Increasing the amount of cash donations by 90 percent – from \$2.3 million to \$4.4 million – over the previous year.</li> </ul> </li> <li>○ Raised almost \$150,000 through a highly successful "10-for-\$10 Giving Challenge" Campaign.</li> <li>○ Collaborated with the Rev. Dr. R.B. Holmes of Bethel Missionary Baptist Church and with Capital City Bank in setting a goal to raise \$100,000 to support our Athletic Department. A fundraiser was held in March to kick off the campaign, raising \$37,000.</li> <li>○ Received Law school reaccreditation.</li> <li>○ Invited community organizations to all campus events, convocations, and lecture series (i.e. Women's History Month – <i>Tell it on Tuesday's</i> series, FSU concert series featuring Winston Marcellus, Tallahassee Ballet performance, FAMU Wind Symphony concert, FIU Leadership Class, and more.).</li> <li>○ Honors program assignment and discipline related housing assignments have been implemented for Fall 2015.</li> <li>○ Organizational changes have taken place to bolster opportunities for student success including an analysis of high failure rate courses and creation of support programs for instructional delivery and advising.</li> <li>○ Florida A&amp;M University now operates as a full service campus year-round. Processes and procedures are being updated and customer service has improved and is an ongoing effort. Financial aid awards were packaged in the spring, a welcome center has been fully operational and technology upgrades are continuing. Fully functioning employee relations and organizational development offices have resulted from staff reassignments, role modifications, position description clarification and skills matching.</li> </ul> </li> </ul>	<p>1 - Exceeds  <b>2 - Meets</b>  3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
	<ul style="list-style-type: none"> <li>○ We continue to promote internationalization for faculty, staff and students and have traveled to Africa, Brazil, India and China to create and strengthen recruitment, research, and study abroad. As a result, several new memoranda of understanding and agreements were signed.</li> <li>● We communicated the attainment of these goals through internal and external channels (e.g. email, newsletters, annual reports, face-to-face meetings, forums, weekly notes to Board members, mass media, and social media). We used the Edge Rank analytical tool and other relevant tools to monitor the significant growth in our social media engagement between July 2014 and March 2015, resulting in: <ul style="list-style-type: none"> <li>○ Increasing our number of Twitter followers from 16,118 to 19,700 (compared to 19,000 Twitter followers for the largest HBCU Twitter account).</li> <li>○ Increasing our number of likes on Facebook from 53,963 to 55,967 (compared to 29,480 likes for the largest HBCU Facebook page).</li> <li>○ Increasing our number of followers on Instagram from 1,930 to 3,165 (compared to 2,700 followers for the largest HBCU Instagram account).</li> <li>○ Increasing our number of views on YouTube from 412,194 to 481,884 (compared to 9,031 YouTube views for the largest HBCU account).</li> </ul> </li> </ul>	



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<p><b>Strategic Leadership</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the culture of the organization and convincingly tell its story?</li> <li>• Discern and communicate the meaning of external trends and the institution's strategic situation?</li> <li>• Renew the mission and articulate a compelling vision?</li> <li>• Shape a productive strategy process and enlist the participation and confidence of others in it?</li> <li>• Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition?</li> </ul>	<p><b>Comments:</b> My actions, to the greatest extent possible, are aligned with the goals and objectives outlined in the University's strategic plan, as well as in my performance plan.</p> <ul style="list-style-type: none"> <li>• To learn FAMU's culture, I have met with numerous stakeholder groups. I have had in-depth conversations with each trustee about his/her view of what the strategic direction of FAMU should be. To identify which objectives were most important to the campus community, I conducted an environmental scan. This involved surveying faculty, staff, and students; hosting more than 100 listening appointments as a part of my open-door policy; and attending numerous community forums.</li> <li>• To share our stories, I rely on a myriad of channels – including face-to-face meetings, mass media, social media, trade and professional journals, professional associations, networking, and more.</li> <li>• My leadership team and I constantly monitor external trends – such as the growing income inequality – to determine how best to respond to them. New ideas and strategies for addressing both internal and external trends and challenges are constantly vetted with appropriate stakeholders to determine which may add value to the University. Ideas are scrutinized to see if we have the human resources, financial resources, technical capacity, and stakeholder support to bring them to fruition. Ideas are also vetted to see if they address emergency, short-term, or long-term objectives. <ul style="list-style-type: none"> <li>○ One example of how we are addressing income inequality is the implementation of the Strong Finish and High Achiever Awards. We offer grants to low-wealth, high-achieving students who graduate in four years without other scholarship support.</li> </ul> </li> <li>• My vision is for FAMU to be recognized internationally as a best-in-class land-grant, doctoral-research, and student-centered university that serves African-American and low-wealth students. Some of our initiatives to achieve this vision include: <ul style="list-style-type: none"> <li>○ Developing and implementing protocols and action plans to improve FAMU's rankings by such organizations as "U.S. News &amp; World Report" and "The Princeton Review."