

FAMU BOARD OF TRUSTEES

PRESIDENTIAL EVALUATION

FOR 2015 – 2016

RATING PERIOD

**DR. MANGUM'S
SELF EVALUATION**

**SELF ASSESSMENT 2015-2016
BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals - 2015/2016</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> Attaining the goals approved by the Board? In demonstrating the attainment of the goals set (e.g. comparative data, trends, and ratio analyses of the metrics?) In communicating the attained goals? 	<p>Comments:</p> <ol style="list-style-type: none"> During the past year, this Administration demonstrated a tremendous capacity to attain the goals approved by the Board. Progress towards these quantitative objectives was monitored on a continuous basis, and monthly progress reports were submitted to the Board. Approximately 97% of the goals have been completed with a few weeks remaining in the evaluation period. The expectation is that all goals will be completed or substantially completed by the close of the fiscal year. Control Click on link to see Current Progress Report on Goals and Objectives: http://president.famu.edu/#Monthly The updated report appears at the end of this document and the final report will be provided at the end of the fiscal year. 	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>Strategic Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the culture of the organization and convincingly tell its story? Discern and communicate the meaning of external trends and the institution's strategic situation? Renew the mission and articulate a compelling vision? Shape a productive strategy process and enlist the participation and confidence of others in it? Implement the strategy and make things happen to achieve competitive advantage 	<p>Comments:</p> <p>The most important aspects of strategic leadership are shared values and a clear vision, both of which will enable and allow the senior team to make decisions with minimal formal monitoring or control mechanisms. With this accomplished, I have more time and a greater capacity to focus on other, ad hoc issues, such as adapting the vision to a changing business environment. Also, as part of strategic leadership I have incorporated visionary and managerial leadership by simultaneously allowing for risk-taking and rationality related to the cultural sensitivities of FAMU and its position in the state of Florida and its position nationally in the higher education industry. Moreover, my planning, evaluation, and actions included an adaptation of industry best practices to the organization's culture.</p> <ol style="list-style-type: none"> For the 2015-2016 program year, I set goals, objectives, and identified priorities that support the established mission of the 	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

and respond to the driving forces of change and competition?

- Lead the creation of a long-range strategic plan that engages all stakeholders?

university according to the 2010-2020 Strategic Plan as adopted by the Board of Trustees and Work Plan as approved by the Board of Governors. At the senior leadership retreat and weekly meetings, the mission and vision were shared and discussed to provide an ongoing dialogue about institutional priorities. Monthly reports of activity and weekly group meetings and biweekly individual meetings are part of the cadence created to keep the focus on priorities and provide clarity across the team.

- 2) Moving to a culture focused on student success and college readiness rather than the size of enrollment was an important change and undertaking that reinforces and demonstrates recognition of state and national trends for accountability. Significant progress was made as evidenced by our improvement scores on the SUS established performance metrics and movement into the top eight of the performance funding ranking. External recognition is an important aspect and evidence of institutional responsiveness to change. The most significant among them are the upward movement to R2 Higher Research Activity Carnegie Classification and the recognition by Money and Essence Magazine for the importance of the FAMU contributions to higher education access and success in educating young minds in these United States. Other national recognitions identified in the annual goals and objectives results, and student achievements in discipline-specific national competitions accentuate the acceptance of the new direction and acceptance of the challenges identified with cultural change.
- 3) All program designs and implementation are responsive to changes in state and federal policy as well as sensitive to local community needs and shared governance. Each senior leader established operational and managerial plans to implement and operationalize these priorities as part of their area goals, providing reports and updates and impacts to the senior leaders at weekly senior leadership meetings. Each senior leader is responsible for using appropriate measures of accountability to ensure quality and long-term sustainable program changes. Specific attention was given to advising the faculty and academic leadership of the importance of the performance funding model by attending faculty senate meetings, holding town hall meetings and professional development meetings and creating and activating the campus official online news organ "FAMU FORWARD" to provide updates on campus activity.
- 4) I served as panelist, board member, and/or presenter at several national and international meetings on topics and trends in higher education to tell the FAMU story, mission, and focus on the 21st century, including; the Association of Public and Land-Grant

<p>Universities, U. S. Department of Agriculture, American Association of State Colleges and Universities, SACSCOC, STEM Conference at Alabama State University, National Action Council for Minorities in Engineering, NCAA, Selma Bridge Crossing, National Prayer Breakfast.</p>	<p>5) Completed a new strategic plan with the appointment of a diverse strategic planning task force that included campus and local leaders to provide recommendations to update and realign the previously developed plan with the changes in state, federal, and industry performance criteria. The report of the committee has been merged with SUS performance goals and campus master plan to provide a complete strategy for the recruitment and retention of students and faculty.</p> <p>6) Empowered the senior leadership team to manage their areas effectively according to their fields of expertise, including opportunities for professional development and self-improvement.</p>	<p>Universities, U. S. Department of Agriculture, American Association of State Colleges and Universities, SACSCOC, STEM Conference at Alabama State University, National Action Council for Minorities in Engineering, NCAA, Selma Bridge Crossing, National Prayer Breakfast.</p>
<p>Educational Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments: I exceeded the benchmarks for this metric by:</p> <ol style="list-style-type: none"> 1) Initiating a focus on completion and employment after graduation by establishing retention scholarships and reorganizing administrative support organizations to provide support for student academic services. 2) Visiting high failure rate classes to gain a firsthand and more in-depth understanding of the day in the life of a student and worked to provide online educational support and course conversion. 3) Reallocating resources away from administrative areas to academic support areas with high student faculty ratios and high course failure rates and upgraded instructional technology resources. Also provided resources to upgrade student laboratories and provided textbooks in the library for courses in STEM for students who cannot afford textbooks. 4) Attending at least one faculty meeting of every college or school to share vision and updates on university decisions and to receive input regarding several policy concerns that would have a direct impact on instructional quality. Lines of communication are always open, and I continue to take meetings with faculty individually, attend faculty senate meetings, and respond to email. 5) Reviewing and examining policies and procedures with the goal of making necessary changes to create or reestablish a positive climate for change that will enable student and faculty success. 	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>6) Making objective and unbiased decisions about tenure, promotion, and merit consideration for staff and faculty, which resulted in several strategic reorganizations and changes in work assignments; i.e. general counsel, chief financial officer, communications, ombudsman, career center.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? • Set high standards and hold people responsible for results? • Make clear and timely decisions? • Make tough decisions? • Use analytical and creative thinking to solve problems? • Plan for and manage crises? • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board, alumnae, faculty, students, community)? 	<p>Comments: During the prior program year, the following achievements were accomplished:</p> <ol style="list-style-type: none"> 1) Established a connection of individual area goals with university and SUS system goals by planning, developing, and allocating resources to focus on established institutional priorities. Set standards and monitored the progress of each vice president and all direct reports in achieving unit goals through biweekly meetings and open lines of communication. 2) Adhered to state, federal, and NCAA policy for personnel and fiscal control to ensure compliance to accomplish the mission and create a best-in-class university and establish sustainable, academic support programs. 3) Revised and approved a crisis management plan and authorized active and tabletop exercises to ensure readiness and rapid response campus-wide. Approved plan promotes the welfare of faculty, staff, and students through the enhanced EAP and the student judicial process and use of the Sunshine Manor. Free counseling sessions are provided to faculty, staff, and students. 4) Expanded the Ombudsman function and office to include staff as well as student concerns to resolve complaints and improve the work environment. 5) Continued implementing leadership and organizational changes to increase the likelihood of accomplishing the mission of the university to provide an environment of commitment and minimize conflict expeditiously and fairly. Professional development and team building was enhanced through book reading series and discussions on change management and providing an environment that maximizes and encourages professional growth through institution provided seminars, lectures, and online offerings.

	<p>6) Control Click on link to access organizational chart: http://president.famu.edu/pdfs/UniversityOrgChart.pdf</p>	
<p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? 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)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU -FSU College of Engineering)? 	<p>Comments: During the previous program year, the following initiatives were accomplished:</p> <ol style="list-style-type: none"> Developed a budget planning and management system that aligns the budget planning process with university goals and objectives by focusing decision making on established priorities using the 2.0%-2.5% annual reversion and reallocation across the university based on data and comparative analytics. Designed a financial report and presentation material that provides an all funds view of resources by unit and created a reporting and notification system for senior leadership; including establishing a reporting and review process of all budgets with the senior leadership team to ensure that all required fiscal, personnel and physical control policies of the university, the state of Florida, and federal government are adhered to and operationalized. Developed legislative operating budget request (LBR) that was aligned with the university's goals and objectives. Developed a comprehensive five-year fiscal plan for the Athletics Department to help ensure financial stability. Restructured the Boosters DSO to provide greater control of University assets. Developed a refunding plan for existing debt to substantially reduce debt service payments. 	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? Meet the goals established by the Board and approved by the BOG? 	<p>Comments: 1) Feedback is a critical element of any successful organization. It is necessary to enable the organization to monitor its progress and, moreover, to make adjustments as needed to achieve its goals and objectives. Throughout the year, I have provided the Board and all internal and external audiences with regular updates on the progress being made towards achieving the goals outlined in the University</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

	<p>Work Plan through my weekly "Notes," Monthly Progress Report, President's Report to the Board, social media, et al. An Accountability Report is also submitted to the Board and the BOG each year that substantiates the milestones achieved.</p> <p>2) Remarkable progress was made towards achieving the goals outlined in the Work Plan as the university's performance funding score increased from 52 to 65. More importantly, the Work Plan included long-term objectives that are designed to improve our performance to a point where our performance metrics will match those of the overall SUS on key indicators such as the six-year graduation rate and cost to degree.</p>	
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments:</p> <p>During the prior year, the silent phase of a multi-year capital campaign commenced. Additionally, annual giving reached an all-time high of nearly \$6 million through April 2016, with two months remaining in the year. All of the qualitative measures for this goal were exceeded.</p> <ol style="list-style-type: none"> 1) Strategic leadership was provided for fundraising, and the department was restructured to ensure that it had the professional capacity to undertake a major capital campaign. 2) Relationships were established with many donors who had never given to the university as evidenced by fact that we received \$1.4 million in final quarter gifts, including \$1M endowment from Hershey Foundation; began outreach/solicitation to identify and raise \$500K-\$1M for spring events, including "A Conversation with John Thompson"; and Student Debt reduction initiative. Average gifts increased to \$1,500, and we began regional outreach and visits with donors and prospects in Orlando, Miami, and Gainesville areas. 3) Engaged the Board in all facets of the fundraising process including holding events with members throughout the state; inviting members to fundraising events, and updating members on a regular basis regarding the university's fundraising efforts. 4) Provided individualized reporting on gifts from major donors. 5) Control Click on link to see highlights of fundraising efforts: http://president.famu.edu/#Gifts 	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS & NCAA) • Provide leadership to local, regional and national higher education? 	<p>Comments:</p> <p>Building upon the work done during the previous program year, my Administration continued to enhance FAMU's national and international reputation.</p> <ol style="list-style-type: none"> 1) Implemented communications and marketing protocols that helped garner a myriad of national rankings including: 	<p>1 - Exceeds</p> <p>2 - Meets</p>

<ul style="list-style-type: none"> • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with the media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? 	<p>Essence/Money magazine ranked FAMU as No.5 among all universities and colleges in its list of "50 Best Colleges for African-Americans;" Nursing program ranked among the top 20 best value nursing programs in the U.S. by BestValueSchools.com, and among the top 25 (No. 21 out of 1,189 entries) nursing programs in the eastern region by The Nursing Journal; FAMU named by Forbes magazine as one of "America's Top Colleges" for 2015. Forbes also listed FAMU as one of its "Best in the South" colleges.</p> <ol style="list-style-type: none"> 2) The visibility of the university was enhanced through invitations received to speak at major national and international conferences, meetings with editorial boards, speaking at numerous alumni events; re-launching "FAMU Forward" on-line news portal; dramatically increasing our social media presence. 3) We launched the first ever "Legislative Day at FAMU" to introduce legislators to our campus. 4) I had face-to-face meetings with all of the key state and federal appropriators and key committee and subcommittee chairs. 5) Made visits to key agencies to help ensure continued funding of FAMU's research efforts and hosted visits by numerous agency heads including the Secretary of the U.S. Dept. of Education and the Secretary of the Florida Department of Agriculture and Consumer Services. 6) Had periodic meetings with local business leaders and officials, including the chamber of commerce, the mayor, and local clergy, and other service organizations. 7) Visited and provided donations on behalf of FAMU to the homeless shelter, participated as a member of the United Way Board, and co-chaired fund raising campaign for the Urban League. 8) Attended several regional alumni association meetings and joined the national alumni association as a life member. 9) Control Click on link to see highlights of external relations: http://president.famu.edu/#Stories 	<p>3 - Does Not Meet</p>
<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? 	<p>Comments: Significant steps were taken to enhance internal relations including: 1) Implementing a university-wide Communications Council to help ensure that a clear and unified message regarding the university is being communicated to internal and external audiences.</p>	<p>1 - Exceeds 2 - Meets</p>

<ul style="list-style-type: none"> • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<ol style="list-style-type: none"> 2) Implementing a new budget planning process to ensure that resources are targeted to enhancing faculty renewal and student vitality. 3) Visiting classrooms, dining facilities, town hall meetings and listening sessions with students. 4) Attending student held and organized events to show support. 5) I have an open door policy where I also have designated time to meet with students. 6) Increasing the number of professional development and training programs for faculty, staff, and students. 7) Creating a culture where senior leaders are empowered to administer their units and be held accountable for their actions. 8) Working with students to launch a FAMU Forward campaign where students pledge to work to graduate on time. 9) Continuing to award financial assistance to promote retention and graduation through the Strong Finish and High Achievers programs. 	<p>3 – Does Not Meet</p>
<p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision-making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? 	<p>Comments:</p> <p>Shared governance is a key to the success of any university. During the past year, an increased focus was placed on ensuring that the Board was provided with information to enable it to fulfill its decision-making obligations. Each week, I issue "Notes" to the Board that highlights major initiatives that are underway or proposed. Along with the weekly Notes, I made calls to individual members on a weekly or biweekly basis to help build a relationship with the Board. A BOT orientation program was created and implemented to introduce new members to the university administration and university processes, procedures, and major issues in higher education. A BOT office was created to serve as an additional direct point of contact and liaison for Board members on an on-going basis for operational and concierge services. Also, as has been highlighted in my "Monthly Progress Report" the following activities were accomplished:</p> <ol style="list-style-type: none"> 1) 70 distinct reports, presentations, or informational/discussion items have been provided to the Board regarding policies, procedures, regulations, et al and 27 distinct action items were submitted by the Administration to the BOT for action 2) "Weekly Notes" were provided to the Board regarding, policies, procedures, operational and efficiency matters, and engagement activities with stakeholders and friends of the university. 3) Established a schedule of weekly (telephonic) communications made to the Board to consult on issues and gain guidance for decision making. 4) Numerous invitations and opportunities were provided for and planned by Board members to participate in workshops and meetings such as Women's History Month, "A Conversation with John Thompson," a day at Santa Fe Community College, 	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

	<p>Legislative Day at FAMU, FAMU Day at the Capitol, and an introduction to Miami Movers and Shakers to enhance the brand and establish relationships across the Southern region.</p> <p>5) Numerous briefings were provided to discuss agendas and issues coming before the Board. Professional development seminars and briefings on trends in higher education were provided by AGB and SACSCOC, including discussion on the roles of the Board, faculty, and senior leadership team. Through discussion and briefings with the faculty senate, attendance at faculty meetings, and formation of task forces and work groups to address specific concerns, we obtain input from faculty and staff.</p> <p>6) Numerous "talking point" memoranda provided to the Board by SLT for major press releases. The changing dynamics in board membership provides an opportunity to continue to work on the level and type of engagement the current board expects in operational decision making.</p>	
PERFORMANCE		EXPECTATIONS (Please circle one)
<p>EVALUATION FACTORS</p> <p>Personal Characteristics and Values</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p>Comments:</p> <p>I have demonstrated loyalty to the university and supported its mission. Florida A&M University is at critical stage where both transactional and transformational leadership must be leveraged for course correction and enrichment. It is important to understand that these two styles represent two dimensions on a leadership continuum and are not an either or option. Over 93 % of the goals have been completed with one month remaining in the evaluation period. The expectation is that all goals will be completed or substantially completed by the close of the fiscal year.</p> <p>Significant agreements have been reached internally and externally to position the university to establish quality academic experiences for the students and opening opportunities for faculty research. Achievement of these goals required that I be involved in day-to-day basic administrative and managerial tasks to enable certain parts of the organization to function well in the short term. Efforts have been deployed to ensure that the people have the knowledge, skills, and resources they need to get the job done right. Toward that end, I have also tried to provide rewards for good performance and goal accomplishment by practicing equity in assignments and compensation.</p> <p>There are almost always some differences between how a person sees them self and how others see them. Similar statements can be made about communications leadership. I listen and pay close attention to those with whom I am communicating. I am a critical thinker that uses metaphors and</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

analogies to make abstract ideas clear by breaking them down into bits that are understandable. My goal has been to establish trust by taking actions that are consistent over time and by keeping commitments as a way to reinforce integrity across the university. These values are shared widely across the senior leadership team in discussions and decision-making. My ratings reflect an honest, positive belief in the team assembled and our ability to transform university operations and to create a brand for the future that supports and invests in its students. To that end, staff and faculty are empowered and encouraged to be creative in the development of programs and opportunities based on outcomes.

All actions taken are with the belief that FAMU controls its fate and that we can make a difference in the world should we accept the challenge to prepare the students, and invest and reallocate resources toward programming that supports their success through program completion and successful employment. Through effective teamwork and creating a consensus around the values and beliefs that the quality of the educational experience of the students is our first mission for the present and the long term. I am mission driven to a fault and I seek to empower our students and faculty with a quality education through research and engagement experiences. I have sought to accommodate the unique needs and abilities of our staff through professional development, assignments, and reassignments to give all every opportunity to succeed. Leading change to build an exceptional, academic (best in class) university is difficult under the best of circumstances; that is when you have a compelling reason for change or when the body polity or culture understands the need.

This self-assessment highlights many of the major accomplishments for this period. My most significant accomplishment, however, has been to provide transformative and adaptive leadership that is changing the university's culture to a point where the primary focus is on promoting student success, faculty renewal, and innovative research. This change in organizational behavior will enable the university to be a place where students will pay for and receive a quality education that is respected in the market place to a point where others will invest and partner with our faculty and administration to continue to add value and solutions.

Improving engagement and organized feedback among and between all of the stakeholders is one critical area that can always be improved since this is such a critical element of any successful organization.

Adaptive leadership requires motivating the leadership team, faculty, staff, and students to work together to accomplish a set of shared goals and objectives. Thanks to the commitment and dedication of the entire team, we had an enormously successful year having accomplished a remarkable 97

Summary Questions

1. What have been the president's major accomplishments in the leadership of the institution over the last year?
2. What single thing would you suggest to improve the president's effectiveness?
3. What other points need to be covered?

percent of my goals and objectives. The table below shows the calculation of the weighted average of the accomplishments of my 2015-2016 goals and objectives.