</li> <li>○ Developing and implementing a multi-year strategy to enhance the University's research capability and funding by creating research centers, providing faculty release time, and reducing instructional load.</li> <li>○ Creating a "21<sup>st</sup> Century Living and Learning Community at FAMU by increasing our online course offerings, expanding our system of living-learning housing on campus, and improving our communications infrastructure.</li> <li>○ Engaging in MOUs with universities across the globe to provide educational, research, and service opportunities for their and our students and faculty.</li> </ul> </li> <li>• One of my first challenges as president was to address the possible separation of the FAMU-FSU College of Engineering. I reached out to faculty, staff, students, alumni, and other interested parties to develop a strategy for maintaining the integrity of the college. Structural issues exist that must be addressed through the joint entity. <ul style="list-style-type: none"> <li>• Many strategies have been implemented to make things happen and to achieve a competitive advantage. For example: <ul style="list-style-type: none"> <li>○ Regarding the possible separation of the FAMU-FSU College of Engineering, I met with FSU's Interim President Garnet Stokes immediately after the issue arose and followed through with other stakeholders, including State Legislators, for the next several months. I solicited input and support from FAMU faculty, students, and graduates from the School. In February 2015, the Board of Governors voted unanimously to keep the FAMU-FSU Engineering School intact. A 12-member council of officials from FAMU and FSU will oversee budgets, facilities updates, and the integration of academic and student affairs between the two universities.</li> <li>○ A detailed legislative strategy was developed, shared with the Board of Trustees, and fully implemented. The strategy involved outreach to all University stakeholders, including key legislative leaders in Tallahassee and in Washington, D.C. Informational material highlighting FAMU's state and federal legislative priorities was developed and disseminated to these stakeholders.</li> <li>○ Efforts are underway to increase FAMU's performance-based funds from the Board of Governors. While still serving access and opportunity scholars, we also are putting greater effort into recruiting, supporting, and helping students to attain the drive and ability to graduate within four years.</li> </ul> </li> </ul> </li> </ul>	<p>1 - Exceeds  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2 - Meets</span>  3 - Does Not Meet</p>



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<p><b>Educational Leadership</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>Propose educational directions and priorities that motivate others?</li> <li>Assure academic quality by expecting the use of evidence to improve performance?</li> <li>Mobilize resources to support educational programs?</li> <li>Encourage and enable educational and curricular change and innovation?</li> <li>Understand and participate in academic governance and collaborative decision-making?</li> <li>Attract and retain strong faculty?</li> </ul>	<p><b>Comments:</b> I have actively engaged subject matter experts throughout the institution and the larger community of stakeholders, when appropriate, in the change process.</p> <ul style="list-style-type: none"> <li>Motivating others includes engaging them in identifying and implementing new educational directions. I have sought – and continue to seek – the advice of various stakeholders for a variety of issues and policies. For example: <ul style="list-style-type: none"> <li>I conducted an employee survey to better understand the concerns of faculty and staff.</li> <li>I hosted more than 100 listening appointments with faculty, staff, students, friends of FAMU, and other concerned citizens. This brought many issues to my attention.</li> </ul> </li> <li>In response to concerns over my efforts to help address a \$7.6 million shortfall in the Athletics department, I consulted with focus groups and other athletic supporters to review options and fundraising efforts were initiated.</li> <li>We are working closely with faculty to assure academic quality. For example: <ul style="list-style-type: none"> <li>We are engaging faculty in finding solutions for how to address classes with high failure rates, thereby enhancing our retention and graduation numbers.</li> <li>We are improving the accuracy of job descriptions so that mission-critical assignments relating to instruction, advising, and academic administration are reported.</li> </ul> </li> <li>Supporting innovation and promoting curricular change to meet the needs of our changing student population is critical to our mission. For example: <ul style="list-style-type: none"> <li>We targeted \$3.9 million from a Title III grant program to support the retention, progression, and graduation of students in STEM. We are using an NSF grant to revamp and enhance our approach for educating STEM students.</li> <li>We instituted an Innovative Teaching Award program to recognize faculty who show leadership in “flipping the classroom.” This involves expecting students to prepare for classes by engaging them ahead of time in a variety of online and other exercises, which allows more in-class time for practice and in-depth learning. We have created Faculty Learning Communities through which faculty share best practices (e.g. clickers, Blackboard online tools, videos, in-class exercises, team projects, etc.). Student learning has markedly improved.</li> <li>Tapping into the amazing expertise and leadership skills of our faculty is critical to our success. <ul style="list-style-type: none"> <li>We are identifying campus thought leaders who are contributing to the national dialogue about the value of – and the access and affordability of – education for first-generation and adult students.</li> <li>Conducting an environmental scan that allowed me to learn which issues are major concerns for the campus community so that – together – we may address them.</li> <li>Encouraging interdisciplinary research and academic programs, such as the new bachelor’s degree program in business administration and facilities management, to better meet the needs of a changing economy and the sustainability institute.</li> </ul> </li> <li>Attracting and retaining strong faculty is one of my priorities. For example: <ul style="list-style-type: none"> <li>We have earmarked Title III funds to hire 13 tenure-track faculty members in biology, chemistry, computer and information sciences, and mathematics to support our STEM initiative.</li> <li>We are implementing strategies to effectively connect faculty to potential collaborators and funding sources.</li> <li>We are promoting “tech transfer” activities by our faculty by evaluating patents to discern which ones can be translated to the mainstream to increase revenues and find solutions to social, medical, and technological problems.</li> <li>We are developing and implementing a multi-year strategy to enhance the University’s research capability and funding by exploring opportunities for creating research centers, providing faculty release time, and reducing instructional load.</li> <li>A critical issue that we are working to address is inadequate funding which impacts reaccreditation standards and faculty salaries, among other things.</li> <li>I attend faculty senate meetings to provide updates upon request and have had several town hall meetings.</li> </ul> </li> </ul> </li></ul>	<p>1 - Exceeds  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2 - Meets</span>  3 - Does Not Meet</p>



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<p><b>Organizational Management</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?</li> <li>• Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fund-raising, research, service, finances and facilities?</li> <li>• Set high standards and hold people responsible for results?</li> </ul>	<p><b>Comments:</b></p> <ul style="list-style-type: none"> <li>• I am reorganizing the University's organizational structure to help improve efficiency, reduce costs, eliminate overlapping and duplicative functions, and enable senior leadership to create solutions and accept responsibility for outcomes (<i>Please see new organizational chart which is enclosed</i>). To implement the reorganization the following was accomplished: <ul style="list-style-type: none"> <li>○ We used the Grounded Change Model to create the new FAMU Efficiency and Effectiveness office. The theory emphasizes the importance of focusing on pragmatic, nuts-and-bolts skills and services to get things done, which is what we are doing.</li> <li>○ We followed the AGB Integral Leadership theory by actively engaging board members, administrators, faculty members, and other stakeholders in transparent and frequent communication. One manifestation of this theory was our environmental scan surveys to determine the concerns and goals of members of the campus community.</li> <li>○ We followed transformational change, transactional change models and other theories of change, and strategic plans to shape our efforts and communicate the impact of our efforts.</li> <li>○ We have initiated a resource inventory to better align the University's research capabilities with available federal and state financing for R&amp;D. All colleges and schools are involved in completing this inventory.</li> <li>○ Hiring the right people is essential to bringing about positive change. For example, our new provost is working closely with deans and directors to identify high-priority programs needing more resources.</li> <li>○ During my tenure, national searches have been conducted to fill the following positions: provost, vice presidents for Advancement, Finance and Administration, and Research, head coach and associate vice presidents for Finance and Administration.</li> <li>○ A new budget and planning process was designed and is being rolled-out for the preparation of the 2015-2016 University budget. The new process requires all departments and units to align their budget requests with their short-term and long-term strategic objectives.</li> <li>○ Standardized budget planning templates were developed to ensure consistency of information across the University.</li> <li>○ The Division of Audit and Compliance demonstrated compliance with the Institute of Internal Auditing Standards (IIA) for the Professional Practice of Internal Auditing by scheduling an external Quality Assurance Review (QAR) assessment of the division to occur once every three years.</li> <li>○ The FAMU Efficiency and Effectiveness office is implementing new policies and procedures to improve our customer service for both internal and external audiences by working with each major service provider.</li> <li>• Results are already measurable in many key performance areas. For example: <ul style="list-style-type: none"> <li>○ The Student Success Center was reorganized to provide targeted support services for students seeking successful pathways to graduation and help with career planning. Students were provided support for improving their time-management skills; tutoring in writing, math, science, and critical thinking; and financial literacy and debt counseling. The retention rate of students earning a 2.0 GPA or higher has increased 7 percent in just one year.</li> <li>○ Thanks to our fundraising initiatives, significant increases have been realized from April 1, 2014, to present. For example, the number of cash donors increased by 126 percent (from 2,331 to 5,258), and there was a 236 percent increase in the amount of gifts and pledges (from \$2.6 million to \$8.8 million).</li> <li>• We have set high standards and expect results. For example: <ul style="list-style-type: none"> <li>○ Through our new budget-planning process, each unit must align its operating budget expenditure's with the University's long-term strategic goals.</li> <li>○ Faculty are being engaged and AOR's updated, to assign responsibility for outcomes and to find solutions for how to address classes with high failure rates, thereby enhancing our retention and graduation numbers.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>