Weighted Average of Accomplishments of Goals and Objectives			
Number of Metrics	Score Per Metric	Aggregate Score	Weighted Avg.
37	100	3700	
3	85	255	
1	70	70	
1	50	50	
42		4075	97.0

Annual Goals and Objectives for 2015-2016
Final Report

May/June 2016

A. Create a 21st - Century Living and Learning Community

	Strategic Initiative	Baseline 2014-2015	Assessment of Progress
1	Recruit new faculty for program enrichment into high priority and strategic areas. <i>Performance Metric: Number of new faculty members in high priority areas</i>	New faculty recruitment will begin in fall 201	The President and Provost have identified high-priority areas for the investment of new faculty and have provided resources for new faculty in CIS, Biology, Math, Entomology, Educational Leadership, Nursing, Allied Health, and in the School of Business and Industry. Between AY2015 and AY2016, it is anticipated that over 20 new faculty members will be added to these key areas 100% complete
2	Engage the Board of Trustees in formulating policy and regulations that affect efficiency, productivity, and financial support for faculty and students. <i>Performance Metric: Report to the Board on policies and regulations</i>	Over 200 distinct communications	More than 200 distinct communications were provided. The President's Strategic Planning Task Force, which completed the "Performing Boldly Beyond Measure" report included a Board liaison. The "Performing Boldly Beyond Measure" report formed the basis for the updated University strategic plan. "FAMU Forever Forward." A Board retreat is scheduled for June 10 for Board review of the updated plan. "Weekly Notes" provided by the President to the Board each week regarding, policies, procedures, operational and efficiency matters, et al Bi-weekly one-on-one communications made by the President to Board members. Numerous invitations to Board members to participate in workshops such as Women's History Month, "A Conversation with John Thompson," Legislative Day at FAMU, FAMU Day at the Capitol, et al Numerous briefings by Senior Leadership Team Vis-à-vis Board agendas, et al Numerous "talking point" memoranda provided to Board by SLT CFO provided a comprehensive briefing on the budgetary process to the Board. Provost briefed Academic Affairs Committee on performance metrics and student success. Also note passage of student success regulation in December. 100 % complete

<p>3</p> <p>Identify campus thought leaders to contribute to the regional and national dialogue about the value of and the access and affordability of education for first-generation and adult students. <i>Performance Metric: Number of distinct presentations</i></p>	<p>Approximately 35 distinct presentations and invitations</p>	<p>At least 45 distinct presentations and invitations were conducted or completed, including:</p> <ul style="list-style-type: none"> • 12 presentations at recruitment events • 1 panelist/speaker at CBCF 45th Annual Legislative Conference • 1 presentation at FAMU Alumni Association Conference • 1 presentation at Statewide Urban Male Institute • 27 Weekly Sirius XM radio shows featuring campus thought leaders • 1 FAMU delegation participates in HBCU China summit • 1 President Mangum participates in APLU meeting in December on "Globalizing HBCUs" • 1 Presentation by President Mangum before the House Agriculture Committee <p>100% complete</p>
<p>4</p> <p>Engage in shared governance with the faculty to enhance the University's performance under the Board of Governors Performance Funding Model. <i>Performance Metric: Number of meetings and other communications</i></p>	<p>1 faculty town hall meeting</p>	<p>Last year's baseline metric was exceeded as follows: Meeting held with Faculty Senate President about Policy/Regulation on Academic Progress in advance of BOT meeting (December 2). Provost held meetings with Faculty groups:</p> <ul style="list-style-type: none"> • Science & Technology: August 31 • CAFS: September 8 • School of Nursing: September 16 • Faculty Senate (with Governor Levine) November • VP Student Affairs Meeting with Faculty Senate Executive Committee • School of Allied Health January 29 <p>Provost presented to the Faculty Senate about performance funding 2/16/2016 Provost presented to Law Faculty about performance funding 2/25/2016;</p> <p>100% complete</p>

<p>5</p> <p>In consultation with faculty and students, expand online courses to facilitate enrollment growth, retention, and graduation rates. <i>Performance Metric: Number of new course sections</i></p>	<p>149 course sections</p>	<p>Last year's baseline of 149 course sections was exceeded: 269 distinct courses are on-line, OIT reconstituted the Online Education Steering Committee to facilitate questions related to quality of ongoing programs and expansion of offerings. SBI has created a quality review committee for online courses Special grants are being made available to support new online course development in the College of Science and Technology to support student progression and retention. The new development program is exploring FAMU iTunes U as a vehicle for promoting student success. 100% complete</p>
<p>6</p> <p>Update the Master Plan to encompass revitalization of campus "Main Street" and surrounding Southside neighborhood. <i>Performance Metric: Comparison of old versus new - Updated Master Plan</i></p>	<p>Master plan update underway</p>	<p>Two hearings for the City of Tallahassee were held on December 9, 2015 and Jan 27, 2016 to review Campus Development Agreement (CDA) extension request and site information for CASS and proposed P3 development. The CDA was approved by the City and now executed with all necessary signatures. One-to-one information gathering meetings with leadership team and stakeholders continued with meetings with SGA, Alumni President, and BOT Facilities Chair. Program and concept development has started with the goal of first BOT approval of final master plan to initiate agency review and public hearings to be scheduled in August and September 2016 85% complete- 5% increase over last month</p>

<p>7</p> <p>Support and maintain athletic programs and expand opportunities that contribute to a positive academic and competitive collegiate experience for student success within NCAA guidelines. <i>Performance Metrics: Reduction in number of teams not meeting academic performance rate and increased retention of athletes</i></p>	<p>5 men's team not meeting APR</p>	<p>Last year's baseline of 5 teams being on APR was exceeded by reducing the number of teams on APR to 4.</p> <p>The NCAA APR Academic Improvement Plan to enhance academic performance of student-athletes was completed.</p> <p>Athletics has reorganized the athletics compliance and academic reporting structure to create more efficient processes and added personnel to improve academic and compliance performance.</p> <p>Academic Affairs is providing additional personnel through the end of February to assist in process.</p> <p>Successfully implemented ARMS Software system</p> <p>Hired 4 subject matter tutors through the AASP Grant.</p> <p>Assigned Eligibility Certification duties within the Office of the Registrar through the AASP Grant.</p> <p>Hired an APR Monitoring Specialist through the AASP Grant.</p> <p>Address Faculty Senate on athletic academic issues and needs from the faculty. Specifically, the need for faculty to successfully return academic progress forms.</p> <p>Only 4 teams instead of 5 not meeting APR standards. Men's basketball team meets APR standards for 2016-17.</p> <p>Hired an Associate Athletic Director for Compliance and Academic Services through the AASP Grant.</p> <p>AD generated over \$300,000 towards summer school for student-athletes through donations from the 220 Club, F-Club, and National Alumni Association.</p> <p>100% complete</p>
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<p>8</p> <p>Continue to develop living-learning communities (LLCs) to enhance the educational experience and the overall quality of student success with residence hall programming and expanded dining options. <i>Performance Metric: Number of students in living-learning communities</i></p>	<p>5 LLC established</p>	<p>The performance metric was met as follows:</p> <p>5 LLCs established</p> <p>Total – 201 students participated in the fall 2015</p> <p>195 students participated in the spring 2016</p> <p>Of the 195 students who participated in the program for the entire year, 173 (88.71%) received a GPA of 2.0 or higher and are in good academic standing with the University. Six (6) student reductions were due to a combination of factors: students did not return to the institution for the Spring 2016, changed to a non-LLC major, or were removed from the LLC program due to nonparticipation.</p> <p>100% complete</p>
<p>9</p> <p>Develop and implement strategies to increase the number of degrees awarded in the BOG Areas of Strategic Emphasis, including STEM for undergraduate and graduate degrees. <i>Performance Metric: Number of degrees awarded in BOG Areas of Strategic Emphasis</i></p>	<p>51 % of degrees awarded in 2013-2014</p>	<p>This performance metric was met as follows:</p> <p>A year-to-year analysis has been completed.</p> <p>New BS in Food Science has cleared University approvals and will be presented to the BOT in June.</p> <p>Number of graduate degrees awarded in Areas of Strategic Emphasis increased from 43 to 51 percent.</p> <p>100% complete</p>

10	<p>Increase efforts to establish theme housing and collaborative study spaces that complement academic program priorities and group work. This will be accomplished by assigning students with similar interests to facilities that complement academic programs.</p> <p><i>Performance Metric: Number of housing assignments by theme</i></p>	60 students targeted	<p><i>The Administration far exceeded this performance metric.</i></p> <p>5 LLCs established</p> <p>Total – 195 students participated for the 2015-2016 academic year.</p> <p>Requests have also been received from both faculty, staff, and prospective students regarding the possible expansion of the LLC program to the following areas: Pharmacy, Nursing, Agriculture, Environmental Sciences, ROTC Program, Access Summer Bridge Program (Access & Opportunity student cohort), and the First Year Experience Program (placement of all freshmen students within an LLC). In addition, several of the current (2015-16) LLC students have inquired about and are interested in remaining together within an LLC community for their sophomore year.</p> <p>100% complete</p>
11	<p>Continue to expand the use of campus spaces by outside groups to expose the community to our students and to raise funds to supplement operating costs and facility maintenance.</p> <p><i>Performance Metric: Count requests - number of outside groups using campus space</i></p>	Average of 8 last 3 three years	<p><i>The Administration far exceeded this performance metric:</i></p> <p>115 external facility rentals</p> <p>Non-FAMU-sourced revenue for the month of March for the Lawson Center, Lee Hall Auditorium and the University Activity Center totaled \$804.44.</p> <ul style="list-style-type: none"> • Student Union Venue Usage: • Internal – 93 Users • External – 11 Users <p>100% complete</p>

<p>12.</p> <p>12a</p>	<p>Continue efforts to restore pride.</p> <p>Performance Metric: Report of activities</p> <p>Continue efforts to restore campus beautification.</p> <p>Performance Metric: Report of activities to improve curb appeal</p>	<p>Updated fountains at Lee Hall and increased maintenance of campus lawn</p>	<p>The performance report was met by the completion of a report on the activities undertaken during the year to improve curb appeal.</p> <p>Pride is being restored through the national rankings being bestowed on the University by several national publications.</p> <p>In accordance with the Department of Environmental Protection (DEP requirements), the campus storm water holding ponds have all been addressed (policing, tree and weed removal, mowing, etc.). This campus-wide effort will ensure that the University is in compliance with DEP for ongoing inspections.</p> <p>More than twenty (20) damaged or dead trees have been removed, and campus lawn maintenance service levels have been increased. Facilities worked with POM regarding indoor air quality issue and facilities condition to ensure a safe work environment.</p> <p>New shrubs and plants have been added near the courtyard in front of the Coleman Library. Coleman library fountains have been repaired and put back in service. Campus entrance signage and associated landscaping for Perry and Palmer Street entrances and "You are here" wayfinding map work is in design phase.</p> <p>100% complete</p>
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13	<p>Expand the public service and community engagement for staff, students, and faculty.</p> <p><i>Performance Metric: Survey to evaluate</i></p>	<p><i>Develop a survey mechanism to capture this data by Spring 2016</i></p>	<p><i>The survey mechanism was completed.</i></p> <p><i>iStrike (Orgsync) is a software that has been implemented Spring 2016 that captures public service and community service data for students and student organizations.</i></p> <p><i>iStrike is also used to streamline work processes in reference to student organizations as well as improve communications between staff and faculty advisors and students/student organizations.</i></p> <p>100% complete</p>
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B. Enable Excellence in University Processes and Procedures

Strategic Initiative	Baseline 2014-2015	Assessment of Progress
<p>14</p> <p>Improve the accuracy of job descriptions and assignments of responsibility for faculty and staff and continue internal reorganization for efficiency and effectiveness. <i>Performance Metrics: Better customer service, reduction of complaints & grievances, and the number of updated position description descriptions for staff</i></p>	<p>33 percent of position descriptions updated</p>	<p>100 percent of descriptions were updated.</p> <p>Proposed updated position descriptions and related job (classification) descriptions were rolled out to various divisions for review and comment. Job (classification) descriptions are the foundation for position descriptions. As of 10/15/15, HR completed 221 A&P and USPS job specifications. Three new classifications have been implemented as a result of the review. There is a high level of satisfaction with updated job specifications from the reviewing departments. In addition, a web application has been developed to organize and house the FAMU classification descriptions and all classification descriptions were uploaded Nov. 15, 2015. Web application scheduled for campus use by January 31.</p> <p>100% complete</p>
<p>15</p> <p>Provide professional development opportunities for employees to facilitate use of best practices and creativity in program delivery and design <i>Performance Metric: Improved service delivery as measured by number of professional development workshops offered on campus</i></p>	<p>2096 trainings offered</p>	<p>The performance metric was met through training provided not only by Human Resources but by the other schools and colleges as well.</p> <p>A new Supervisor Boot Camp was rolled out in November. This cohort training is designed to help new or existing frontline supervisors manage staff more effectively with approximately 15 training courses, some online. Pre-tests and post-tests will be used to gauge knowledge transfer and improve course content.</p> <p>The EOP Office conducted three training sessions in the month of April. Only one would have been captured in the Organizational Development & Training (ODT) numbers. We conducted the following training sessions:</p> <ol style="list-style-type: none"> 1) Non-Discrimination, Consensual Relationship & Title IX (ODT organized); 2) Search Committee (provide equity search tips); 3) Title IX training for Academic Advisors. <p>100% complete</p>

<p>16</p> <p>Create and implement effective means of connecting FAMU to potential collaborators and appropriate funding opportunities. <i>Performance Metric: Department research & public engagement</i></p>	<p>New systems are being developed to allow faculty to better partner and identify new funding opportunities</p>	<p>New systems were developed that satisfied this performance metric.</p> <p>FAMU participated in several SUS BOG research programs including an SUS visit to Washington, D.C., to meet with representatives from government funding agencies.</p> <p>Faculty is engaged in inter-professional collaboration that brings a myriad of disciplines together to focus on developing holistic approaches to research initiatives.</p> <p>FAMU departments and colleges engaged in conversations with various SUS institutions about collaborative partnerships including Law (community service with UCF) and Pharmacy (joint academic programming with USF).</p> <p>The Division of Research continues to improve the identification of new funding opportunities. This process includes an improved faculty list serve, client calls, and monitoring of federal procurement websites.</p> <p>President was one of six 1890 presidents to testify before Congress in July 2015. This was the first time in the 125-year history of the 1890's that they had testified before Congress.</p> <p>100% complete</p>
<p>17</p> <p>Expand online courses to facilitate enrollment growth, retention, and graduation rates. <i>Performance Metric: Count the number of online course sections</i></p>	<p>149 course sections</p>	<p>As stated above, 269 distinct courses are now online, which exceeds last year's baseline.</p> <p>100% complete</p>

18	<p>Automate manual processes where possible and align bandwidth with performance goals. <i>Performance Metric: Automated systems</i></p>	<p>3 new software solutions implemented.</p>	<p>The performance metric was exceeded as follows: Eleven (11) systems were updated or implemented:</p> <ul style="list-style-type: none"> • Titanium – Counseling Center • OrgSync – Student Activities/Student Affairs • Maxient – Judicial • Cisco – Parking • T2 – Parking • Genetec – Parking • Live Safe – Police Dept. • Social Dental – Police Dept. • 9 over 12 pay option • ARMS • Paycheck <p>Gideon Taylor Implementation – 70 % completed</p> <p>Utilizing AAP Pro Software instead of manually preparing the Affirmative Action Report.</p> <p>100% complete</p>
19	<p>Support and maintain athletic programs and expand opportunities that contribute to a positive academic and competitive collegiate experience for student success within NCAA rules. <i>Performance Metrics: NCAA rules as determined by number of teams not meeting academic performance rate and increased retention of athletes</i></p>	<p>5 teams on APR</p>	<p>As stated above, this performance metric was satisfied by reducing the number of teams on APR to 4 from 5 teams.</p> <p>The NCAA APR Academic Improvement Plan to enhance academic performance of student-athletes was completed.</p> <p>Only 4 teams instead of 5 not meeting APR standards. Men's basketball team now meets APR standards.</p> <p>Successfully implemented ARMS Software system</p> <p>Hired 4 subject matter tutors through the APP Grant.</p> <p>Address Faculty Senate on athletic academic issues and needs from the faculty.</p> <p>Specifically, the need for faculty to successfully return academic progress forms.</p> <p>100% complete</p>

Strategic Initiative	Baseline 2014-2015	Assessment of Progress
<p>20</p> <p>Develop and begin implementing protocols and action plans to improve the University's ranking by publications such as <i>U.S. News & World Report</i> and <i>The Princeton Review</i>.</p> <p>Performance Metric: Completion of the plan</p>	<p>RNP – <i>U.S. News & World Report</i> “Best in Southeast” Princeton Review</p>	<p>Protocols were developed to provide a roadmap to improve the University's rankings by various publications;</p> <p>Student Affairs utilized <i>U.S. News & World Report High School Rankings for recruitment of students. Surveys from US News and Work Report on Best Colleges</i> will be distributed January/February 2016.</p> <p>Implementation of communications and marketing protocols have helped garner myriad of national rankings including: <i>Essence/Money</i> magazine ranked FAMU as the No.5 among all universities and colleges in its list of “50 Best Colleges for African-Americans;” <i>Nursing program ranked among the top 20 best value nursing programs in the U.S. by BestValueSchools.com, and among the top 25 (No. 21 out of 1,189 entries) nursing programs in the eastern region by The Nursing Journal; FAMU named by Forbes magazine as one of “America’s Top Colleges” for 2015. Forbes also listed FAMU as one of its “Best in the South” colleges.</i></p> <p>100% complete</p>
<p>21</p> <p>Enhance risk management by completing annual risk assessments, thus allowing us to allocate resources to higher risk areas.</p> <p>Performance Metric: Report</p>	<p>Risk Management Report performed in-house.</p>	<p>The Risk Management Plan for 2015 completed.</p> <p>100% complete</p>
<p>22</p> <p>Eliminate excessive use of outside consultants and trades where we already have campus expertise.</p> <p>Performance Metric: Number of outside consultants as determined by expenditures</p>	<p>An average of 87 providers the last three years. An average of \$6.8 million spent the last three years</p>	<p>This metric was exceeded as follows:</p> <ul style="list-style-type: none"> • 5.8% in the dollar amount of contracts • A reduction of 26 in the 3-year average of the number of agreements <p>100% complete</p>

C. Develop, Enhance, and Retain Resources to Achieve Mission

Strategic Initiative	Baseline 2014-2015	Assessment of Progress
<p>23 Develop and roll out a strategic annual and major gift fundraising campaign. <i>Performance Metric: Complete Plan</i></p>	<p>Increase performance by 25% of prior year</p>	<p>The plan for rolling out a campaign was completed; -Begin outreach/solicitation to identify and raise \$500K-\$1M for spring events, including "A Conversation with John Thompson" and Student Debt reduction initiative. -Average gifts increased to \$1,500. Figure was \$767 same time last year. -NAA Announced national initiative to raise \$500K to assist in eliminating student graduation debt. -Begin regional outreach and visits with donors and prospects in Orlando, Miami, and Gainesville areas. -Set Presidential Reception in Miami area as part of collaboration with Trustee David Lawrence 100% complete</p>
<p>24 Document existing financial conditions and provide a structure for reporting all funds and expenditures to stakeholders. <i>Performance Metric: Create new structure</i></p>	<p>Increased the emphasis on projected annual results in comparison to the current year budget and the prior year's results</p>	<p>Existing conditions were documented and presented to the Board at May 23, 2016 Information Session and new dashboards for reporting were established to track liquidity and viability and will be presented to the Board on June 9, 2016. 100% complete-Ongoing</p>

<p>25</p> <p>Realign the direct support organizations more strategically to support University operations. <i>Performance Metric: Realignment of DSO organizational structure</i></p>	<p>Redesign will take place under new leadership</p>	<p>-The Board approved the transfer of parking and other University owned asset from the Boosters to the Department of Athletics.</p> <p>Established Board of Directors (BOD) process that assures member engagement in support of University and expansion of fundraising roles</p> <p>-Building Champions Fundraising Campaign has been implemented through a comprehensive fundraising strategy inclusive of the Annual Giving Program through he Investing in Champions Campaign and the Investing in Champions Capital Campaign in which Phase 1 has been launched through the Lockers of Legacy by AD</p> <p>100% complete</p>
<p>26</p> <p>Complete the transfer of land and develop a long-term strategy to generate income and increased research from the Brooksville property, which is being granted to the University by the federal government. <i>Performance Metric: Complete transfer</i></p>	<p>Closing scheduled prior to September 30, 2015</p>	<p>-Land acquisition completed in August 2015.</p> <p>The Brooksville Agricultural and Environmental Research Station (BAERS) has been established to oversee research activities for this site. During the month of June 2016, the Interim VP developed a strategy to encourage faculty engagement and requested that each dean or director from their respective academic school/college or unit to respond to a survey regarding their level of involvement at BAERS.</p> <p>100% complete</p>
<p>27</p> <p>Establish a comprehensive research strategy linked to areas of critical importance to the University. <i>Performance Metric: Plan by discipline (health sciences, hard sciences, STEM, sustainability and biotechnology)</i></p>	<p>Interdisciplinary approach is being developed by areas of critical importance</p>	<p>The division has developed a written 5-year strategy that met this objective.</p> <p>The Division of Research has identified the following research-related thrust areas: 1) Sustainable agriculture; 2) Computational sciences; 3) Biomedical sciences; 4) Small business development with our partners at DOMI Station; and 5) Developing a beta Sustainability Institute 'Affiliated Faculty' program/policy that will pilot incentives for interdisciplinary research and sponsored programs.</p> <p>100% complete</p>

<p>28</p> <p>Develop a comprehensive strategy to identify processes to promote "tech transfer" to move patents and innovations to the mainstream for the purpose of increasing revenues and finding solutions to social, medical, and technological problems.</p> <p>Performance Metric: Plan</p>	<p>Director of Tech Transfer starting in August and new plan will be developed to address tech transfer</p>	<p>A comprehensive 5-year plan to improve research innovation, including tech transfer was developed.</p> <p>The Division of Research has hired a permanent Technology Transfer director. Further, we are emphasizing IP disclosures to capture, catalog and protect our IP. We are working with DOMI Station to accelerate the commercialization and licensing of our IP.</p> <p>Comprehensive plan to promote research completed.</p> <p>100% complete</p>
<p>29</p> <p>Continue to increase transfer and articulation agreements with high schools and community colleges.</p> <p>Performance Metric: Number of new transfer and articulation agreements</p>	<p>TBP</p>	<p>Six (6) agreements were completed to meet this metric: MOUs with:</p> <ul style="list-style-type: none"> • Sante Fe College • Tallahassee Community College • Pasco-Hernando County State College • Initiated agreement with Gibbs High School Tampa • Lake Erie College of Osteopathic Medicine • Florida Gateway College <p>100% complete</p>

Strategic Initiative	Baseline 2014-2015	Assessment of Progress
<p>30</p> <p>Develop and begin implementing a multi-year plan to enhance research capability and funding across all platforms. <i>Performance Metric: Create a strategic research plan</i></p>	<p>Strategic research plan being developed by VP of Research</p>	<p>The Division of Research is planning to institute a university-wide project controls user interface to help our Principal Investigators (PIs) to better manage and tract grant performance, which serves to reduce the reporting burden. Awaiting completion of strategic plan.</p> <p>100% complete</p>
<p>31</p> <p>Completely redesign the website to make it more student-centric and user-friendly across all platforms. <i>Performance Metric: The launch of the redesign</i></p>	<p>Completed discovery phase, engage consultant, and first phase of redesign will be completed in fall 2015</p>	<p>Hannon-Hill has been chosen as the vendor to employ the new CMS. Initial calls have taken place to develop an implementation timeline for the complete migration of the site. The new skins for the site have been evaluated and tentatively approved. The skins will be updated between now and the end of June to reflect input and feedback from the Office of Communications.</p> <p>Content managers have updated content on the old site. Migration of content into the new site is currently underway. Migration is expected to be completed by mid-June.</p> <p>Content managers will be trained on the new Cascade content management system in late June, early July. The training is designed to democratize the maintenance of the site throughout all colleges, schools, institutes and departments on campus.</p> <p>Full implementation and launch of site is scheduled for late July.</p> <p>85% complete (5% increase over last month)</p>

32	<p>Promote the active participation of students, faculty, and staff in University energy-efficiency and other sustainability efforts.</p> <p><i>Performance Metric: Programs documenting engagement</i></p>	<p>15</p> <p><u>Art of Sustainability collaborative art initiative bridging STEM and humanities through art. Features a campus wide art competition, exhibition and collaborative mural painting (Fall & Spring)</u></p> <p><u>Sustainability Indaba: campus-wide brainstorming summit brought together over 100 students, faculty, staff and community partners to prepare recommendations for a sustainability action plan (Feb 2016).</u></p> <p><u>Green Rattler News: Bi-weekly newsletter sharing sustainability related news briefs, opportunities and events.</u></p> <p><u>Supported Green Coalition student group, which held regular educational sessions and conducted "Strike out Litter" campus-clean ups fall and spring semesters.</u></p> <p><u>As active member of Capital Area Sustainability Council (CASC), coordinated by Sustainable Tallahassee</u></p> <p><u>Contributed multiple blogs (4 as of February 2016) for the "Greening Our Community" regular feature.</u></p> <p><u>Supporting student participation in City of Tallahassee Sustainable You conference on the Restoration Economy through scholarships.</u></p> <p><u>Sponsorship of Earth Day Festival on the Quad to involve dozens of campus and community partners for education, outreach, and celebration. (coming April 22)</u></p> <p>100% complete</p>
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D. Enable Excellence in University Relations and Development

Strategic Initiative	Baseline 2014-2015	Assessment of Progress
<p>33 Improve efficiency and accuracy of data collection – regarding giving – to ensure accurate information is available so that a targeted and focused strategy of giving can be initiated. <i>Performance Metric: Accuracy of report</i></p>	<p>Implemented use of Financial Edge and Fund Drive software</p>	<p>-Reporting accuracy has been improved through numerous system improvements: Posting available position to hire in Research unit -Retraining staff in implementation of Razors Edge -Set staff training sessions for all Development staff -Implemented New Weekly Giving Report reflecting personal giving and tracking system Report on improvements made to ensure accuracy of data regarding giving. 100% complete</p>
<p>34 Implement the silent phase of a strategic capital campaign to provide an endowment for critical areas. <i>Performance Metric: Launch campaign</i></p>	<p>Hired new VP</p>	<p>-Silent phase of campaign was launched: -Completed Donor profile and created donor pyramid on existing donor bases -Finalized sorting capacity of potential \$500K-\$1M prospects -Began presentations on "Promise for FAMU Campaign " to staff, Deans, Athletics -Began training/awareness on learning Ask Process and campaign pitch with staff -Activated Annual Spring Fundraising Appeal/ Electronic & Direct Outreach -Designed student-focused web-based fundraising appeal tool -Completed e-version of Promise for FAMU Outreach document -Completed FAMU Foundation Power Point Training tool for Capital Campaign -Finalized staffing reorganization, including hiring of additional Major Gift Officer -Validated \$875,000 in pipeline gifts with potential for closing by June 2015 -NAA announced \$500K Project Graduation national initiative to raise funds to help support student retention and graduation 100% complete</p>
<p>35 Upgrade equipment and staffing for FAMU TV-20 to enable enhanced programming for the University and Tallahassee. <i>Performance Metric: Pursue funding for equipment and staffing through legislative budget request</i></p>	<p>Developed budget for overall project scope and will convert analog to digital</p>	<p>The Office of Communications is examining several solutions to enhance television programming, including implementing a platform specifically for public relations programming. There is a need to assess the viability of bringing up an additional channel, for which we already hold a license. Included in this assessment will be the ability to provide steady, up-to-date content, studio space, advertising opportunities via public service announcements and total overall costs to run the station. 50% complete</p>

<p>36</p> <p>Continue the process of rebranding toward a best-in-class University by establishing metrics that underpin more-efficient operational results. <i>Performance Metric: Report on social media traffic</i></p>	<p>Implemented use of EdgeRank software to monitor web traffic across all social media</p>	<p>Analytical reporting methodology was implemented to track social media traffic. Social Media traffic continues to be effective and robust. We are currently up to: Facebook: 68,966 (that is a growth of nearly 9,000 over the past 8 months) Twitter: 24,300 (Up from 19.7K 8 months ago) From an overall branding perspective, the Office of Communications is finalizing the visual identity and style guide, which will be distributed campus-wide as well as online. The guide will inform the proper use of the seal and official logos. The new website will employ the option of downloadable files for official University marks. The office will work with the General Counsel's office to trademark all of the official marks of the University. The PMS colors will change, slightly, based on our Brand Research and that information also will be rolled out in the Visual Identity Guide. 100% complete</p>
<p>37</p> <p>Office of Communication and External Relations will redesign the University's website to be more appealing, responsive, and student-centric. <i>Performance Metric: A redesigned website</i></p>	<p>Completed discovery phase, engage consultant, and first phase of redesign will be completed in fall 2015</p>	<p>See metric # 31 for update here as this is a joint project with ITS. 85% complete</p>
<p>38</p> <p>Support fundraising and recruitment through increased use of analytics and behavior-based techniques. <i>Performance Metric: Count</i></p>	<p>Implemented AdRoll software resulting in 1.3 million impressions and 962 clicks for marketing for online graduate programs</p>	<p>Behavior-based measures were implemented by the use of AdRoll behavior based marketing for recruiting for on-line graduate courses, resulting in more than one million impressions. Analytics were used to measure the University's social media research. 100% complete</p>

E. Enhance Environment to Promote Internationalization, Diversity, and Inclusiveness

Strategic Initiative	Baseline 2014-2015	Assessment of Progress
<p>39</p> <p>Expand and enhance relationship with Brazil through expansion of Nascimento Program. <i>Performance Metric: Approval of Nascimento program</i></p>	<p>Proposal submitted by Zumbi to CAPES for Nascimento Program in Conjunction with HBCU Brazil Alliance</p>	<p>The General Counsel's Office approved an MOU and Student Exchange Addendum between Universidade Federal de Bahia (Brazil) and FAMU.</p> <p>The University engaged a provider of services that support students and faculty traveling abroad (e.g., tracking and local and emergency evacuation services).</p> <p>70% complete</p>
<p>40</p> <p>Provide materials in print and online in Spanish, thus increasing our reach to the worldwide Spanish-speaking audience. <i>Performance Metric: Number of online and printed publications</i></p>	<p>About FAMU translated into Spanish and website modified to include a click to translate feature</p>	<p>Completed translation of About FAMU from English to Spanish and French and Portuguese and translated the New Era video from English to Mandarin and Spanish. The website has been modified to include a "click to translate" feature.</p> <p>100% complete</p>
<p>41</p> <p>Establish international and diverse alumni associations. <i>Performance Metric: Number of new associations</i></p>	<p>1 group established in Africa</p>	<p>The Caribbean Chapter of the FAMU National Alumni Association has been formed. Twelve alumni have come together to pay their National Alumni Association dues and established officers to form the FAMU NAA Caribbean Chapter. The chapter is being led by President Ryan Mitchell (FAMU '07) and Vice President Reiko Mitchell (FAMU '08) who reside in Trinidad and Tobago, West Indies. The Chapter will also serve members who currently reside in other Caribbean nations that include the Anguilla, Aruba, Antigua and Barbuda, Bahamas, Barbados, Bonaire, British Virgin Islands, Cayman Islands, Cuba, Curaçao, Dominica, Dominican Republic, Grenada, Haiti, Jamaica, Martinique, Montserrat, Puerto Rico, Saba, Saint Barthélemy, Saint Kitts and Nevis, Saint Lucia, Saint Martin, Saint Vincent and the Grenadines, Sint Eustatius, Turks and Caicos Islands, United States Virgin Islands. This chapter is currently awaiting word on final approval following the FAMU National Alumni Association National Convention in Tampa, Florida.</p> <p>100% complete – 25 percent increase over last month</p>

<p>42</p> <p>Increase the number of research, education, and extension activities between the University and local small farmers, African-American farmers, and other agricultural entrepreneurs.</p> <p><i>Performance Metric: Report of activities</i></p>	<p><i>New group learning activities through the extensions</i></p>	<p><i>Report on activities related to this metric was completed.</i></p> <p><i>We are continuing to provide group-learning activities for stated populations. We are working with extension associations to determine what additional programs will be provided to increase opportunities for collaboration.</i></p> <p><i>Events in line with this metric are currently being planned for the fall semester. Engaging Florida Black Farmers Association to partner in pursuit of USDA-NIFA, Beginning Farmers and Ranchers Program.</i></p> <p><i>Agreement signed with Black Farmers to maintain Brooksville property.</i></p> <p><i>A Brooksville Advisory Committee has been established to assist the Administration with developing short range and long-term strategies.</i></p> <p><i>Report is in progress.</i></p> <p>100% complete</p>
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2015-16 ACCOMPLISHMENTS

322

Students Awarded
High-Achievers
Retention
Scholarships

\$25.6M

Awarded in performance
funding by the Board
of Governors

113

Enrolled
Distinguished
Scholars

13 Point
Improvement

Over last year's
performance
funding
metrics

7

Community
Initiatives

5

Living-Learning
Communities

No.5

University for
African
Americans

1st

Strategic plan
linked to state
metrics

78

Students studied
abroad in
22 countries

14%↑

Licensure passage
rate for
Nursing

\$6.4M

University
Contributions

100
MARCHING
4th
Band
Director

18

New University
Invention
Disclosures

\$266K

Largest ever
alumni chapter
gift

6M

Votes result in
\$30,000
Campus Pride
Award

\$700K

Raised by the
NAA

No.1

HBCU for Research
and Development
(NSF)

R2

Research
Designation
Achieved

3

"Million Dollar"
Scholars headed
to FAMU

45

Students Dined
with
Dignitaries

87

Students Awarded
Strong Finish
Scholarships

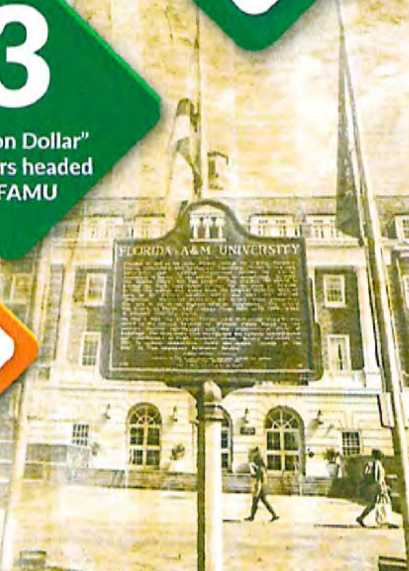
8

New exchange
partners
added

550

Free passports distributed

FAMU



STATE METRICS

\$25.6 Million

FAMU was awarded \$25.6 million in performance funding by the Florida Board of Governors (BOG).

13-Point Improvement in Performance Metrics

FAMU made a 13-point improvement over last year's performance funding metrics. FAMU received marks of excellence in areas such as percent of graduates employed full-time or continuing their education, bachelor's degrees awarded in areas of strategic emphasis (includes STEM), university access rate (percent of undergraduate students with a Pell Grant), and percent of funding from external sources. FAMU also received improvement ratings in median wages of bachelor's graduates employed full-time in Florida, academic progress rate (second-year retention with GPA above 2.0), and graduate degrees awarded within programs of strategic emphasis.

BOG Lauds FAMU's Strategic Plan as 1st Linked to State Metrics

BOG member Alan Levine stated, "I am encouraged by the strategic plan because you might be the only one (of the universities) with a strategic plan tied to metrics." Levine says that he is "100%" behind the new vision for FAMU.

14 Percent Increase in

Licensure Passage Rate for Nursing

Nursing licensure passage rate for 2015-2016 increased from 64 percent to 78 percent and exceeds Florida's average passage rate by more than 6 percent.

FUNDRAISING AND UNIVERSITY SUPPORT

University Contributions Exceed \$6.4 Million

The University has raised a record \$6,459,758.38 in financial contributions from individual, alumni, and corporate donors to provide scholarships to deserving students, create endowed professorships for outstanding faculty, and strengthen academic programs to produce 21st century "ready" students.

\$266,000 Scholarship Gift is Largest Gift from an Alumni Chapter

FAMU received a gift of \$266,000 from the Washington, D.C. Alumni Chapter of the University's National Alumni Association (NAA). The gift is the largest donation ever received from an alumni chapter. The funds

will be used to establish the Washington, D.C. Chapter Annie B. Pharr Endowed Scholarship at the University.

FAMU NAA Raises \$700,000 to Support the University

More than \$700,000 in cash and pledges was raised by alumni during the FAMU NAA National Convention that was held in Tampa, Fla., from May 25-29, 2016. This year's total is the largest amount of money raised by the NAA during a convention and surpasses last year's donation of \$227,000.

No. 1 HBCU for Research and Development

A National Science Foundation (NSF) report lists Florida Agricultural and Mechanical University as the No.1 historically Black college or university (HBCU) in the nation for total research and development (R&D) expenditures.

FAMU Elevated to R2 Research Designation

FAMU's designation within the Carnegie Classification System elevated to "research university with 'higher' activity (R2 doctoral university)." The new designation places FAMU in the same classification as universities like Auburn and Old Dominion.

18 New University Invention Disclosures

FAMU has increased innovation among research faculty. The University recorded 18 invention disclosures during the 2015-2016 fiscal year.

PRESIDENTIAL INITIATIVES

Shelby Chipman Named 4th Director of the Marching 100

President Elmira Mangum, Ph.D., announced Shelby R. Chipman, Ph.D., as the 4th director of the University's Marching "100." Chipman is a FAMU alumnus and currently serves as an associate music professor and director of Symphonic Bands.

322 Students Awarded High Achievers Retention Scholarships

During the 2015-2016 academic year, 322 students received \$715,000 in retention scholarships through the High Achievers Scholarship Program. The scholarship is given to sophomores and juniors without merit or talent-based scholarships that are on track to graduate within four years. Juniors must maintain a 3.0 GPA and are eligible for a \$5,000 award. Sophomores must maintain at least a 2.75 GPA and are eligible for awards ranging from \$1,000 to \$4,000, with the highest award going to those with a 3.5 GPA or above.

87 Students Awarded Strong Finish Grants

87 students have received \$843,797 in loan repayments and stipends through the Strong Finish Program. Strong Finish grant recipients are those who've entered the University without talent or merit-based assistance. Students must maintain a 3.0 GPA or better and finish their degree within four years. Upon graduation, recipients receive a \$1,000 check to assist in housing or transition into the workforce.

45 Students Dined with Dignitaries

45 students participated in President Elmira Mangum's "Dining with Dignitaries" initiative. The University-wide program is designed to provide FAMU students with an opportunity to gain experience interacting and networking with industry professionals before they enter the workforce.

STUDENT FOCUS

FAMU Ranked No. 5 for African Americans

In April 2016, ESSENCE and Money magazines released their joint list of the "50 Best Colleges for African Americans," ranking FAMU No.5 among all national universities and colleges and the No.1 HBCU. The top five included (1-Princeton University, 2-Harvard University, 3-Duke University, 4-Cornell University, and 5-Florida A&M University).