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<p><b>Financial Management</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders?</li> <li>Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)?</li> <li>Inform and engage the board appropriately?</li> </ul>	<p><b>Comments:</b></p> <p>It is impossible to provide effective leadership without understanding where money comes from, how it is used, how people feel about it, and how effective its use is in meeting organizational goals. Making wise financial decisions is critical but quality and integrity are essential. The need for financial management is being elevated across the entire organization by sharing and making the University community aware of what's unfolding and planning a response to optimize our strengths.</p> <ul style="list-style-type: none"> <li>FAMU has been plagued by inadequate funding to address reaccreditation standards, its mission, faculty salaries, and the ability to respond to opportunities for significant new or modified programs needed for potential collaboration with external organizations and institutions. New programs have been initiated to address this issue and to manage our resources more efficiently: <ul style="list-style-type: none"> <li>We have asked all managers, leaders, and employees to evaluate opportunities to eliminate waste and excessive processing so that FAMU runs more effectively.</li> <li>We are working to implement an online application form that will help increase the number of student applicants while improving the turnaround time for decisions. We are adding accountability into the University's assessment tool.</li> <li>We are reorganizing the advancement and development area to embrace best practices for fundraising and donor development. Additionally, we are developing a comprehensive strategy to identify sales and service opportunities through effective use of auxiliary enterprises, thus increasing revenues and helping to find solutions to funding challenges.</li> <li>Expenditures for campus infrastructure are second only to personnel costs. Through our new FAMU Sustainability Institute, we are accelerating creative interdisciplinary research and teaching related to sustainability, partnering with administrative units in promoting greater efficiency and resource stewardship, and engaging the University and broader community in service learning and outreach. Campus units are being challenged to reduce energy consumption by 20 percent within 10 years.</li> <li>The increased emphasis by the Board of Governors on the performance funding metrics has led to a greater focus on what the University must do to maximize our performance and increase our state funding. Improving will require reallocation of resources from some programs to others. It may also require eliminating some programs so that more resources can be allocated to those programs that will help us move the performance needle forward.</li> <li>I am a member of the FAMU Foundation Board of Directors and I am confident that the foundation chair has assembled a team of board members with expertise to manage the University portfolio.</li> </ul> </li> <li>To inform and engage the Board in financial management discussions, I have one-on-one conversations with trustees, send "Weekly Notes", respond regularly to inquiries from trustees, forward reports to the board from senior staff members, and meet to discuss issues with the Board chair. I also prepare the formal "Performance Plan Proposal" and the "President's Performance Assessment" documents. I have offered individual and group orientations on University operations as needed. The senior leadership team and assigned committee staff are available for discussions.</li> </ul>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p><b>Fundraising</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Lead and engage others in the fund-raising program?</li> <li>• Build relationships with major donors?</li> <li>• Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?</li> <li>• Provide stewardship for gifts that have been received? Inform and engage the board appropriately?</li> </ul>	<p><b>Comments:</b> One of my major goals is to design and set the stage for an increased annual-giving program and a leadership and major gifts campaign. This is ongoing and will be enriched with the incoming team.</p> <ul style="list-style-type: none"> <li>• To provide leadership for our new fundraising program, I recruited a new VP for Advancement and Executive Director who has extensive experience in developing strategic fundraising. One of his primary objectives will be to develop an annual giving plan, which provides goals, objectives, strategies, and activities for each giving constituency.</li> <li>• I visit with potential major donors, attend alumni and many other fundraising events and encourage our faculty to seek gifts and grants, as well. <ul style="list-style-type: none"> <li>○ Major donor development is an ongoing activity. Over \$5 million dollars have been raised to support scholarships for low-wealth students and to promote student entrepreneurship.</li> <li>○ Thanks to a fundraising campaign initiated by an alumna, we raised almost \$150,000 through a highly successful "10-for-\$10 Giving Challenge" Campaign.</li> </ul> </li> <li>• My team and I are providing careful stewardship for the gifts that have been received. <ul style="list-style-type: none"> <li>○ We are using Wealth Engine, Alumni Finder, NetCommunity, and Raiser's Edge to identify donor giving capabilities.</li> <li>○ Fundraising is an ongoing activity that requires restructuring to meet the university resource demands <ul style="list-style-type: none"> <li>○ Increase of 51 percent in number of donors making gifts and pledges (from 3,728 to 5,633).</li> <li>○ Increase of 236 percent in the amount of gifts and pledges (from \$2.6 million to \$8.8 million).</li> <li>○ Increase of 126 percent in the number of cash donors (from 2,331 to 5,258).</li> <li>○ Increase of 90 percent in the amount of cash donations (from \$2.3 million to \$4.4 million).</li> </ul> </li> </ul> </li> <li>• The board is kept abreast of progress through Weekly Notes, meetings with individual members around areas of subject matter as needed or upon request.</li> </ul>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>



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<p><b>External Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build credibility and influence with external constituencies?</li> <li>• Serve the community?</li> <li>• Provide leadership to local, regional and national higher education?</li> <li>• Increase the visibility and reputation of the institution?</li> <li>• Relate to alumni and gain their support?</li> <li>• Build credibility and influence with the media?</li> <li>• Influence legislators and public officials?</li> </ul>	<p><b>Comments:</b> We have developed a detailed communications plan that includes a roadmap for centralizing the University's communication processes, thus ensuring that the University has consistent and cohesive messages about its distinctive qualities and attributes.</p> <ul style="list-style-type: none"> <li>• Being transparent with various stakeholder groups enhances our credibility and trustworthiness. Thus far, implementation of our communications plan has included: <ul style="list-style-type: none"> <li>○ Designing and launching a web-based events portal so that all reporting units update their planned events on a weekly basis.</li> <li>○ Designing and implementing a web page to provide quick access to all relevant communication documents.</li> <li>○ Providing media training to academic and non-academic units.</li> <li>○ Developing an online portal for reporting units to make requests for services from the Office of Communications.</li> <li>○ Developing and implementing protocols for review of press releases, annual reports, and other external documents.</li> </ul> </li> <li>• I have met numerous times with a variety of community groups and individuals to discuss how we can be better community partners. <ul style="list-style-type: none"> <li>○ Through internships and service-learning activities, our students and faculty help support the community, especially Frenchtown and the Southside. Activities include the expansion of FAMU Way, the development and maintenance of community gardens, and the support provided by the FAMU Small Business Development Center.</li> <li>○ Through presentations to civic and other organizations, I am able to share my vision for FAMU, plus information about the amazing things accomplished by members of the FAMU community.</li> </ul> </li> <li>• I continue to provide leadership within local, regional, and national higher education arenas, thus increasing the visibility and reputation of FAMU. <ul style="list-style-type: none"> <li>○ Even before I arrived at FAMU, I had established a reputation as a national educational leader as a result of my participation in the Millennium Leadership Initiative (MLI), the Center for Creative Leadership in North Carolina, the Harvard Graduate School of Education Management Development Program, Cornell's Administrative Management Institute, and the HERS (Higher Education Resource Services) program.</li> <li>○ I continue to be called upon to give remarks, keynote addresses, and input to numerous groups, such as MLI, the Zeta Organizational Leadership Program, Congressional committees addressing the importance of 1890s land-grant universities, the Association of Public Land Grant Universities (APLU), the White House Initiative on HBCUs, the National Academies of Minority Engineers (NACME), UNC Chapel Hill, Cornell University, and the Florida Department of Education.</li> <li>○ FAMU's brand was enhanced locally and nationally by such events as: <ul style="list-style-type: none"> <li>▪ A visit to campus by Transportation Secretary Anthony Foxx.</li> <li>▪ The historic performance of FAMU's Wind Symphony at Carnegie Hall.</li> <li>▪ The participation of FAMU's baseball team in an HBCU showcase game at Fenway Park in Boston.</li> </ul> </li> </ul> </li> <li>• Key alumni – including faculty, local religious and other community leaders, alumni in the communications industry, alumni elected officials at all levels of government, and alumni in the business community – have been identified. I meet with as many alumni as I can when I travel on FAMU business or when they visit campus, seeking their counsel and support. Alumni are key to recruiting students, supporting our message, and financing our future.</li> <li>• Working with the media is frequently a daily responsibility. I have been interviewed numerous times by local and state media, responding to reporters' questions and sharing FAMU's message. FAMU's brand has been enhanced locally and nationally when: <ul style="list-style-type: none"> <li>○ C-SPAN came to campus to highlight our University and interview me.</li> <li>○ I was interviewed by national media such as Inside Higher Education magazine.</li> <li>○ I was listed among EBONY Magazine's Power 100 list.</li> </ul> </li> <li>• I have worked hard to establish and maintain solid relationships with local and national legislators and other public officials. I regularly communicate with key leaders in Tallahassee and Washington, D.C., providing informational material highlighting FAMU's state and federal legislative priorities, and seeking their support, when appropriate (see attached letters of support).</li> </ul>	<p>1 - Exceeds  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2 - Meets</span>  3 - Does Not Meet</p>



EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p><b>Internal Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Develop a climate and programs that enhance diversity?</li> <li>• Interact with students and demonstrate commitment to their welfare?</li> <li>• Work with the faculty to develop initiatives to advance their work and professional well being.</li> <li>• Work with the staff to create opportunities and resources to recognize their service and enhance their development?</li> </ul>	<p><b>Comments:</b> Creating a positive environment for all internal stakeholders is an important step toward reaching our short-term and long-term goals.</p> <ul style="list-style-type: none"> <li>• Enhancing "diversity" takes on a broad and significant meaning. Diversity for FAMU also embraces inclusion. <ul style="list-style-type: none"> <li>○ Promoting interdisciplinary cooperation among colleges and other units to help maximize research revenues. This includes improving cooperation among departments by matching faculty and staff capabilities with available resources, thus maximizing revenues and creating a greater connectivity by crossing boundaries to do research and engage other academic programs.</li> <li>○ Recruiting and supporting students from a wide economic range, including a large component of students who are the first in their families to attend a university and/or who come from low-wealth families.</li> <li>○ Becoming the first Purple Heart HBCU and SUS Purple Heart University, and expanding our veterans' services.</li> <li>○ We are establishing and promoting an elaborate definition of diversity to include culture, religion, gender, ethnicity and intellectual identities. Through programming, pedagogy and recruitment of faculty, staff and students we are building a climate that is welcoming and receptive for humankind.</li> </ul> </li> <li>• Students are the heart of our institution, and providing for their well-being is a core mission. Initiatives include: <ul style="list-style-type: none"> <li>○ Working with the Student Government Association and other student groups to identify and support student issues.</li> <li>○ Implementing cultural and educational programs for students, including the Presidential Lecture Series, Black History Month and Women's History Month activities.</li> <li>○ Attending student-sponsored and student-centered events.</li> <li>○ Visiting classrooms.</li> <li>○ Initiating the High Achiever and the Strong Finish awards to support low-wealth, high-achieving students who graduate within four years.</li> <li>○ Initiating the Passport Program and signing MOUs with international universities, thus expanding student internship and career opportunities abroad.</li> <li>○ Continuing to develop living-learning communities to enhance the educational experience and the overall quality of student success via residence hall programming and expanded dining options.</li> <li>○ Increasing the number of online course offerings, thus making a FAMU education more accessible for many of our students.</li> </ul> </li> <li>• Faculty well-being is important, as well. As mentioned earlier, we are: <ul style="list-style-type: none"> <li>○ Developing and implementing a multi-year strategy to enhance the University's research capability and funding by investing in research, providing faculty release time, and reducing instructional load.</li> <li>○ Gathering faculty input through, Faculty Senate interactions, faculty forums, departmental visits, and one-on-one conversations.</li> <li>○ Signing MOUs with international institutions, thus providing research, education, and service opportunities for our faculty and their students.</li> <li>○ Seeking opportunities to gain parity, provide adequate startup packages for new faculty, and raise overall faculty salaries at DRS and the History department.</li> </ul> </li> <li>• And certainly staff well-being is critical to running an effective institution. Staff initiatives include: <ul style="list-style-type: none"> <li>○ Establishing a staff ombuds function to hear concerns and address problems of this important group of frontline employees.</li> <li>○ Encouraging staff participation the University's energy-saving and other sustainability initiatives.</li> <li>○ Engaging staff – through the efforts of the Efficiency and Effectiveness Office – in finding ways to eliminate waste and excessive red tape so that FAMU runs more smoothly. Fewer hassles and better customer service makes for happier staff, students, faculty, and other publics.</li> <li>○ Hosting appreciation events throughout campus departments and provide free or reduced pricing to University events.</li> </ul> </li> </ul>	<p>1 - Exceeds  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2 - Meets</span>  3 - Does Not Meet</p>



EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p><b>Board and Governance Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build the relationship with the board?</li> <li>• Gain support from the board, especially on controversial issues?</li> <li>• Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?</li> <li>• Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making?</li> <li>• Involve the board in strategic, productive and appropriate ways?</li> <li>• Focus the board's attention on issues related to the president's professional development and personal welfare?</li> <li>• Focus on the board's attention on decision-making and governance systems that need improvement?</li> </ul>	<p><b>Comments:</b> During the interview process, trustees expressed the need for institutional integrity, transparency, and financial credibility – all of which I have begun to address.</p> <ul style="list-style-type: none"> <li>• I began building a relationship with the board during the interview process, and I have expanded upon that relationship ever since. <ul style="list-style-type: none"> <li>○ Before selecting which objectives to pursue, I had in-depth conversations with each trustee about his/her view of what FAMU's strategic direction should be.</li> <li>○ I continue to engage the trustees through regular communications initiated from my office and also by responding promptly to inquiries coming from trustees. In addition, I communicate regularly with the Board through its committee meetings, full board meetings, and online monitoring.</li> <li>○ My objectives align with the "Florida Agricultural and Mechanical University Strategic Plan 2010-2020: 2020 Vision with Courage," the "State University System of Florida Board of Governors 2025 System Strategic Plan" and FAMU's "2010-2015 Campus Master Plan Update."</li> <li>○ We are on the same team and share a common goal, which is to support and sustain the legacy and well-being of FAMU and its stakeholders.</li> </ul> </li> <li>• It is critical to gain the Board's support for controversial issues, fundraising, and community relations. <ul style="list-style-type: none"> <li>○ Collectively, board members represent a wide range of constituents and have significant influence with stakeholders. I respect these characteristics and look forward to Board support in good times and in challenging times.</li> <li>○ For example, during the controversies that arose regarding the Athletics department funding, I appreciated the insights and support of the Board as we worked together to find acceptable solutions for dealing with the deficit.</li> <li>○ Regarding the controversy surround the possibility of splitting the FAMU-FSU College of Engineering, Board support was critical in our dealing with legislators to explore possible options.</li> <li>○ Regarding fundraising, trustees can use their incredible influence to encourage donors – big and small – to support FAMU.</li> <li>○ Regarding community relations, the trustees have ties throughout the state and beyond and can help interpret issues of concern to those off campus.</li> </ul> </li> <li>• I have sought to involve the Board in developing and implementing strategies to achieve our common goals through development of a strategic plan to reduce operational issues and concerns and to focus the board's attention on decision-making and governance systems that need improvement. <ul style="list-style-type: none"> <li>○ To engage the Board in upstream discussions, I have one-on-one conversations with trustees, send "Weekly Notes", respond regularly to inquiries from trustees, forward reports to the board from senior staff members, and communicate weekly to discuss issues with the board chair. I also prepare the formal "Performance Plan Proposal" and the "President's Performance Assessment" documents.</li> <li>○ We developed a detailed legislative strategy, shared it with the Board of Trustees, and fully implemented it. The strategy involved outreach to all University stakeholders, including key legislative leaders in Tallahassee and in Washington, D.C. Informational material highlighting FAMU's state and federal legislative priorities was developed and disseminated to these stakeholders.</li> </ul> </li> <li>• Regarding my professional development and personal welfare, I appreciate the Board's support through this time of great change and transition and I have had the opportunity to attend and complete one event sponsored by AGB.</li> </ul>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>



EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p><b>Personal Characteristics and Values</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Demonstrate persistence in reaching goals?</li> <li>• Lead change?</li> <li>• Use political skills to negotiate agreements, create coalitions and build consensus?</li> <li>• Display interpersonal and people skills?</li> <li>• Communicate clearly and convincingly in various forms and contexts?</li> <li>• Show respect for others?</li> <li>• Listen?</li> <li>• Examine and challenge his or her assumptions and show a willingness to explore other viewpoints?</li> <li>• Understand his or her and others' feelings?</li> <li>• Reconcile conflict between self and others, and among groups and individuals?</li> <li>• Demonstrate honesty and integrity?</li> <li>• Inspire trust and confidence?</li> </ul>	<p><b>Comments:</b></p> <p>From the start of my tenure, I have had to deal with constantly changing internal and external environments.</p> <ul style="list-style-type: none"> <li>• I have drawn upon my many years of educational leadership experience to demonstrate my persistence in the face of conflict, to lead change, to negotiate agreements, to create coalitions, and to build consensus. These actions include: <ul style="list-style-type: none"> <li>○ Recruiting a highly qualified senior leadership team and immediate support staff.</li> <li>○ Conducting team building exercises through executive discussions, hosting a leadership planning retreat and reading scholarly works on leadership and change.</li> <li>○ Reorganizing the leadership team, holding regular leadership team meetings, celebrating milestones, successes, acknowledging contributions and encouraging professional development.