FAMU Enrolls 113 Distinguished Scholars

113 incoming freshmen will begin their journey at FAMU this fall as Distinguished Scholar Award recipients. These students are majoring in STEM disciplines, have an academic core GPA of at least 3.5, and are National Achievement/ Merit Finalists or Semi-Finalists or National Hispanic Scholars.

3 "Million Dollar Scholars" Headed to FAMU

Among FAMU's freshmen class are three "million dollar scholars" that have received more than \$1 million in scholarship offers.

FAMU Launches 5 Living-Learning Communities (LLCs)

FAMU currently has five LLCs on campus (Honors, School of Allied Health Sciences, School of Business and Industry, School of Journalism & Graphic Communication, and STEM). FAMU is preparing to install a new residence hall at Palmetto North that will expand the capacity of LLCs.

STAKEHOLDER ENGAGEMENT

6 Million Votes Result in \$30,000 Campus Pride Award

More than 6 million votes were cast for FAMU by alumni, students and other stakeholders in the Home Depot Retool Your School Competition, resulting in a \$30,000 campus pride grant awarded to the University to fund infrastructure improvement. Alumni raised nearly \$10,000 in matching funds to support the improvements.

FAMU Participates in Major Community Initiatives

FAMU was proud to partner with the community for seven major community engagement initiatives that include: launching the FAMU National Day of Service to engage FAMU stakeholders in service to commemorate the life and legacy of Dr. Martin Luther King Jr.; leading the Tallahassee Toy Drive; serving as the co-chair of the Tallahassee Urban League's Membership Campaign; delivering food to the elderly through Elder Care Services, Inc.'s "Big Wheels Deliver Meals" event; serving as a host for the city-wide Longest-Table Project; and recreating the historic citywide Harambee Festival to inspire unity in the community.

INTERNATIONAL IMPACT

550 Free Passports Distributed

Passports have been disseminated to 550 students through the President's Free Passport Program to encourage study abroad and global immersion opportunities.

78 Students Studied Abroad in 22 Countries

In the 2015-2016 academic year, 78 FAMU students participated in credit-bearing study abroad opportunities in 22 countries or territories (Dominican Republic, England, Tanzania, Ghana, Mexico, Italy, China, Spain, France, Denmark, Costa Rica, Kenya, Germany, Canada, Morocco, Djibouti, Belgium, Brazil, Argentina, Japan, Austria, and the Cayman Islands).

FAMU Added 8 New Exchange Partners in Spain, Germany, France, South Africa, and Cameroon

FAMU has study abroad partnerships with more than 20 universities in 11 countries. FAMU added 8 partners this year.

Special thanks to
City of Tallahassee Officials
City of Tallahassee Parks Division
City of Tallahassee Special Events
Tallahassee Urban League
Cunning Ham & Roasting
Florida A&M University

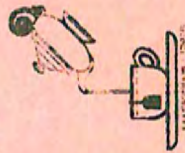
Jake Gaither Community Center Staff

Supervisor
Cassandra Leland

Assistant Supervisor
Yolando Westberry

Full Time Staff
Cedric Smith

Part Time Staff
Alexander Davis
Cora Ealey
Rogers Hampton
Evelyn Prater
John 'nes Robinson



*Thank you all for sharing this special day
with us.*

Women History Month **Program**

March 23, 2016

10:00 a.m. - 12:00 p.m.

THEME

Women of Strength
EMPOWERING OTHER WOMEN

A Hat, Gloves, & Tea Event

Jake Gaither Community Center
801 Bragg Drive



Enhancing Institutional Resources: A Pragmatic Discussion among HBCU Leaders

March 29, 2016 (6:30 p.m. – 9:00 p.m.) | March 30, 2016 (7:30 a.m. – 2:30 p.m.)
New York City

HBCU presidents

Dr. Gwendolyn Elizabeth Boyd, President, Alabama State University
Dr. Norman Francis, Former President, Xavier University of Louisiana
Dr. Glenda Baskin Glover, President, Tennessee State University
Dr. Richard Green, Interim President, Lincoln University
Dr. William R. Harvey, President, Hampton University
Dr. Edison O. Jackson, President, Bethune-Cookman University
Dr. Brian L. Johnson, President, Tuskegee University
Dr. Ronald A. Johnson, President, Clark Atlanta University
Dr. Elmira Mangum, President, Florida Agricultural and Mechanical University
Dr. Harold L. Martin, Sr., Chancellor, North Carolina A&T State University
Dr. Ronald Mason, Jr., President, University of the District of Columbia
Dr. Valerie Montgomery-Rice, President and Dean, Morehouse School of Medicine
Dr. John M. Rudley, President, Texas Southern University
Dr. Henry N. Tisdale, President, Claflin University
Dr. C. Reynold Verret, President, Xavier University of Louisiana
Dr. John Silvanus Wilson, Jr., President, Morehouse College

Speakers

Robert Flanigan, Jr., Vice President for Business and Financial Affairs,
Treasurer and Chief Financial Officer, Spelman College
Dr. William Harvey, President, Hampton University
Dr. Harold L. Martin, Sr., Chancellor, North Carolina A&T State University
Carroll Stevens, Subject Matter Expert, The Barthwell Group and
Vice President for Advancement, Claremont McKenna College
Dr. Stephen Weber, Former President, San Diego State University
Stephanie Bell-Rose, Senior Managing Director, Head of TIAA Institute, TIAA
Lindy Sherwood, President and Senior Managing Director, Kaspick & Company, LLC

TIAA executives

Roger W. Ferguson, Jr., President and Chief Executive Officer, TIAA
Ronald R. Pressman, Executive Vice President and Chief Executive Officer,
Institutional Financial Services, TIAA
Skip Spriggs, Executive Vice President, Chief Human Resources Officer, TIAA
Connie K. Weaver, Executive Vice President and Chief Marketing Officer, TIAA
Doug Chittenden, Executive Vice President and President, Institutional Retirement, TIAA
Benjamin H. Lewis, Senior Managing Director, Select Plan Market, TIAA
Stephanie Bell-Rose, Senior Managing Director, Head of TIAA Institute, TIAA
Lindy Sherwood, President and Senior Managing Director, Kaspick & Company, LLC
Michael S. Noetzel, Managing Director, Head of Strategic Solutions and
Institutional Client Engagement, TIAA



FLORIDA DEPARTMENT OF AGRICULTURE AND CONSUMER SERVICES

COMMISSIONER ADAM H. PUTNAM

THE CAPITOL

January 28, 2016

FLORIDA A&M UNIVERSITY
2016 FEB -5 AM 10:08
OFFICE OF THE PRESIDENT

Dr. Elmira Mangum
President
Florida Agricultural and Mechanical University
Office of the President
1601 Martin Luther King Jr. Blvd.
Suite 400
Tallahassee, Florida 32307

Dear President Mangum:

It was a pleasure to hear from you at the January 21, 2016, Cabinet Meeting and learn more about Florida Agricultural and Mechanical University's efforts to help each student obtain the critical skills and education needed to enter and compete in today's global workforce.

The challenge for all state universities is not only to ensure our students have access and receive a high-quality education, but to ensure that each student is graduating with a degree and skill set that provides for a career that meets the demands of Florida's dynamic and growing economy.

From efforts to create new farming industries and expand existing agriculture efforts to producing new remedies for disease, land-grant universities, like FAMU, are leading agriculture into the future through science and innovation.

I enjoyed learning about your commitment to ensuring each student obtains employment in a global market at the point of graduation. FAMU continues to impress me and I look forward to continue working together to help guarantee that all graduates are ready to work.

Thank you for your leadership and commitment to ensuring FAMU graduates possess the talent and job-ready skills required to compete in a 21st Century workforce. Please do not hesitate to call on me if I may ever be of assistance.

Sincerely,

Adam H. Putnam
Commissioner of Agriculture

AHP/brm





Metz
CULINARY MANAGEMENT

FLORIDA A&M UNIVERSITY

2016 MAR -4 AM 10:38

OFFICE OF THE PRESIDENT

March 1, 2016

Elmira Mangum
President
Florida A&M University
Suite 400 Lee Hall
Tallahassee, FL 32307

Dear Ms. Mangum,

Metz Culinary Management is happy to be serving you and the students of Florida A&M University.

I understand that Florida A&M University was recently ranked 21st by Niche.com for Best College in Florida. What a wonderful honor for you and the members of your community. I would like to offer you my sincere congratulations on my behalf and on behalf of Metz Culinary Management.

As the academic year progresses, you can trust that we will continue to grow and to refine our offerings, and services, to accommodate the needs and wants of your fine community. We look forward to a long and successful relationship with your school, and we are proud to be your partner.

Congratulations, again.

Sincerely,

Jeffrey C. Metz
President & CEO

Our Brands |



Two Woodland Drive Dallas, PA 18612 • ph: 800.675.2499 • metzculinary.com
8274 Blaikie Court • Sarasota, FL 34240 • ph: 941.554.4701



ENGAGE. EXPERIENCE. EMBRACE. EDUCATE.

December 16, 2015

Elmira Mangum
Florida A&M University
1601 S. MLK, Jr. Blvd.
400 Lee Hall
Tallahassee, FL 32307

Dear President Mangum,

Thank you for joining CIEE and the Penn Center for Minority Serving Institutions at the President's Workshop in Berlin. We hope you found the experience meaningful and a good use of your valuable time. It was our pleasure to host you and better understand your needs and challenges around international experiences for your students. We look forward to following up on your suggestions. To commemorate the events, enclosed are photos from our time together.

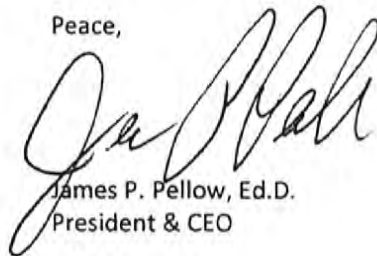
One of the top ideas that came out of the workshop was to bring your faculty together for an International Faculty Development Seminar. Please confirm with Emily Marczak (emarczak@cieee.org) that you are still interested in this concept of integrating your top faculty into this conversation by **Monday, January 4, 2015**. In that note, please let her know when the best time would be for the seminar. We will do our best to coordinate schedules and from there we will get started on logistics and planning.

I am glad that you were able to see and experience our new Global Institute in Berlin. I am pleased to report that enrollments for spring 2016 are strong and that we have just a few remaining openings. If you have students that would be interested in the spring 2016 Open Campus Program Block II and III, earning 12 credits, we would like to offer them a scholarship of \$7,500. This would allow them to participate on the program for \$5,000 in addition to airfare and personal expenses. Block II starts on February 22nd. Another option for your students would be the Global Scholars Fall 2016 scholarship which is \$10K for students to study at our Open Campus locations. Students study at three locations over the semester. They can choose from our Berlin, London, Rome and Paris. Students would be paying \$7,000 for 18 credits plus airfare and personal expenses. The deadline to apply in both cases is Monday, January 4th. I sent you these details in an email, which contained links to the programs for reference.

Thank you for your time in November. I look forward to continuing our work together.

Best wishes to you and your family this holiday season.

Peace,



James P. Pellow, Ed.D.
President & CEO

FLORIDA A&M UNIVERSITY
2015 DEC 18 PM 3:05
OFFICE OF THE PRESIDENT

Mangum, Elmira

From: Holder, Maurice S.
Sent: Friday, March 18, 2016 6:01 PM
To: Mangum, Elmira
Subject: Re: President's Letter Regarding Performance Funding

Dear Dr Mangum,

In the continuous effort to demonstrate excellence at FAMU the accomplishments of goals are the best markers of our successes. You are right to point out the fact that "working together" is a positive operational procedure that results in the successes you have bulleted in your communication to us. Others are "commitment to institutional ideals and expectations" and "free and honest communication between and among constituents of the institutional environments" You are to be credited for weaving webs of cooperative effort whenever there is evidence of outcomes such as achieving the institutional performance funding metrics; and the increase over last year's score. I thank you for what you have done in facilitating this great beginning. Congratulations.

Sincerely,

Maurice S Holder

From: FAMUINFO <famuserinfo@fam.u.edu>
Sent: Friday, March 18, 2016 10:07 AM
Subject: President's Letter Regarding Performance Funding

HARRY REID, NEVADA, D, *Minority Leader*
AMY KLOBUCHAR, MINNESOTA, *Chair*
JEANNE SHAHEEN, NEW HAMPSHIRE, *Vice Chair*
RICHARD J. DURBIN, ILLINOIS, A, *Assistant Democratic Leader*
PATRICK J. LEAHY, VERMONT
BARBARA BOXER, CALIFORNIA
KIRSTEN E. GILLIBRAND, NEW YORK

UNITED STATES SENATE
DEMOCRATIC STEERING AND OUTREACH COMMITTEE

CHRISTOPHER A. COONS, DELAWARE
BILL NELSON, FLORIDA
ROBERT P. CASEY, JR., PENNSYLVANIA
JON TESTER, MONTANA
BRIAN SCHATZ, HAWAII
TAMMY BALDWIN, WISCONSIN
CHRISTOPHER MURPHY, CONNECTICUT
DAVID McMASTER, *Staff Director*

WASHINGTON, DC 20510-7050

July 30, 2015

Elmira Mangum, Ph.D.
President
Florida A&M University
1601 Martin Luther King Jr. Boulevard, Suite 400
Tallahassee, FL 32307

Dear President Mangum:

Thank you for the opportunity to organize a meeting of the Democratic Steering and Outreach Committee to commemorate the 125th Anniversary of the 1890 Morrill Act. I appreciate your attending.

The knowledge and advice you shared will assist senators in advancing legislation to support historically black land-grant universities.

I look forward to working together to prepare students for cutting-edge jobs of the future.

Sincerely,



AMY KLOBUCHAR
Chair, Steering and Outreach Committee





Millennium Leadership Initiative

MLI Institute DRAFT Program – as of 5/21/2015
June 6-9, 2015 • Sofitel Lafayette Square • Washington, DC

Dinner and Recognition of Gladys Styles Johnston

Sunday, June 7

6:00 p.m. – 8:30 p.m.

Reception begins at 6 p.m./Dinner program begins at 6:30 p.m.

Sofitel Lafayette Square - Paris Ballroom

Opening Remarks:

- Muriel A. Howard, President, American Association of State Colleges and Universities

*Upon conclusion of her remarks, Dr. Howard will present Dr. Johnston
with a bouquet of flowers*

- Albert R. Howard, Liaison to the Spouse/Partner Program, American Association of State Colleges and Universities

*Mr. Howard to present Mr. Kinsinger with a gift of thanks for his support
of Dr. Johnston and the MLI program throughout Dr. Johnston's tenure as
MLI Director*

Comments from the MLI Executive Steering Committee Chair:

- Mickey Burnim, President, Bowie State University (Md.)

Salad is Served, Followed by Dinner, Tributes Begin when Dessert is Served

Tributes from MLI Graduates:

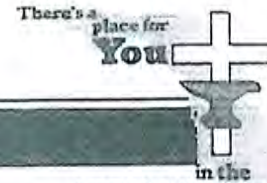
- Elmira Mangum, President, Florida A&M University (MLI Class of 1999) to offer remarks and introduce video tribute
- Video Tribute - Mildred García, President, California State University Fullerton (MLI Class of 1999) and other MLI graduates from the CSU system

Presentations:

- Commentary and Presentation of MLI Founders Award to Gladys Styles Johnston
 - Charlie Nelms, MLI Founder & AASCU Senior Scholar
- Award Acceptance and Concluding Remarks
 - Gladys Styles Johnston, MLI Founder & Chancellor Emerita, University of Nebraska at Kearney

Office of the Bishop

AFRICAN METHODIST EPISCOPAL CHURCH - 11TH EPISCOPAL DISTRICT



AFRICAN METHODIST
EPISCOPAL CHURCH

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Presiding Prelate

MRS. CONNIE S. RICHARDSON
Supervisor, Women's Missionary Society

101 East Union Street • Suite 301 • Jacksonville, FL 32202 • 11thdistrictamec.org
Telephone: 904.355.8262 • Fax: 904.356.1617 • bishoprichardson_2000@yahoo.com

December 24, 2015

Dr. Shelby R. Chipman
Associate Professor and Director of Symphonic Bands
Florida A&M University
318 Foster-Tanner Music Building
Tallahassee, Florida 32307

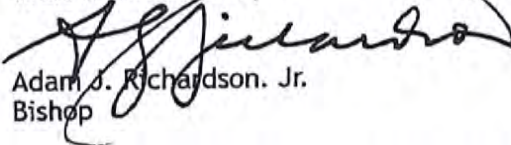
Dear Dr. Chipman:

I did not want the time to be too far spent before formally saying "thank you" to you, Dr. Sylvester Young, Dr. Shaylor James and the Florida A&M University administration for making a portion of the 'Marching 100' Band available to celebrate the sesquicentennial of the historic Florida Annual Conference and of Bethel AME Church of Tallahassee. We know it was an extremely busy day, but all of you made it happen. The participation of the '100' was "value added" to the celebration. It was my hope and vision that the occasion would feature a parade (attributed to my instincts as a former head drum major), however short the parade route would be. I think we might have set a record for the length of the parade. Nonetheless, it was exciting and very much appreciated. Again, it was a strategic collaboration of "Town and Gown" that has existed in a symbiotic relationship in Tallahassee for 128 years.

Historian Robert Hall, in his writings about the presence of the African Methodist Episcopal Church in Florida's Panhandle, reports that in the days following the Civil War, "concerts and festivals were favored activities sponsored by Bethel AME Church." He further asserts that "One African Methodist gathering was like a *parade* complete with banners, music, and general pageantry." Thus, our festive celebration on September 15, complete with the "*best marching band in the land*," was literally a return to our roots.

Mrs. Richardson joins me in heartfelt appreciation for the continued great work being achieved at FAMU to keep our "brand" lustrous. Please extend our greetings and sincere appreciation to Dr. Chipman, Dr. James and other members of the Music Department and Band staff. Please find enclosed an expression of our gratitude in the amount of \$2,000. We pray that the New Year will bring with it new friends, goodwill and realized potential for our beloved FAMU.

Yours in His Service,



Adam J. Richardson, Jr.
Bishop

Cc: Dr. Elmira Mangum, University President
Dr. Valencia E. Matthews, Dean, Social Sciences, Arts and Humanities
Dr. Sylvester Young, Director of Marching and Pep Bands
Dr. Shaylor L. James, Professor and Assistant Director of Bands
Dr. Julius Harrison McAllister, Jr., Senior Minister, Bethel AME Church

FLORIDA A&M UNIVERSITY
2016 JAN -4 AM 11:11
OFFICE OF THE PRESIDENT

The Kinsey Collection Reception
presented by



Saturday, January 23, 2016
6:00 p.m.

Opening Remarks

Provost Marcella David

Acknowledgements

Remarks

President Elmira Mangum, Ph.D

Toyota Remarks

Jim Colon, VP, African American Business Strategy
Latondra Newton, Group VP, Chief Social Innovation Officer

Showing of Toyota video

Introduction of Kinsey Family

Showing of Kinsey Video

Remarks

The Kinsey Family

Closing Remarks

Provost Marcella David

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY

FOUNDED

NORMAL, ALABAMA

FLORIDA A&M UNIVERSITY 1875

2015 OCT 21 AM 10:51

OFFICE OF THE PRESIDENT

October 14, 2015

Dr. Elmira Mangum, President
Office of the President
Florida A&M University
1601 Martin Luther King, Jr. Blvd.
Suite 400
Tallahassee, Florida 32307

Dear Dr. Mangum:

I am writing to congratulate you on yet another milestone as evidenced by your recent grand opening ceremony for FAMU Way & Capital Cascades Trail. Not only do your ongoing accomplishments speak volumes about your noble tenacity, but they also reflect the continuance of a legacy of service espoused by your history.

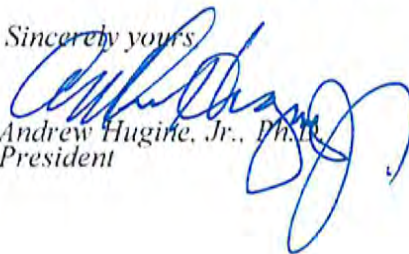
Similarly, for over 140 years, AAMU has been an integral part of the growth and development of the Tennessee Valley and the state of Alabama. In addition to this regional prominence, however, our graduates have headed corporations, directed important boards, have leadership roles at government agencies, influence local and state politics, and serve as role models for future generations of students.

It is the latter attribute that is most critical to HBCUs' continued viability. Thus, your most recent success is an indication to current and future students that FAMU remains a vibrant force in the higher education community and beyond. We are very interested in your upcoming activities and hope that you will make every attempt to keep us abreast of them.

Best wishes for continued success in all you do.

Sincerely yours

Andrew Hugine, Jr., Ph.D.
President



The Shelter
Administrative Office
2650 Municipal Way
Tallahassee, FL 32304
850-792-9000 Phone
850-536-6053 Fax
www.tallahasseeleonshelter.com



Serving the Homeless Since 1988

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Executive Director

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SHELTER MISSION

The Shelter is a 24-hour comprehensive emergency service center that serves as a point of entry into assistance by coordinating services and responding to immediate needs of individuals and families until appropriate permanent housing can be arranged.



United Way of the Big Bend
The Shelter is United Way Certified

November 30, 2015

FAMU Leadership
Office of the President
ATTN: Elmira Mangum, PhD
1601 MLK Jr. Blvd., #400
Tallahassee, FL 32307

Dear Ms. Mangum:

We would like to thank you for your recent contribution of the Publix Gift Card to our facility's kitchen. This letter and the attached receipt will serve as confirmation that your donation was made for charitable purposes. We can also confirm the donation was made with no expectation of any benefit to you in return. The Shelter is a 501(c)3 non-profit agency and all donations are tax deductible.

Traditionally, our 47 partnering groups that provided meals had to prepare their meals in their homes and/or churches, then transport them to our facility for serving because our kitchen's limitations for food preparations. We now have a certified kitchen with space and commercial equipment to prepare three nutritious meals each day on-site. The Shelter's kitchen also has an on-site professional food manager seven days a week to ensure the food program meets the highest quality standards in preparation and delivery of the estimated 600 meals to be served each day.

Our new full service kitchen, through new partnerships with groups like Keiser University, will also provide internships for students as well as training opportunities for clients to help develop skills in the food industry that will assist them in gainful employment.

On behalf of our board, staff and clients, we are grateful for your support.

The United Way worksfor all of us to Live United. Thank you.

Sincerely,

Jacob Reiter
Executive Director

Thank you for your support! helped us to provide a delicious Thanksgiving dinner to over 240 people!

Bill Schack
Food Service Director

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4172 Pond Cypress Court
Tallahassee, FL 32310

January 4, 2015

FLORIDA A&M UNIVERSITY
2016 JAN -6 AM 10: 33
OFFICE OF THE PRESIDENT

Elmira Mangum, Ph.D.
President
Florida A&M University
1601 Martin Luther King Jr Blvd
Suite 400
Tallahassee, FL 32307

Dear President Mangum,

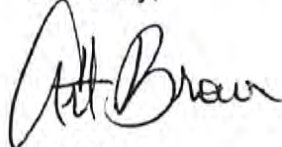
I wanted to personally take the time to thank you with some of the changes that are currently or have been implemented to improve Florida A&M University (FAMU). As a supporter of FAMU, I was excited to read and hear about your vision over the last few months to take FAMU to higher heights. For the first time in years, your administration has taken charge to correct-address many of the problems that have been ignored to ensure success academically and financially despite the micro-management by members (current/past) of the FAMU Board of Trustees.

Since coming to FAMU, your hires of competent, passionate, and committed employees have shown progress by the university leadership and a stronger FAMU to mitigate the occurrence or repetition of problems that have hindered growth in the short time you have arrived.

I want to wish you success during your tenure as President at Florida A&M University and will keep you in continued prayer. Should you have time out of your busy schedule I would like to opportunity to meet you. Know that this Rattler will and continue to support you in any way that I can.

I can be reached at (850) 284-3250 or abrown4698@gmail.com should you have any questions. Have a great and successful 2016!

Sincerely,



Art Brown

FLORIDA A&M UNIVERSITY

2015 OCT 26 AM 11:31

OFFICE OF THE PRESIDENT

10/23/15

Dr. Mangum,

I thank you for your unwavering
commitment to FAMU. I cannot
not even imagine what you
deal with on a daily basis,
but know you have my
support. I will always be
a supporter of my university
with my time, talent and
treasure. I am an active
member of the T. R. E. Lee
Chapter on Jacksonville, and
I stand with you!

Dr. Joyce Arts
c/o 1995
School of Allied
Health



President Mangum,

I am a big admirer of you Dr. Elmira.

You are mission focused and locked in on doing what is best for FAMU. That includes everything: Students, academics, athletics, fairness, high standards, etc.

You have many supporting you, both close and from afar. So

Stay Strong, Stay True to Your Quest.

This is mainly what I wanted to express. Milton Overton is very excited about your Leadership, as is Alex Wood, Byron, Jamie, Veronica,

I look forward to when we can sit down privately and discuss a couple of ideas I have that will move FAMU forward professionally and increase the RATTLER SPIRIT.

Most Sincerely,

Jeff E. Griggs
Jeff@360sam.com
800-893-7705

A handwritten signature in black ink, appearing to be 'JE Griggs', written in a cursive style.

You be blessed Dr. Mangum.



THE DEPUTY SECRETARY OF AGRICULTURE
WASHINGTON, D. C.
20250-0100

FEB 2 2016

Elmira Mangum, Ph.D.
President
Florida A&M University
Tallahassee, Florida 32307

Dear Dr. Mangum:

I would like to thank you for your gracious hospitality in hosting Congresswoman Gwen Graham's and my recent Diversity in Agriculture event at Florida A&M University, as well as for your outstanding participation in the event.

It was great to see you, and I valued your insightful and helpful comments regarding the importance of diversity in agriculture. We at USDA much appreciate all that you and FAMU are doing to inspire and prepare the next generation of farmers and ranchers, and we are proud to be your partner.

Again, many thanks, and best wishes.

Sincerely,

Krysta Harden

FLORIDA A&M UNIVERSITY
2016 FEB -8 AM 10:28
OFFICE OF THE PRESIDENT

BOARD OF DIRECTORS 2015 - 2016

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EQUAL
OPPORTUNITY
LUNCHEON

42nd



WEDNESDAY, OCTOBER 28, 2015

12:00 NOON

HYATT REGENCY RIVERFRONT

Empowering Communities. Changing Lives.

HOUSE ARMED
SERVICES COMMITTEE

COMMITTEE ON
AGRICULTURE



1213 LONGWORTH HOB
WASHINGTON, DC 20515
(202) 225-5235

GWEN GRAHAM
MEMBER OF CONGRESS
2ND DISTRICT, FLORIDA

January 29, 2016

Dear Elmira,

Thank you for hosting
and speaking at the kick
off to my 2016 Farm Tour. I
must appreciate and value
our relationship and all
you do for FAMU and the
community.

It was great to
see you at the Press Site.
I hope to see you again
very soon.

With all my best,

A handwritten signature in blue ink, appearing to be "Gwen Graham", written in a cursive style.



Capital
TIGER BAY Club
Tallahassee's Premier Political Forum ESTABLISHED 1971

Tuesday,
November 10, 2015



**Dr. Elmira Mangum, Ph.D, President,
Florida A & M University**

- When:** Tuesday, November 10, 2015; 11:30 a.m. Buffet
- Where:** **Donald L. Tucker CIVIC CENTER**
- Guest(s):** Members attend free of charge while guest fee is \$30.00 per person (Payable on-site by cash, check, Visa or Mastercard with no exceptions)
- RSVP:** Please RSVP no later than **Thursday, November 5, 2015** by e-mail to tigerbay@comcast.net or at 850-906-0450 (including the **number** of guests you expect to bring). If we are provided the names of your guest(s) we will pre-print badges.

Dr. Elmira Mangum made history on April 1, 2014 when she became the 11th and first permanent female president in Florida A & M University's 127 year history. From 2010 until her appointment at FAMU, Dr. Mangum served as Vice President for Planning and Budget at Cornell University, the senior administrator charged with managing the University's resources and annual budgeting process. Her past University leadership, experience and academic credentials are extremely impressive. Fast forward to 2015 and the honeymoon as President of FAMU has ended; in particular, the relationship and interaction between the current FAMU Board of Trustees and President Mangum has become increasingly heated. A recent attempt to terminate President Mangum failed leading to the resignation of the current Chairman of the FAMU Board of Trustees—Rufus Montgomery. Prior and subsequent to the termination attempt, FAMU students demonstrated their support for the current president by gathering on the steps of Lee Hall, FAMU's main administration

building as well as the steps of the Capitol leading to the Office of Governor Rick Scott. Recent comments by remaining Trustees appear to lean toward resolving the differences and moving FAMU forward under President Mangum's leadership. Please join us for this special and timely program when **FAMU President Elmira Mangum** presents her perspective and vision for Florida A & M University's future. The program will be held on **Tuesday, November 10, 2015**, at the Donald L. Tucker CIVIC CENTER! You must RSVP for this program **no later than Thursday, November 5, 2015** via email to tigerbay@comcast.net or by voice mail at (850) 906-0450.

Mark Your Calendars: Thursday evening, **December 10, 2015**, Donald L. Tucker Civic Center; Tiger Bay's Holiday Party featuring The Laughing Stock. Written invitations to this event will be mailed out in early November 2015.



FLORIDA A&M UNIVERSITY

2016 MAY 19 AM 10:39

OFFICE OF THE PRESIDENT

THE FLORIDA SENATE
SENATOR JOE NEGRON
Republican President-Designate

May 16, 2016

Dr. Elmira Mangum, President
Florida Agricultural and Mechanical University
1601 South Martin Luther King Jr. Boulevard
Suite 400
Tallahassee, FL 32307

President Mangum,

Thank you again for making our recent visit with Florida Agricultural and Mechanical University so successful. Senators Benacquisto, Braynon, Flores, Montford and I thoroughly enjoyed the opportunity to participate in the student-led walking tour of campus. The classroom-style discussion at the College of Pharmacy and Pharmaceutical Science with students and senior STEM faculty as well as university leadership was very informative. It was helpful to speak with students to hear firsthand about financial aid opportunities and the challenges the cost of attendance can present for students when they are working to complete school in four years.

Our recent tour was an important step toward developing legislation that will help further elevate the national and international prominence of Florida's State University System. My colleagues and I look forward to working with you, the Board of Governors and Governor Scott in this endeavor to achieve success over the next two years. Just as we have begun thinking about what we have learned and how it might translate into action, we know you also have ideas and thoughts on how to best leverage local, state and legislative policies and investments. As we move forward, and in the spirit of ongoing collaboration and communication, I invite your input and ideas.

With goals of elevating the strengths of your institution, improving the 4-year graduation rate of your students, and ensuring a great return on investment for your communities and taxpayers, please describe actions and strategies to help you achieve these goals:

1. Make attending your institution more affordable for students and families, including actions for (1) attracting high-performing students and National Merit Scholars (Benacquisto Scholars); (2) providing greater access to higher education and improving success rates of 1st generation students and students from low-income families; and (3)

Hudson
David

effectively and efficiently implementing student financial assistance and tuition/fee policies and procedures.

2. Attract, recruit, and retain the best faculty through policies and investments that provide support for research and partnerships, access to resources and facilities, opportunities for personal and professional growth, and strong systems of recognitions and rewards.
3. Strengthen campus infrastructure through accountable internal management and partnership efforts that prioritize repair, enhance existing, and target expansion of strategic initiatives to improve teaching, learning, research, and career advancement opportunities for students and faculty.

Palm Jackson

*Tim Moore
Angela Poole*

Bulleted ideas are welcome, as we would appreciate the opportunity to review your input within the next 30 days. To expedite the timeliness of your contributions, please provide an electronic copy of your response to Cameron Ulrich at Ulrich.Cameron@FLSenate.gov. Also, to help our partnership remain strong as we move forward, please identify one person on your executive staff for our Senate professional staff to communicate with as we coordinate interactions on this initiative over the next two years. We will rely on our interactions with you and your designee to represent your leadership perspective as legislative initiatives progress.

Thank you again for your support and guidance. We recognize and appreciate the importance of your service to the state, your regional communities, and the students who attend your university. We look forward to continuing this important conversation and collaborating on solutions that will help elevate Florida Agricultural and Mechanical University to greater excellence.

Respectfully,



Joe Negron
Senate President-Designate
District 32

Marjorie Turnbull

Dear Elmiria,

You will never know how much your introduction of me at the Challenger event meant to me. It was so gracious of you to take the time to do honor me by doing so. Your words are encapsulated in my heart.

With affection and admiration,

Marjorie



Kathleen Shanahan
Chair & Chief Executive Officer

URETEK HOLDINGS, INC.
601 Bayshore Blvd.
Suite 850
Tampa, FL 33606
www.uretekholdings.com

(813) 397-1296 Main
(813) 397-1285 Direct
(813) 354-2711 Fax
(917) 539-7245 Cell
kshanahan@uretekfl.com

Dear Elmira - Oct 2015
 We do not know each other -
 but we have a mutual friend in
 Roben King Shaw. I sent you a
 letter at wellcare when you came
 but never heard back. I was lead
 Tech chief of Staff before coming to
 my current company based in Tampa
 I have read all the articles
 about your challenges @ FAMU -
 I hope you are surviving



Elmira Mangum, Ph.D.
President
Florida Agricultural and Mechanical University

Making history as the first permanent female president in the University's 127-year legacy, Elmira Mangum, Ph.D., began her tenure as the 11th president of Florida Agricultural and Mechanical University on April 1, 2014.

Dr. Mangum has served at the executive level of nationally recognized organizations of higher learning for more than 30 years. At FAMU, she is focusing on **"Building a Brand that Matters in the 21st Century and Beyond."**

From 2010 until her appointment at FAMU, Dr. Mangum served as vice president for planning and budget at Cornell University. While at Cornell, she was the senior administrator charged with managing the university's resources and annual budgeting process. Dr. Mangum is credited with leading an overhaul that helped the university overcome a structural deficit that stemmed from the economic downturn.

Prior to her successful tenure at Cornell, President Mangum served in various administrative capacities for nine years at the University of North Carolina - Chapel Hill, including serving as senior associate provost. Her extraordinary career in higher education leadership began at the University of Wisconsin Extension Geological and Natural History Survey as an operations specialist. She also held leading positions at the University at Buffalo (SUNY), where she served as an assistant dean, associate provost for resource management and vice provost.

She completed postgraduate training at the Center for Creative Leadership in North Carolina, the Millennium Leadership Institute, the Harvard Graduate School of Education Management Development Program, the National Leadership Forum for Women Administrators and Cornell's Administrative Management Institute.

Dr. Mangum's commitment to public service is exemplified by her serving on numerous boards and organizations, including but not limited to the American Association of University Women, the American Council of Education, the Higher Education Resource Services (HERS) Board of Directors, the National Action Council for Minorities in Engineering, Inc., and the United Way Board of Directors - Tompkins County. She is a life member of the National Council of Negro Women and Zeta Phi Beta Sorority, Inc. She was recently appointed by U.S. Secretary of Agriculture Tom Vilsack to serve on the Agricultural Policy Advisory Committee for Trade.

In 2014, Dr. Mangum was named on EBONY magazine's "Power 100" list. In 2015, the Capital Outlook named her the "Person of the Year" and she received the Trailblazer Award presented by the Oasis Center for Women & Girls. She was also named the "Female HBCU President of the Year" at the 2015 HBCU Awards during the AARP National HBCU Media Week. In October 2015, President Mangum will receive the Women of Distinction Global Leadership Award in Education from the organization Celebrating Women International.

... .. the of these adult children: Gregory

PROGRAM

PRESIDING..... Tenikka
WJAX-TV and
New

NATIONAL ANTHEM

WELCOME, COMMENTS AND RECOGNITIONS..... Lei
Digital Benefit
JUL Board of Directors, Cha

INVOCATION..... David I
Jacksonville Sher
JUL Board of Directors, C

LUNCHEON

A VIEW INTO THE WORK OF THE URBAN LEAG



PRESENTATION OF AWARDS..... Richard
Jacksonville Urba

INTRODUCTION - FLORIDA A&M UNIVERSITY

SPEAKER..... Dr. Elmira I
Florida A&M U

BENEDICTION..... Rev. Dr. Darie
Baptist Ministers Confe
Duval and Adjacent C

Music Courtesy of Roger Groves, Professor
Florida Coastal School of Law



UNIVERSITY OF MASSACHUSETTS BOSTON

Chancellor J. Keith Motley, PhD

2015 AUG -6 AM 9:55

OFFICE OF THE CHANCELLOR

July 29, 2015

Elmira Mangum
President
Florida Agricultural and Mechanical University
Office of the President
1601 South Martin Luther King, Jr. Boulevard
Tallahassee, Florida 32307

Dear President Mangum,

Thank you for your participation in the Presidential Leadership in Changing Times - Business Model Innovation forum during the AASCU 2015 Summer Council of Presidents meetings in Denver last month. Your leadership greatly enhanced the session and brought much value to the other presidents and chancellors in attendance. Please know that your efforts in this regard are deeply appreciated by me and the entire AASCU Board.

If I or the University of Massachusetts Boston can ever be of assistance, please do not hesitate to contact me. I wish you all the best on the remainder of your summer and I hope to see you at our annual meeting in Austin, TX in October.

Warm Regards,

A handwritten signature in blue ink, appearing to read "Keith", written over a blue horizontal line.

J. Keith Motley, PhD
Chancellor

Great seeing you again!

8/22/15

Dear President Elmira Mangum,

Just to let you know we are in your corner. We welcome you with open hand and mind to Tallahassee.

My name is Michael Bortie a resident of Leon County. My family and I are your silent supporters and we believe you will do great things for FAMU. Do not give up, the trustee/leaves are bump in the road, this too shall pass.

I was introduced to FAMU by late Mr. Timms & his wife and all the young's and coming the best of Dr. Pres Humphrey. My adult children enjoyed most of the summer programs at FAMU under the tutelage of Dr. Robinson (Engineering and Sciences) Daughter now an M.D. Tom Bortie-D447E

and some in the Marines both attend ed enjoyed FAMU Summer programs. Remained Retired loved the boys 10 & 7. We pray for you and the Presidency at FAMU. You are an

Appreciated addition and you are going to do great thing for family like you show my kids watch on their table. Tom Rocks 7 P.L.B.S.G.

It said as an adaptation as the President I protect the world of FAMU from Deposition, to unite people with our nation, to denounce the evils of truth and love, to extend the reach to the stars above and to prepare for trouble and the blast from the past, and here your matter Pledge Says prepare to fight, fight and fight

lots of love The Borties

TRUSTEES' EVALUATIONS

TRUSTEE MATTHEW CARTER II

Thomas, Shira R.