</li> </ul> </li> <li>• The increased emphasis by the Board of Governors on the performance funding metrics has led to a greater focus on what the University must do to maximize our score and increase our state funding. Improving our score will require reallocation of resources from some programs to others. It may also require eliminating some programs so that more resources can be allocated to those programs that will help us move the performance needle forward. To lead this change, I will engage faculty, staff, students, and other stakeholders in coming up with solutions that serve the best interests of FAMU.</li> <li>• To be an effective communicator, I must first be an effective listener, show respect for others, and be willing to explore other viewpoints. Examples of how effective communication skills have been utilized over the past year include: <ul style="list-style-type: none"> <li>○ In response to concerns about the FAMU Athletics department, I listened and learned. I created a President's Advisory Committee on Athletics and have met with various stakeholders many times, making administrative adjustments, as needed.</li> <li>○ I ordered an environmental scan of faculty, staff, and students to learn which issues most concerned them. I hosted more than 100 listening appointments as part of my open-door policy. And I attended numerous community forums.</li> </ul> </li> <li>• It is important to me that I be seen as honest, trustworthy, confident, and aware of others' feelings, as well as having integrity. I strive daily to display to internal and external groups that: <ul style="list-style-type: none"> <li>○ I care deeply about the well-being of our students, faculty, and staff. Through my academic training and professional interactions, I have worked hard to develop positive interpersonal skills that can foster greatness in others.</li> <li>○ The challenge is to be respectful of others and to learn patience. Life is not like a microwave: Not everything can be ready in an instant.</li> </ul> </li> <li>• I have the appropriate amount of patience, while I recognize that we are in an urgent (and in some instances critical) condition and I must have a team that understands and is willing to act selflessly on behalf of our stakeholders.</li> <li>• Inspiration and trust of my leadership is evident in the numerous letters of support that I receive for the alumni. The increased giving, the honors/awards given to the University, number of speaking invitations we receive and offers for partnerships. The decisions made and actions taken have demonstrated that the team I have assembled is committed to delivering the educational experiences to our students that will allow them to be competitive anywhere, with anyone in the world. Everyone brings their best each day. Our challenge is for others to do the same.</li> </ul>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p><b>Summary Questions</b></p> <ul style="list-style-type: none"> <li>Describe your most significant achievements to date. Relate them to your objectives as you perceived them when you accepted the job.</li> <li>What modifications have you made (if any) in your objectives as originally perceived? What was the reason(s) for modification? Lastly, what were the significant results of the modification?</li> <li>What are your short-term and long-term personal development objectives?</li> </ul>	<p><b>Comments:</b></p> <p>I am pleased with my accomplishments this first year.</p> <ul style="list-style-type: none"> <li>My most significant achievement was preventing the split of the FAMU-FSU College of Engineering during my first month in office and subsequently gaining the Dean's position for FAMU. Splitting the college would have resulted in a significant loss of prestige and, moreover, would have hampered our ability to have an accredited engineering program, which is essential to maintaining our land-grant presence and attracting and training the best and brightest minds.</li> <li>I have assembled a world-class team that is committed to FAMU.</li> <li>Another important achievement was creating the FAMU Sustainability Institute. The Institute represents the fruition of a great vision by members of the campus community. A new recycling center with an accompanying recycling infrastructure has been launched on campus. Students are being engaged through internships and volunteer opportunities. Mini-grants, funded by Siemens, have supported student sustainability projects. International partnerships have been established through MOUs with India, Rwanda, and Tanzania. The Institute has opened many research and international opportunities for faculty and students.</li> <li>An additional accomplishment was establishing the Strong Finish Awards to recognize graduating low-wealth students who graduate within four years and without the support of other academic scholarships. This is a debt reduction strategy.</li> <li>Establishing a school grant award program for high achieving students is a significant accomplishment. It is a retention strategy for our best rising sophomores and juniors who entered college without scholarship support. These low and middle income students are given grants to supplement their educational expenses based upon their success in the classroom.</li> <li>I have not modified my initial objectives. However, adjustments will need to be made as needed, depending upon the resources available to accomplish the objectives.</li> <li>My short-term personal objective is to increase my involvement in external organizations that will help to expand our reach and brand.</li> <li>My long-term personal objective is to lead the University to a point where its viability is ensured well after I am no longer president.</li> </ul>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>