From: Barge-Miles, Linda F.
Sent: Wednesday, July 13, 2016 2:08 PM
To: Thomas, Shira R.
Cc: Kimberly Ann Moore (mooreki@tcc.fl.edu); Matthew Carter
Subject: FW: President's Evaluation
Attachments: Presidential Evaluation.pdf

Shira,

Attached please find Trustee Carter's presidential evaluation form.

Linda

From: Matthew Carter [<mailto:matt2c2@gmail.com>]
Sent: Wednesday, July 13, 2016 1:28 PM
To: Barge-Miles, Linda F. <linda.bargemiles@famuedu>
Subject: President's Evaluation

Linda,

Linda,

Please find attached a pdf of my evaluation of the president. Please send it to the appropriate persons.

Thanks,

Matt

--

Matthew M. Carter II, J.D., Ph.D.
Renewable Energy Consultant
P.O. Box 10298
Tallahassee, Florida 32302
(850) 459-7221
matt2c2@gmail.com

BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals 2015/2016 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics?) • In communicating the attainment of goals? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>Comments:</p> <p>The president mentions attending numerous meetings and conferences as a speaker, panelist, etc.</p> <ul style="list-style-type: none"> • How many speeches, etc. and what venues? • What benefit has FAMU reaped from this travel? • How many students recruited from this travel? • How many dollars have been raised from this travel? 	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments:</p> <p>The president mentioned visiting high failure rate classes: So what were your findings? What is the status of the online education system?</p> <p>The president also mentioned reallocating resources away from administrative areas to academic support. How many financial resources were applied to this program? What are the specific results?</p> <p>The president stated that she is making objective and unbiased decisions about tenure, promotion, and merit consideration for staff and faculty, which resulted in several strategic reorganizations and changes in work assignments; i.e., general counsel, chief financial officer, communications, ombudsman, career center. The president terminated the general counsel and demoted the CFO.</p> <p>What were the benefits to FAMU from these changes? What efficiencies were realized? Were there any dollar savings?</p> <p>I would also suggest that the president read and incorporate in thinking, the faculty newsletter (presented by Professor Davenport) on a regular basis. It may help the president to get a better understanding of matters important to the faculty and receive feedback and input on matters important to the faculty that will benefit the university.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? 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? Set high standards and hold people responsible for results? Make clear and timely decisions? 	<p>Comments:</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

<ul style="list-style-type: none"> • Make tough decisions? • Use analytical and creative thinking to solve problems? • Plan for and manage crises (e.g. anti-hazing)? • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board, alumnae, faculty, students, community) ? 		
EVALUATION FACTORS		PERFORMANCE
Financial Management How effectively does the president: <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • 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)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and 	Comments: The demotion of the CFO while the Board was awaiting a Board directed audit, without prior notification to the Board created chaos; calling into question the integrity of the financial management process. This was further exacerbated by the miscommunication as to who the (demoted) CFO would report to. The demoted CFO has filed an employee grievance regarding his demotion. What efficiencies and dollar savings were made for FAMU based upon these changes?	EXPECTATIONS (Please circle one) 1 - Exceeds 2 - Meets 3 - Does Not Meet

<p>multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?</p>		
<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide ongoing and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

External Relations

How effectively does the president:

- Build credibility and influence with external constituencies?(e.g. DSO, BOG, SACS & NCAA)
- Provide leadership to local, regional and national higher education?
- Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings?
- Relate to alumni and gain their support?
- Build credibility and influence with the media?
- Influence legislators and public officials?
- Provide consensus building, focused leadership on matters related to the University and Board of Trustees?

Comments:

The president stated that she has implemented communications and marketing protocols that helped garner a myriad of national rankings. The president also stated that the visibility of the university was enhanced through invitations received to speak at major national and international conferences, meetings with editorial boards, and speaking at numerous alumni events.

Lots of exposure and speeches, etc.

How did this benefit FAMU?

Number of students?

Amount of funds raised?

How many speeches were made locally (Tallahassee and the Big Bend area), in Florida, nationally and internationally?

The president stated that she has periodic meetings with local business leaders and officials, including the chamber of commerce, the mayor, and local clergy and other service organizations.

However, unprecedented actions were taken by letter and speeches asking for the termination of the president by a large number of persons. These persons included local ministers, community leaders, former presidents of FAMU, former interim presidents of FAMU, FAMU students and FAMU faculty. Rather than reaching out to these leaders, the president's response was to publicly attack the messengers, rather than make her case based on the facts.

The president has not implemented a successful external relations strategy nor made things happen to achieve a competitive advantage for FAMU. An effective strategy has not been effectively communicated to all FAMU stakeholders by the president. Anecdotally, while FAMU's enrollment has fallen and expected to fall further, North Carolina A&T, Delaware State, Virginia State and Bethune Cookman have experienced tremendous growth in enrollment.

The good news is that FAMU received performance funding this year, the bad news is a major portion of those performance dollars will be used to pay for the holes in the budget from the loss of enrollment.

I have seen the president give a very good presentation before. However, during the visit of the State Senators (including the incoming Senate President), the presentation was not up to par. It was very short on

1 - Exceeds

2 - Meets

3 - Does Not Meet

<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>specifics (i.e., how much funding will FAMU need in the upcoming year; how will these funds be used to improve our performance metrics- particularly graduation rates; how many new faculty members will be hired from these funds and in what disciplines will they teach; specifically, how will these funds correlate to the president's "best in class" status for FAMU, etc.).</p>	
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? 	<p>Comments: Student government presidential elections Employee grievance filed by the CFO's demotion</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
	<p>Comments: Poor communication with the Board The president has been ineffective in her communication to the Board. As an example: During the past year, the Board directed an audit be performed on the construction at the president's residence and the payment of bonuses from state E & G funds. While waiting on the audit, the president demoted the CFO, without prior communication with the Board. The Board had just completed an "on-campus" meeting-giving the president ample opportunity to speak to the Board Members in person or by email, that rather than receiving the audit the CFO will be demoted (complete with an explanation of why). The fallout from this change without informing the Board prior, was instantaneous and negative press coverage.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<ul style="list-style-type: none"> • Focus the board's attention on decision making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? 	<p>The biggest loser was the audit itself. Much later, the audit was provided but a thorough vetting and next steps process was not afforded the Board beforehand.</p>	
PERFORMANCE		
<p>EVALUATION FACTORS</p> <p>Personal Characteristics and Values How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p>EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> <p>Comments: The president terminated the General Counsel and demoted the CFO and made other significant moves without offering prior notice to the Board, without seeking input or feedback from the Board. Rather than offering the Board the professional courtesy of an explanation, she resorted to a verbal sleight of hand claim of "micro-managing". To make this petty claim after having ignored the Board shows that the president does not recognize the role and responsibilities of the Board and the president in a public university in the State University System of Florida. This action and her response calls the president's judgment into question.</p>	
Summary Questions		
<ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<ol style="list-style-type: none"> 1. UNKNOWN 2. I would suggest that the president attend professional training on effective leadership (modern executive leadership, managing a public university, dangers of creation of a hostile workplace, encourage communication throughout the organization, protection of whistleblowers, Florida Government in the Sunshine, effective communication with the Board of Trustees, effective communication with the Chancellor and the Board of Governors, acceptance of responsibilities-as chief executive officer for organizational effectiveness, building cooperative relationships) 	

	<p>with other presidents in the SUS, etc.), then adopt and implement best practices.</p> <p>3. The results of the president's poor judgment and its negative impacts on the university has caused unnecessary litigation and payment of damages and outside legal fees, media barrages of negative news while ignoring the press and the public, disconnect with the university's stakeholders, not fully understanding "shared governance" nor the roles of the president and of the Board, and failure to fully engage the faculty.</p>
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Evaluation Rating Definitions

Exceeds Expectations

- Significantly and consistently exceeds expectation(s) by producing a high quality and quantity of work.
- Undertakes additional job functions/duties, through own initiative, that further the goals of and make significant contributions to the institution.
- Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings including one on one communications, writing skills, correspondence, and public situations.
- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University community
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves conflict in the midst of differing opinions by creatively developing a compromise within competing interests.
- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations

- Competently performs job functions/duties on a day to day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
- Is dependable, highly reliable and follows through on all assignments or requests.
- Is recognized by peers, supervisors, faculty, students and other stakeholders as collaborative, skilled, and reliable.
- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institutions
- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.
- Demonstrates the ability to take on progressive responsibility with a high level of success.

Does Not Meet Expectations

- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues students or members of the University community
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Takes little or no initiative, even with prompting to improve performance.

TRUSTEE THOMAS DORTCH

Thomas, Shira R.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Tuesday, August 02, 2016 2:03 PM
To: Thomas, Shira R.
Cc: Barge-Miles, Linda F.
Subject: FW: 2015/2016 - FAMU Board of Trustees - Presidential Evaluation (from Thomas Dortch)
Attachments: FAMU Board of Trustees - Presidential Evaluation - Performance Period 20....docx
Importance: High

Good afternoon Shira,

Please find attached the evaluation received from Trustee Dortch.

Regards,

Trustee Moore

Kimberly A. Moore, MBA
Vice President – TCC's Division of Workforce Development
444 Appleyard Drive
Tallahassee, FL 32304
Direct: 850-201-6061
Office: 850-201-8760
Fax: 850-201-8617



(Website: <http://workforce.tcc.fl.edu>)



From: Brenda Cantrell [mailto:bcantrell@TWD-inc.net] **On Behalf Of** Thomas Dortch
Sent: Tuesday, August 02, 2016 1:41 PM
To: Kim Moore
Cc: Barge-Miles, Linda F.; Thomas Dortch
Subject: 2015/2016 - FAMU Board of Trustees - Presidential Evaluation (from Thomas Dortch)
Importance: High

Ms. Moore,

See attached Presidential Evaluation.

Thomas Dortch

From: Kim Moore [<mailto:MOOREKI@tcc.fl.edu>]

Sent: Saturday, July 16, 2016 5:18 PM

To: Matthew Carter <matt2c2@gmail.com>; Thomas Dortch <tdortch@TWD-inc.net>; Grable, Bettye <bettye.grable@famuedu.edu>; David Lawrence <dlawrence@childreadiness.org>; Maj. Gen (Ret) Gary T. McCoy <garytmccoy1@yahoo.com>; hills@vmdventures.com; Belvin Perry <bperry@forthepeople.com>; CRAIG.REED@dupont.com; jaylen smith <sjaylen89@gmail.com>; T. Nicole Washington <tnicole@tnicolewashington.com>; Robert Woody <rlwoody53@yahoo.com>; 'Kelvin Lawson' <KLawson@Acosta.com>; Kelvin Lawson <kelvinlawson1@aol.com>

Cc: Barge-Miles, Linda F. <linda.bargemiles@famuedu.edu>; Mangum, Elmira <elmira.mangum@famuedu.edu>; Miller, Jimmy <jimmy.miller@famuedu.edu>; Thomas, Shira R. <shira.thomas@famuedu.edu>; gregory clark (gregclark06@hotmail.com) <gregclark06@hotmail.com>

Subject: REMINDER - ACTION REQUIRED RE: 2015/2016 - FAMU Board of Trustees - Presidential Evaluation Timeline: July 2, 2016 - July 18, 2016

Importance: High

ONE WAY COMMUNICATION

Florida A&M University Board of Trustees

In follow-up to the email below, please be reminded that the deadline for submission of your presidential evaluation is **Monday, July 18, 2016**. Included in the email below are the instructions for submission. Additionally, I have attached the documents that were previously shared for your reference and consideration.

Regards,

Trustee Moore

Kimberly A. Moore, MBA
Vice President for Workforce Development
Tallahassee Community College
444 Appleyard Drive Bldg 38
Tallahassee, FL 32304
(P)850-201-6061

From: Kim Moore
Sent: Saturday, July 02, 2016 9:37 AM
To: Matthew Carter; Thomas Dortch; Grable, Bettye; David Lawrence; Maj. Gen (Ret) Gary T. McCoy; hmills@vmdventures.com; Belvin Perry; CRAIG.REED@dupont.com; jaylen smith; T. Nicole Washington; Robert Woody
Cc: Barge-Miles, Linda F.; 'Mangum, Elmira'; 'Miller, Jimmy'; shira.thomas@famuedu; gregory clark (gregclark06@hotmail.com)
Subject: 2015/2016 - FAMU Board of Trustees - Presidential Evaluation Timeline: July 2, 2016 - July 18, 2016

ONE WAY COMMUNICATION

Florida A&M University Board of Trustees & Presidential Evaluation Committee Ad-Hoc Member

As outlined in FL Board of Governors Regulation **1.001 University Board of Trustees Powers and Duties (5)(f)**, each university board of trustees must conduct an annual evaluation of its president.

Therefore, please find attached the board approved Presidential Evaluation Tool that should be used when completing your review and assessment of President Mangum's 2015/2016 performance. The period under review is July 1, 2015 through June 30, 2016.

Regarding the Presidential Evaluation Tool, there are 11 strategic categories identified along with 3 follow-up questions. Additionally, each category includes both a scale for rating the performance as well as a comment section.

In addition to the tool, the following documents have been provided on behalf of President Mangum.

- Presidential Evaluation Tool pdf. (self-assessment)
- Accomplishments At-a-Glance pdf.

Also, should you need to refer to the monthly reports shared by President Mangum here is the link to access them <http://president.famu.edu/#Monthly>.

In closing, outlined below is the deadline for submission along with the instructions.

Instructions

- Deadline for Submission: **Monday, July 18, 2016**
- Process for Submission: The completed evaluation document should be submitted electronically to the **Presidential Evaluation Committee Chair** with carbon copy to **Board Liaison, Attorney Linda Barge Miles** using the following email addresses: Mooreki@tcc.fl.edu; linda.bargemiles@famuc.edu.

Note per the process adopted by the Presidential Evaluation Committee, the evaluations will be forwarded by the Committee Chair to Interim General Counsel Shira Thomas who will serve as the Custodian of Records. Additionally, General Counsel Thomas will be tasked in partnership with the Presidential Evaluation Committee Chair with producing a synthesized report which captures the collective feedback of the board.

If there are questions, please route them using the established protocol for communicating.

Regards,

Trustee Moore

Kimberly A. Moore, MBA

Vice President – TCC's Division of Workforce Development

444 Appleyard Drive

Tallahassee, FL 32304

Direct: 850-201-6061

Office: 850-201-8760

Fax: 850-201-8617



(Website: <http://workforce.tcc.fl.edu>)



BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals 2015/2016 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attainment of goals? 	<p>Comments:</p>	<p>1 - Exceeds 2 - (Meets) 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>Comments:</p>	<p>1 - Exceeds 2 - (Meets) 3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments:</p>	<p>1 - Exceeds 2 - (Meets) 3 - Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? 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? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises (e.g. anti-hazing)? Attract, retain and develop talented personnel? Oversee a competent leadership team that takes responsibility, sets and achieves goals 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - (Does Not Meet)</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board, alumnae, faculty, students, community) ?</p> <p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? 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)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - (Does Not Meet)</p>

<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide ongoing and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments:</p> <p>1 - Exceeds 2 - (Meets) 3 - Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments:</p> <p>1 - Exceeds 2 - (Meets) 3 - Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies?(e.g. DSO, BOG, SACS & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance 	<p>Comments:</p> <p>1 - Exceeds 2 - Meets 3 - (Does Not Meet)</p>

metrics associated with the University and increases our standing within the SUS and HBCU rankings?

- Relate to alumni and gain their support?
- Build credibility and influence with the media?
- Influence legislators and public officials?
- Provide consensus building, focused leadership on matters related to the University and Board of Trustees?

Internal Relations

How effectively does the president:

- Develop a climate and programs that enhance diversity?
- Interact with students and demonstrate commitment to their welfare?
- Work with the faculty to develop initiatives to advance their work and professional well-being?
- Work with the staff to create opportunities and resources to recognize their service and enhance their development?
- Ensure strong faculty and community relations?

Comments:

- 1 - Exceeds
- 2 - Meets
- 3 - **(Does Not Meet)**

Board and Governance Relations

How effectively does the president:

- Build the relationship with the board?
- Gain support from the board, especially on controversial issues?
- Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?
- Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making?
- Involve the board in strategy in productive and appropriate ways?

Comments:

- 1 - Exceeds
- 2 - Meets
- 3 - **(Does Not Meet)**

<ul style="list-style-type: none"> • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? 		
PERFORMANCE		
<p>EVALUATION FACTORS</p> <p>Personal Characteristics and Values How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p>Comments:</p>	<p>EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds 2 - Meets 3 - (Does Not Meet)</p>

Summary Questions

1. What have been the president's major accomplishments in the leadership of the institution over the last year?
2. What single thing would you suggest to improve the president's effectiveness?
3. What other points need to be covered?

1. I have seen signs of improvement in the academic achievement and student performance during my tenure on the Board of Trustees, and based upon reports that have been shared, there is a positive indication the institution is moving in a good direction academically.
2. Improvement of interpersonal relationship skills with faculty, students, administration and Board of Trustees.
3. The President need to focus on team building and not assume that everybody is out to get her. Periodic communications with Board Members when traveling or scheduling periodic calls to have conversation with Board Members should help to build a more trusting environment between the President and Board of Trustees.

Evaluation Rating Definitions

Exceeds Expectations

- Significantly and consistently exceeds expectation(s) by producing a high quality and quantity of work.
- Undertakes additional job functions/duties, through own initiative, that further the goals of and make significant contributions to the institution.
- Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings including one on one communications, writing skills, correspondence, and public situations.
- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University community
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves conflict in the midst of differing opinions by creatively developing a compromise within competing interests.
- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations

- Competently performs job functions/duties on a day to day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
- Is dependable, highly reliable and follows through on all assignments or requests.
- Is recognized by peers, supervisors, faculty, students and other stakeholders as collaborative, skilled, and reliable.
- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institutions
- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.
- Demonstrates the ability to take on progressive responsibility with a high level of success.

Does Not Meet Expectations

- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues students or members of the University community
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.

- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Takes little or no initiative, even with prompting to improve performance.

Thomas, Shira R.

From: Barge-Miles, Linda F.
Sent: Monday, July 25, 2016 9:13 AM
To: Thomas, Shira R.
Subject: FW: FAMU Presidential Evaluation

Categories: Red Category

FYI

From: Thomas Dortch [<mailto:tdortch@TWD-inc.net>]
Sent: Friday, July 22, 2016 6:21 PM
To: Barge-Miles, Linda F. <linda.bargemiles@famuedu>
Subject: Fwd: FAMU Presidential Evaluation

FYI.

Sent from my iPhone

Begin forwarded message:

From: Thomas Dortch <tdortch@TWD-inc.net>
Date: July 22, 2016 at 5:01:45 PM EDT
To: Kimberly Ann Moore <mooreki@tcc.fl.edu>
Subject: Re: FAMU Presidential Evaluation

Kimberly, I have spent a great amount of time reviewing the Board Of Trustees Evaluation Form and have determined that at this time I cannot conduct a comprehensive evaluation since I have not officially been a Trustee for little more than 6 months of this year. I don't think it would be appropriate for me to participate in a 2015/2016 annual evaluation of the President.

While I can share some observations and views, I don't feel that I can give a complete assessment at this time.

Sent from my iPhone

On Jul 22, 2016, at 3:16 PM, Brenda Cantrell <bcantrell@TWD-inc.net> wrote:

Ms. Moore is requesting you to complete your evaluation of FAMU President and return to her ASAP. Her email address is: MOOREKI@tcc.fl.edu

Brenda Cantrell
Executive Assistant to
Thomas W. Dortch, Jr.
President & CEO
TWD, Inc.
(404) 521-1115 office
Bcantrell@twd-inc.net

From: "Zackery, Pamela C." <pamela.zackery@famou.edu>

Date: Friday, July 22, 2016 at 2:45 PM

To: Brenda Cantrell <bcantrell@TWD-inc.net>

Subject: FAMU Presidential Evaluation

Good afternoon Brenda,

We have received a request from **Ms. Kimberly Moore** who the Vice chair of the FAMU BOT and also the Chair of the Presidential Evaluation Committee. She would like for the Trustee Dortch to complete his evaluation of the President and return it to her ASAP. Her email address is: MOOREKI@tcc.fl.edu.

Thanks for your continued assistance and hope I you have a great weekend!

Pamela C. Zackery

Administrative Assistant

Office of the Liaison to the Board of Trustees

Florida Agricultural and Mechanical University

1610 Martin Luther King, Jr., Blvd. | University Commons, Room 104

Tallahassee, FL 32307

850-599-8210 - Office | 850-412-6607 – Fax

Pamela.zackery@FAMU.edu

TRUSTEE BETTY GRABLE

Thomas, Shira R.

From: Barge-Miles, Linda F.
Sent: Tuesday, July 19, 2016 4:46 PM
To: Thomas, Shira R.
Subject: FW: Trustee Grable's Presidential Evaluation
Attachments: President's 2016 Evaluation.docx

From: Grable, Bettye
Sent: Tuesday, July 19, 2016 4:45 PM
To: mooreki@tcc.fl.edu
Cc: Barge-Miles, Linda F. <linda.bargemiles@famuedu.edu>
Subject: Trustee Grable's Presidential Evaluation

Good Afternoon Trustee Moore:

Please find my presidential evaluation document attached to this email.

Bettye A. Grable, Ph.D.
Associate Professor
School of Journalism & Graphic Communication
Florida A&M University Faculty Senate President
FAMU Board of Trustees member
Office: (850) 561-2601
Fax: (850) 599-3086

**Trustee Bettye Grable's
2016 Evaluation of
President Elmira Mangum
July 18, 2016**

1)Annual Priorities and Goals - DOES NOT MEET

The President provided a listing of her activities related to the Annual Priorities and Goals requested by the Board of Trustees. However, in reviewing her self- assessment performance comments and additional website information details regarding this evaluation factor, there is no comparative data that allows for clarity in understanding the university-wide impact of her activities as requested in the questions related to this evaluation factor. The information offered on the website accompanying this evaluation factor did seem to provide more specificity, and was difficult to correlate with the three effectiveness questions associated with this factor.

2)Strategic Leadership - DOES NOT MEET

The President offered some good comments here, however, there were five questions asked under this evaluation factor that were not answered in the performance comments section. In addition, no comparative data was offered to explain the impact of her activities since becoming President in 2014.

3)Educational Leadership - DOES NOT MEET

The President offered comments related to her implementation of educational leadership activities. She reported "initiating a focus on completion and employment after graduation by establishing retention scholarships and reorganizing administrative support organizations to provide support for student academic services." What evidence was offered to support this activity and its impact? How many retention scholarships were given? What type of reorganizing occurred and for which administrative support organizations? No comparative

data was offered to show that this activity was effective. Her attendance to at least one faculty meeting of every college or school to share her vision and updates on decisions she has made throughout the last year is offered without documentation or comparative data indicating that the faculty believes that lines of communication are as open as she states in her self-assessment.

4)Organizational Management - DOES NOT MEET

The President's comments in this area suggest she is concerned about the variety of issues that fall within the purview of this evaluation factor. However, there is much room for improvement in making sure she is inclusive of all stakeholders, at all times, especially the faculty stakeholders, in her decisions to better display an understanding of shared governance. There are still committees/former councils that exclude faculty from their proceedings such as the former dean's council as specified in the University Constitution and By-Laws. Comparing her performance related to the basic tenets of shared governance before and after her arrival on campus may be helpful to the President as she works to improve in this area.

5)Financial Management – MEETS

The President has done well in managing the finances at the University. However, the self-assessment form asks President Mangum to answer five questions. Those questions were not fully answered. President Mangum must ensure and document her inclusion of faculty and other stakeholders' input at all times in this very important area of responsibility. Representation by all stakeholders must continue to be a reality in all of the President's areas of responsibility at Florida A&M University.

6)Work Plan – EXCEEDS

The President and her leadership team are to be commended for the outstanding progress made during the past year on the University's Work Plan.

7)Fundraising - DOES NOT MEET

There is much room for improvement in this area of the President's responsibilities. To her credit, her comments suggest that she is beginning outreach and solicitation to identify donors to raise funds. Based on fundraising reports shared at Board of Trustee Meetings, the use of comparative data indicates that the President is making progress in this area.

8)External Relations - DOES NOT MEET

President Mangum has had some successes regarding this evaluation factor. She stated that she is continuing her work to enhance FAMU's national and international reputation. The President must provide more comparative data showing more consistency regarding external relations and to share information related to the University's return on investment of her external relations activities.

9)Internal Relations – DOES NOT MEET

Since becoming president in 2014, Dr. Mangum has struggled with this particular evaluation factor. There still seems to be mixed reviews on campus related to her internal relations. President Mangum wrote that she is implementing a university-wide Communications Council to ensure a clear and unified communications message regarding communications to internal and external audiences. There is much room for improvement regarding this evaluation factor. Greater focus on honesty in shared governance will go a long way to help her improve on this evaluation factor. Comparative data before and after her arrival on campus would be useful in helping the President to improve in this area.

10)Board and Governance Relations - DOES NOT MEET

This evaluation factor has been problematic for President Mangum. Since her evaluation last year, there has been some improvement. Her Notes from the President's Desk and Monthly Reports to the Board of Trustees have gone a long way to bridge the gap in her board and governance relations, but there is still room for improvement.

11)Personal Characteristics and Values – MEETS

During the past year, President Mangum's personal and professional characteristics and values continue to emerge representing her honorable spirit and concern for wanting FAMU to be the best in class. Such characteristics and values are expected of a university president who is genuinely focused on making improvements where needed to keep their institution moving forward in a very positive way.

Summary Questions

1)What have been the President's major accomplishments in the leadership of the institution over the last year?

Moving Florida A&M University into the top eight of the performance funding rankings and achieving the goals outlined in last year's University Work Plan. Those two achievements represent the major accomplishments in President Mangum's leadership over the past year.

2)What single thing would you suggest to improve the President's effectiveness?

To follow the tenets of shared governance in spirit and actions per the University Constitution and By-Laws. In addition, to address real and perceived divisive actions related to the various stakeholder groups, specifically regarding divisiveness related to faculty salaries and to correct concerns expressed by our graduate students at the June 2016 Board of Trustees meeting.

3)What other points need to be covered?

To have the President's Union negotiations team to always meet as agreed upon with FAMU-UFF and show greater adherence to the Collective Bargaining Agreement, the University Academic Constitution, and to follow the rules and regulations in the Faculty Handbook.

To always allow for dialogue and input by all campus stakeholders in the development and proposal of any new rules and regulations such as campus parking rules.

TRUSTEE DAVID LAWRENCE JR.

Thomas, Shira R.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Wednesday, August 03, 2016 8:27 AM
To: Thomas, Shira R.
Cc: Barge-Miles, Linda F.
Subject: FW: Corrected form....

Good morning Shira,

Please find below the evaluation submitted by Trustee Lawrence. Please ensure that his previously shared comments are included in the packet being created.

Please let me know if there are questions.

Regards,

Trustee Moore

Kimberly A. Moore, MBA
Vice President – TCC's Division of Workforce Development
444 Appleyard Drive
Tallahassee, FL 32304
Direct: 850-201-6061
Office: 850-201-8760
Fax: 850-201-8617



(Website: <http://workforce.tcc.fl.edu>)



From: Dave Lawrence [mailto:dlawrence@childreadiness.org]
Sent: Wednesday, August 03, 2016 8:18 AM
To: Kim Moore; Linda Barge-Miles/FAMU (linda.bargemiles@fam.u.edu)
Subject: Corrected form....

Kim and Linda:

You will find below the form filled out with numerical designations.

Crucial, as I have discussed with both of you, to ensure that my written comments are attached to this. (You already have those.) I have been to just one board meeting, though have interacted with the president and

others at FAMU many times. As a new board member, it is difficult to assign genuinely meaningful numbers to an evaluation.

Thank you for understanding.

Dave Lawrence

BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals 2015/2016 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attainment of goals? 	<p>Comments: No. 2. See attached comments.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>Comments: No. 3. See attached comments.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Propose educational directions and priorities that motivate others? • Assure academic quality by expecting the use of evidence to improve performance? • Mobilize resources to support educational programs? • Encourage and enable educational and curricular change and innovation? • Understand and participate in academic governance and collaborative decision-making? • Attract and retain strong faculty? 	<p>Comments: No. 2. See attached for comments.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • 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? • Set high standards and hold people responsible for results? • Make clear and timely decisions? • Make tough decisions? • Use analytical and creative thinking to solve problems? • Plan for and manage crises (e.g. anti-hazing)? • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University’s mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board, alumnae, faculty, students, community) ? 	<p>Comments: No. 2. See attached for comments.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • 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)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	<p>Comments: No. 2. See attached for comments.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide ongoing and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments: No. 2. See attached comments.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments: No. 3. See attached comments.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies?(e.g. DSO, BOG, SACS & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with the media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? 	<p>Comments: No. 3. See attached comments.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>Comments: No. 3. See attached comments.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? 	<p>Comments: No. 3. See attached comments.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>EVALUATION FACTORS</p>	<p>PERFORMANCE</p>	<p>EXPECTATIONS (Please circle one)</p>
<p>Personal Characteristics and Values How effectively does the president:</p>	<p>Comments: No. 3. See attached comments.</p>	

<ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 		<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<p>See attached comments.</p>	

Evaluation Rating Definitions
Exceeds Expectations

- Significantly and consistently exceeds expectation(s) by producing a high quality and quantity of work.
- Undertakes additional job functions/duties, through own initiative, that further the goals of and make significant contributions to the institution.
- Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings including one on one communications, writing skills, correspondence, and public situations.

- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University community
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves conflict in the midst of differing opinions by creatively developing a compromise within competing interests.
- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations

- Competently performs job functions/duties on a day to day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
- Is dependable, highly reliable and follows through on all assignments or requests.
- Is recognized by peers, supervisors, faculty, students and other stakeholders as collaborative, skilled, and reliable.
- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institutions
- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.
- Demonstrates the ability to take on progressive responsibility with a high level of success.

Does Not Meet Expectations

- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.

- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues students or members of the University community
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Takes little or no initiative, even with prompting to improve performance.
- 9

Thomas, Shira R.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Tuesday, July 05, 2016 8:49 AM
To: Thomas, Shira R.
Cc: Barge-Miles, Linda F.
Subject: FW: That presidential evaluation...

Attorney Thomas,

Please find below the feedback prepared and shared by Trustee Lawrence as it pertains to the evaluation underway.

Please let me know if there are questions.

Regards,

Trustee Moore

Kimberly A. Moore, MBA
Vice President – TCC's Division of Workforce Development
444 Appleyard Drive
Tallahassee, FL 32304
Direct: 850-201-6061
Office: 850-201-8760
Fax: 850-201-8617



(Website: <http://workforce.tcc.fl.edu>)



From: Dave Lawrence [mailto:dlawrence@childreadiness.org]
Sent: Sunday, July 03, 2016 10:06 AM
To: Kim Moore
Cc: Linda Barge-Miles/FAMU (linda.bargemiles@fam.u.edu)
Subject: That presidential evaluation...

Kimberly:

Am learning a great deal about FAMU, and eager to do so...and eager to contribute. Have attended committee meetings by phone, read a lot, visited the campus several times, hosted a reception at my home for the president, talked with all sorts of FAMU people (not only administrators but students and former students, too).

Having said that, my reality is this: I have been to exactly one board meeting, and that only this past month. (There are so many recently appointed board members in a similar situation.) Before me now is a significant presidential-evaluation form to fill out, and there is no honorable way that I can speak to the detail required.

So...

Let me instead share some impressions in the form of semi-headlines:

- The survival and success of FAMU is hugely significant. It is, of course, one of the two largest HBCUs in the country. Its heritage and history are storied. (When I came to Florida at age 14 with my family, there were only three state universities – FAMU, UF and FSU.) Because of that history and heritage, FAMU becomes especially important to so many graduates – significantly more, in my estimation – than, by way of example, to UF from where I was graduated. Racism, still the great cancer of American society, is a matter of understandably constant awareness. If people sometimes are extra suspicious of motivations, there are reasons of history for that.
- The foregoing means, to some degree, that change becomes difficult to achieve. Too many connected with FAMU (including alumni and other constituencies) are wedded to things as they were and as they are. FAMU, to be fully competitive and financially sustained, must change – and do so with alacrity.
- The board is very new. We need some time to get to know one another, build a real sense of mutual trust. Some real facilitation would help. I thought we made a good start on that in June.
- The board, beginning with its chair and the president, must build a deep and mutual respect...and be eager to support one another and give each other the benefit of the doubt. That begins with the chair and the president. That relationship clearly is lacking now. It must come for pass for the university to have its best possible chance to thrive. I've been married for almost 53 years now. One of the secrets of a good marriage is that each gives more than 50 percent. That is not happening now at FAMU.
- The president, wisely so, knows the place must change, and faces great resistance from many quarters to change. A fully informed and supportive board must be a full partner in meaningful change.
- The president needs to develop “political skills,” and enjoy doing so. I do not mean “party politics”; rather I mean enjoying being with people (all kinds of people, powerful and not) and “working the crowd.” FAMU needs friends everywhere – geographically all throughout Florida and way beyond, on campus, in the Legislature and with the Governor, with the Board of Governors, with alumni, students, parents, faculty, administrators, the business and civic community, religious leaders. Everyone. That strength can be developed, but it is not now a presidential strength. Time is fleeting; she is now more than two years into her tenure.
- The president is too defensive. That won't work. Even some enemies and opponents can be converted.
- The president needs to be at the forefront of raising money. Much of FAMU's future depends on raising significant personal, corporate and foundation dollars. Some progress has been made; much more needs to be done. The development staff is obviously important; so, of course, is the board. But potential funders always like to see the CEO; she is the CEO. People believe in people; people give to people.
- The president is smart and capable. I've seen her masterfully tell The FAMU Story.
- She can be fully capable of doing this job. I'd like to see her succeed – succeed as a president who works well with the board (and the board with her), as a visionary, as a person who makes things

happen, and builds momentum. This is a university with the potential to be “great.” FAMU not that many years ago was seen as a “hot” school. It can regain that. It has a tougher assignment than any other state university, particularly because its student body so frequently comes from impoverished, first-in-the-family-to-attend-college homes. It has had too many presidents in recent years, and too many things that have gone wrong and awry. Meanwhile, I do see growing emphasis on helping students succeed when they enter FAMU – and I am impressed with that and with a growing attention to success that can be measured. FAMU’s success can be important not only to Florida, but to America.

I have served on many boards, a good number of them as chair. I’ve never been more energized and enthusiastic about what can be done than I am at FAMU. There is so much good upon which to build.

Thank you.

Dave Lawrence

TRUSTEE KELVIN LAWSON

Thomas, Shira R.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 22, 2016 11:14 AM
To: Thomas, Shira R.
Cc: Barge-Miles, Linda F.
Subject: FW: KL FAMU Board of Trustees - Presidential Evaluation - Performance Period 20... (2).docx
Attachments: KL FAMU Board of Trustees - Presidential Evaluation - Performance Period 20... (2).docx

Shira,

Please find attached Chair Lawson's evaluation.

Trustee Moore

Kimberly A. Moore, MBA
Vice President – TCC's Division of Workforce Development
444 Appleyard Drive
Tallahassee, FL 32304
Direct: 850-201-6061
Office: 850-201-8760
Fax: 850-201-8617



(Website: <http://workforce.tcc.fl.edu>)



From: Kelvin Lawson [<mailto:KLawson@Acosta.com>]
Sent: Friday, July 22, 2016 11:03 AM
To: Kim Moore; Barge-Miles, Linda F. (linda.bargemiles@fam.u.edu)
Subject: KL FAMU Board of Trustees - Presidential Evaluation - Performance Period 20... (2).docx

Updated as of July 22nd.

Thanks,

Kelvin Lawson

BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals 2015/2016 How effective was the president:</p> <ul style="list-style-type: none"> Attaining the goals approved by the Board? In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? In communicating the attainment of goals? 	<p>Comments: 23 of the 42 objectives achieved or 45%</p>	<p>1 - Exceeds 2 - Meets 2.5 Barely Meets 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the culture of the organization and convincingly tell its story? Discern and communicate the meaning of external trends and the institution's strategic situation? Renew the mission and articulate a compelling vision? Shape a productive strategy process and enlist the participation and confidence of others in it? Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>Comments: FAMU culture can be challenging to understand and manage. However, we continue to have concerns in the areas of Proactive Communication, Board Engagement in decision making and proper alignment on Shared Governance. We have major funding challenges today and into the future. We are sitting on a valuable enterprise and allowing enrollment to slip in general and in specific areas such as Law and the Joint College (down almost 50%). We need to align on enrollment priorities and work collectively to achieve. We have not set the ground work in motion to determine the true size of the enterprise to support the needs today and long-term. We have struggled with external stakeholder engagement on numerous levels. The Leadership Team almost missed FAMU Day at the Capital; we need to foster stronger relationship with Leadership Downtown, BOG, Industry Cluster and the Boosters. These are all major stakeholders and can help guide our success.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

We have created a large and complex organization adding Senior Leadership Positions as our enrollment continues to decline. There should be a balance between the needs for administrative positions with student population.

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments:</p> <p>Graduation rates have improved, but improved via a course audit process that may be graduating Students into a degree that will have a limited employment outlook.</p> <p>Continue to get feedback that we don't have robust challenge process when students have issues with an instructor on campus, continue to hear that the Provost Office has demonstrated little compassion in detailing with issue with both Students and Faculty.</p> <p>Low visibility at Faculty Senate functions; this would provide firsthand knowledge of key issues facing this group.</p> <p>Faculty appears to be over worked and not sharing of the Leaderships vision.</p> <p>Low Visibility by leadership at the Law School.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? 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? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises (e.g. anti-hazing)? Attract, retain and develop talented personnel? Oversee a competent leadership team that 	<p>Comments:</p> <p>We have major Opportunities in the following areas:</p> <ul style="list-style-type: none"> Recruitment Retention Fund Raising Leadership Accountability (President is handing to manage tactical details) Stakeholder Engagement <p>We are performing better in the Following:</p> <ul style="list-style-type: none"> Research Dollar awarded Most Recent Legislative Allocations 	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board, alumnae, faculty, students, community) ?</p> <p>EVALUATION FACTORS</p> <p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? 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)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	<p>• Performance Funding Resources (we still have an opportunity to place a resource against these issues and drive great visibility across the enterprise.</p> <p>PERFORMANCE</p> <p>Comments:</p> <p>Budget process has been well managed, no major surprises.</p> <p>Process appears to be well understood by key Stakeholders on Campus and the Leadership Team seems to help drive process as needed.</p> <p>We are meeting all State and BOT reserves requirements.</p> <p>Team has worked on a refunding plan for existing debt to reduce associated expenses.</p> <p>Five Year Athletics Plan has been developed and reviewed with the BOT.</p> <p>Audit on the home repairs, garage and employee bonuses did find areas of policy violation</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide ongoing and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments:</p> <p>Prior Work Plan had to be presented twice for agreement, due to BOG feeling our goals were not aggressive enough.</p> <p>After we reached alignment with the BOG, the leadership team has worked to achieve the objectives set out in the document.</p> <p>Most recent work plan was approved with no issue,</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments:</p> <p>We raised 6.0+ Million in this fiscal year. Here is why my rating her is lowered than expected:</p> <p>Backing out the 5.0 Million from one donor that the Business School has been working on for years we well below our goal.</p> <p>We don't have a comprehensive Capital Campaign; we have discussed elements but no firm campaign.</p> <p>We have not been able to leverage the Industry Cluster as we have in year past.</p> <p>Major donors have had negative feedback on engagement levels during discussions</p> <p>Most Presidents are on the front line of fund raising, I have not seen the dollars directly associated with our President. I have asked for feedback on this issue University Advancement. I am awaiting their feedback.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies?(e.g. DSO, BOG, SACS & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the 	<p>Comments:</p> <p>These areas of needed improvement have been sighted in previous feedback.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

<p>institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings?</p> <ul style="list-style-type: none"> • Relate to alumni and gain their support? • Build credibility and influence with the media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? 	
<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>Comments:</p> <p>President is committed to Student Welfare and wants a strong Faculty.</p> <p>President appears to value the role of Faculty and their needs in terms of development and resources.</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues 	<p>Comments:</p> <p>Two years into the role, we still have communication and engagement concerns.</p> <p>Recent decisions such as the removal of the CFO and placing him in an Audit Function that reports functionally to the Board without any Board discussion could violate BOT Operating Procedure.</p> <p>The Board gets good information, when the Board asks tough questions.</p> <p>We have not involved the Board in Strategy discussion; the Board spends a lot of time asking questions making sure it have all the needed information to make good decisions.</p> <p>I realize it is out of scope for this review, but the decision on the Joint</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>related to the president's professional development and personal welfare?</p> <ul style="list-style-type: none"> • Focus the board's attention on decision making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? 	<p>Engineering School was a major decision that had no Board engagement, this discussion will have fall-out for years to come.</p>	
<p style="text-align: center;">EVALUATION FACTORS</p>		
<p>Personal Characteristics and Values How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p>Comments:</p> <p>I struggle with this one, as our President is a bright hard charging leader that has the motivation to achieve the goals set in front of her and the leadership team.</p> <p>My concerns continue to be in the areas of:</p> <ul style="list-style-type: none"> Proactive Communication Proactive Board Engagement Political Engagement Ability to Create Coalitions Recent Presentation to the BOG on Athletics lets us exposes to tremendous questioning Willingness to collaborate Respecting the Role of the BOT and BOG Willingness to Explore other view points Conflict Resolution (current issues with the Boosters) Judgment in spending, no policy violation but the level of spending as it retaliates to the return on the investment is the question 	<p style="text-align: center;">EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<p>Improving the overall performance based funding Standing</p> <p>Please see comments in Personal Charecterics Section</p>
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Evaluation Rating Definitions

Exceeds Expectations

- Significantly and consistently exceeds expectation(s) by producing a high quality and quantity of work.
- Undertakes additional job functions/duties, through own initiative, that further the goals of and make significant contributions to the institution.
- Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings including one on one communications, writing skills, correspondence, and public situations.
- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University community
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves conflict in the midst of differing opinions by creatively developing a compromise within competing interests.
- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations

- Competently performs job functions/duties on a day to day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
- Is dependable, highly reliable and follows through on all assignments or requests.
- Is recognized by peers, supervisors, faculty, students and other stakeholders as collaborative, skilled, and reliable.
- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institutions
- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.
- Demonstrates the ability to take on progressive responsibility with a high level of success.

Does Not Meet Expectations

- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues students or members of the University community
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Takes little or no initiative, even with prompting to improve performance.

TRUSTEE GARY MCCOY

Thomas, Shira R.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Sunday, July 17, 2016 7:09 PM
To: Thomas, Shira R.
Cc: Barge-Miles, Linda F.
Subject: FW: FAMU Board of Trustees Evaluation
Attachments: FAMU Board of Trustees - Presidential Evaluation - 17 July 2016.docx

Good afternoon Shira,

Please note the attached evaluation from Trustee McCoy.

Trustee Moore

Kimberly A. Moore, MBA
Vice President for Workforce Development Tallahassee Community College
444 Appleyard Drive Bldg 38
Tallahassee, FL 32304
(P)850-201-6061

-----Original Message-----

From: Gary McCoy [<mailto:garytmccoy1@yahoo.com>]
Sent: Sunday, July 17, 2016 7:05 PM
To: Kim Moore; linda.bargemiles@fam.u.edu
Cc: gary mccoey
Subject: FAMU Board of Trustees Evaluation

Trustee Moore and Ms. Barge-Miles: Attached is my completed evaluation of the FAMU President for 2015-2016. Please acknowledge receipt of the evaluation and let me know if additional information is needed. Respectfully, Trustee McCoy

BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals 2015/2016 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attainment of goals? 	<p>Comments:</p> <p>The President is to be commended for meeting various 2015/2016 goals and priorities. The accomplishments have been communicated via monthly reports and during the President's Report provided at various Board of Trustee Meetings.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>Comments:</p> <p>The President has been very effective in "Telling the FAMU Story" and communicating the vision for the university to various audiences.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments:</p> <p>The President has been effective in providing educational/academic guidance to the staff and faculty. However, greater attention is need in applying resources across the board to enhance highly effective educational program while reducing or eliminating programs that yield limited or marginal results. For example, more attention should be given to increasing those programs that tie directly to the performance objectives and where data clearly shows the program/degree has direct application to the current and future job market.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? 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? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises (e.g. anti-hazing)? Attract, retain and develop talented personnel? Oversee a competent leadership team that takes responsibility, sets and achieves goals 	<p>Comments:</p> <p>There has been continuous improvement in key performance areas and the President is to be commended for attracting and retaining talented educators and administrators.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<p>that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board, alumnae, faculty, students, community) ?</p>		
EVALUATION FACTORS		PERFORMANCE
<p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • 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)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	<p>Comments:</p> <p>Solid budget planning and execution ensured resources were applied to meet demanding fiscal needs throughout the university.</p>	<p>EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide ongoing and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments: Well done and recognized by the BOG and BOT.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments: Fundraising planning and events have been very successful. An increase in donors and the dollar amount of gifts are a direct reflection of the Presidents focus on and dedication to improving all fund-raising programs. Great job!</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies?(e.g. DSO, BOG, SACS & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance 	<p>Comments: The President was effective in articulating the needs and priorities of the university to legislators and public officials.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>metrics associated with the University and increases our standing within the SUS and HBCU rankings?</p> <ul style="list-style-type: none"> • Relate to alumni and gain their support? • Build credibility and influence with the media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? 	
<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>Comments:</p> <p>The President has invested time in interacting with students and faculty which has paid dividends in strengthening the academic standards of the university.</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? 	<p>Comments:</p> <p>Constant conflict between the President and the Board and the President and the faculty, alumni, and students has significantly detracted from the universities image and ability to achieve its mission. This is disappointing.</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<ul style="list-style-type: none"> • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? 			
EVALUATION FACTORS		PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Personal Characteristics and Values How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p>Comments:</p> <p>The President has clearly demonstrated the highest degree of honesty, integrity and dedication to the university. However, it is also clear that among many students, faculty, alumni, others there has been a loss of trust and confidence in the President.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>	

Summary Questions

1. What have been the president's major accomplishments in the leadership of the institution over the last year?
2. What single thing would you suggest to improve the president's effectiveness?
3. What other points need to be covered?

1. Improving performance metrics
2. Better working relations with the Board of Trustees, Faculty, Alumni and community
3. There is tremendous potential at FAMU. However, the total team (President, Administrators, Board, Faculty, Alumni and Students) must move forward in the same direction.

Evaluation Rating Definitions

Exceeds Expectations

- Significantly and consistently exceeds expectation(s) by producing a high quality and quantity of work.
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- Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings including one on one communications, writing skills, correspondence, and public situations.
- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University community
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves conflict in the midst of differing opinions by creatively developing a compromise within competing interests.
- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations

- Competently performs job functions/duties on a day to day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
- Is dependable, highly reliable and follows through on all assignments or requests.
- Is recognized by peers, supervisors, faculty, students and other stakeholders as collaborative, skilled, and reliable.
- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institutions
- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.
- Demonstrates the ability to take on progressive responsibility with a high level of success.

Does Not Meet Expectations

- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues students or members of the University community
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Takes little or no initiative, even with prompting to improve performance.

TRUSTEE HAROLD MILLS

Thomas, Shira R.

From: Barge-Miles, Linda F.
Sent: Wednesday, July 20, 2016 10:53 AM
To: Kimberly Moore; Thomas, Shira R.
Subject: Fwd: Performance appraisal
Attachments: FAMU Board of Trustees - Presidential Evaluation - Performance Period 20....docx; ATT00001.htm

Sent from my iPhone

Begin forwarded message:

From: hmills [vmdventures.com](mailto:hmills@vmdventures.com) <hmills@vmdventures.com>
Date: July 20, 2016 at 10:37:24 AM EDT
To: <linda.bargemiles@fam.u.edu>
Subject: Performance appraisal
Reply-To: hmills [vmdventures.com](mailto:hmills@vmdventures.com) <hmills@vmdventures.com>

Linda,

I did get this fixed yesterday as the document carried a virus and became quarantined. Anyway, here is the attached.

BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals 2015/2016 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attainment of goals? 	<p>Comments:</p> <p>-While making progress in a complex organization can be slow, it appears that the goals identified by the board have been achieved. -Further the many accolades of external recognition further validates that while there is much to do the organization is on the right track.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>Comments:</p> <p>-The creation of the strategic plan demonstrates the administration's understanding of the critical needs facing the institution and the incremental steps that need to be taken to achieve the long term goals. -Two words of encouragement would be that a) continued prioritization and making the tough decisions. The institution can't be all things to everyone and as a result some programs/initiatives must be eliminated including all associated expenses. This will enable significant investments in the priority programs and initiatives. b) to establish an even bigger goal which facilitates targeted behaviors and goal. As an example to achieve preliminary preeminence status with the BOG.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? <p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? 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? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises (e.g. anti-hazing)? Attract, retain and develop talented personnel? Oversee a competent leadership team that takes responsibility, sets and achieves goals 	<p>Comments:</p> <p>-The recruitment of the engineering dean and other highly credentialed faculty demonstrates the ability to upgrade the faculty to meet the aspirations of the university.</p> <p>-The significant research funding increases are also indicative of top universities. This is moving in the right direction.</p> <hr/> <p>Comments:</p> <p>-The organization seems to significantly increasing its use of data to make decisions and holding staff accountable.</p> <p>-More work needs to be done enrolling existing faculty and/or staff in the vision and or removing them detractors.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> <hr/> <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<p>that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board, alumnae, faculty, students, community) ?</p>	<p>EVALUATION FACTORS</p>	<p>PERFORMANCE</p>	<p>EXPECTATIONS (Please circle one)</p>
<p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • 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)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	<p>Comments:</p> <ul style="list-style-type: none"> -As above an increased push in the use of data and analytics to drive decisions forces more financials discipline and the leadership team is rising to that occasion. -There is currently a good understanding of the financial health and needs of the institution and the effort to educate board members of the holistic view is progressing. -Need more work directly tying the financial forecast with the strategic plan. 	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>	

<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide ongoing and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments:</p> <p>-The work plan shows significant progress in the both the institutions BOG performance achievements but also in goals and tactics to achieve the targets.</p> <p>-Further embracing those performance objectives and leading the way with staff and faculty that these objectives can become aspirational goals will be critical.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments:</p> <p>-Research funding continues to grow significantly</p> <p>-Achieving fund raising goals specifically targeted at student financial aid debt relief and other objectives that ultimately align with BOG targets demonstrates good leadership.</p> <p>-Launching a capital campaign for the first time in decades is courageous and now executing that plan will be pivotal.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies?(e.g. DSO, BOG, SACS & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance 	<p>Comments:</p> <p>-The many external accolades a support good performance in this area.</p> <p>-Achieving the largest alumni gift shows improving confidence from those stakeholders.</p> <p>-113 Distinguished scholars illustrates the university's improving reputation.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<p>metrics associated with the University and increases our standing within the SUS and HBCU rankings?</p> <ul style="list-style-type: none"> • Relate to alumni and gain their support? • Build credibility and influence with the media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? 	<p>-More work engaging BOG and other key staff and faculty</p>	
<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>Comments:</p> <ul style="list-style-type: none"> -The relationship with students has developed significantly which validates that students believe they have a leader that cares about them. -Most staff have engaged in the new vision and strategy and are energetic about pursuing the institutions aspirations. -More work is required to enroll detractors and in some cases eliminate those that refuse to engage. 	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? 	<p>Comments:</p> <ul style="list-style-type: none"> -Time with governors one on one has contributed to significant improvement with BOG on the whole. -Feedback on work plan is validation that this relationship has improved over time. -Engagement with BOG is significant improved with continuous communications weekly with respective parties. 	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<ul style="list-style-type: none"> • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? 		
EVALUATION FACTORS		
<p>Personal Characteristics and Values How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p>Comments:</p> <p>-President is committed to the goal and achieving results. While some of the political skills and relationship skills require improvement results with initiatives and financials demonstrate that the university is on the right track.</p>	<p>EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<p>-Focus on results. This is crucial because it is easier to engage stakeholders when there are clear results to point too. In a turn around or rehabilitation business model, results become the foundation of how the organization ultimately changes.</p> <p>-Now more pro-active enrollment of detractors is needed.</p>
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Evaluation Rating Definitions

Exceeds Expectations

- Significantly and consistently exceeds expectation(s) by producing a high quality and quantity of work.
- Undertakes additional job functions/duties, through own initiative, that further the goals of and make significant contributions to the institution.
- Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings including one on one communications, writing skills, correspondence, and public situations.
- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University community
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves conflict in the midst of differing opinions by creatively developing a compromise within competing interests.
- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations

- Competently performs job functions/duties on a day to day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
- Is dependable, highly reliable and follows through on all assignments or requests.
- Is recognized by peers, supervisors, faculty, students and other stakeholders as collaborative, skilled, and reliable.
- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institutions
- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.
- Demonstrates the ability to take on progressive responsibility with a high level of success.

Does Not Meet Expectations

- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues students or members of the University community
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Takes little or no initiative, even with prompting to improve performance.

TRUSTEE KIMBERLY MOORE

Thomas, Shira R.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Tuesday, July 19, 2016 4:56 PM
To: Thomas, Shira R.
Cc: Barge-Miles, Linda F.
Subject: FW: 2015 -2016 Presidential Evaluation
Attachments: Kim Moore- Presidential Evaluation - Performance Period 2015 2016 FV.pdf

Shira,

Please find attached my completed evaluation.

Regards,

Trustee Moore

Kimberly A. Moore, MBA
Vice President – TCC's Division of Workforce Development
444 Appleyard Drive
Tallahassee, FL 32304
Direct: 850-201-6061
Office: 850-201-8760
Fax: 850-201-8617



(Website: <http://workforce.tcc.fl.edu>)



From: Kim Moore
Sent: Tuesday, July 19, 2016 4:51 PM
To: Kim Moore
Subject: 2015 -2016 Presidential Evaluation Feedback

BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals 2015/2016 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attainment of goals? 	<p>Comments: During the 2015/16 performance period, President Mangum has made strides in better communicating her progress relative to goal attainment. The change is due in large part to the feedback offered by board members and the improvements implemented by the President. The area of opportunity identified is ensuring that the progress being reported does adequately demonstrate that the goal was met.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>Comments: Over the last year, President Mangum has presented brief glimpses of what she believes to be transformational leadership. This is evidenced in the communication distributed by the University and in talks to external groups. However, additional effort is needed to ensure the awareness among key stakeholder groups which include but are not limited to the following: Board of Trustees, Faculty and Alumni. In addition to ensuring that the vision to move FAMU forward is communicated broadly, having a bold plan and deployment strategy are integral to the attainment of future goals held for the institution. To that end, the strategic plan is in a draft status after having been introduced to the Board during our June 2016 meeting. The initial board engagement session around the plan took place in October of last year. The area of opportunity identified is in the timely development and deployment of a strategic plan that aligns with the vision being articulated. Moreover, ensuring that key stakeholder groups are engaged throughout the process so that everyone can unite around the transformational change with unwavering confidence and a commitment to carrying out the work outlined in the plan.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments: President Mangum has advanced her educational agenda and priorities using as a vehicle the Board approved 2015/2016 goals. In specific, there was detailed emphasis placed on the following: development of living learning communities, attracting and retaining faculty and focusing on initiatives and research that point toward both a 21st century student and educational institution.</p> <p>The area of opportunity lies with developing a stronger rapport with faculty to ensure that they are actively involved in the process of developing an educational agenda that focuses on quality and performance.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? 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? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises (e.g. anti-hazing)? Attract, retain and develop talented personnel? Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University’s mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board, 	<p>Comments: Creating a consistent and focused sense of urgency around key performance indicators that support enrollment, retention and completion is an area that additional focus is needed. It is not clear what strategy is in place to ensure that we serve as the university of choice for students who are seeking to further their education.</p> <p>With respect to managing institutional processes and resources, limited attention has been placed towards addressing the review, maintenance and evaluation associated with finances, technology, facilities services or human resources. It should be noted that matters specific to recent audits have been addressed timely and board policies adopted to support future compliance.</p> <p>President Mangum’s ability to navigate and manage crises was tested over the course of the past performance year with some of the issues spilling over into the media. The biggest area of opportunity identified is board engagement and education at the onset of an issue. By assuming a more proactive approach additional support could have been gained from the Board around the decision made by the President while limiting the concerns being raised about overall decision making ability and style. As a result, there was diminished focus on the actual issue at hand and more focus on what was perceived as a disconnect between the Board and the President.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>alumnae, faculty, students, community)?</p>		
<p>EVALUATION FACTORS</p> <p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? 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)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	<p>PERFORMANCE</p> <p>Comments: President Mangum's effort to ensure stewardship and oversight of resources was evident in the financial audits conducted on behalf of the institution. However, there is room for improvement as it pertains to fully informing the Board regarding fiscal matters that involve the current or future status of the University this includes is not limited to enrollment and retention numbers since there is a direct correlation to the institution's fiscal health.</p>	<p>EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide ongoing and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments: The University under the President's leadership forged a strong rebound in its effort to ensure the successful attainment of the aggressive goals approved by the Board. It is evident that FAMU has the ability to respond to the challenge being placed on each participating university that makes up the SUS system.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments: Currently the university is in the silent phase of its fundraising campaign and at the same time establishing the required infrastructure that will increase the give rate at all levels. However, there has been limited dialogue regarding the President's role and plan to nurture and grow the donor base and at the same time use the influence associated with this position to obtain gifts of varying sizes.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies?(e.g. DSO, BOG, SACS & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? 	<p>Comments: The strategic area of external relations continues to warrant improvement. It should be noted that attempts to improve this area have been made by President Mangum. However, a consistent focus on creating a bridge among all external groups is not immediately evident. As a result, there is still a divide that becomes even more apparent when issues arise which further erodes the University's brand and ability to function under a unified voice. Though President Mangum does not carry the sole responsibility of building and maintaining rapport among external groups, she holds a definite responsibility to consistently pursue these relationships and engage the Board and others in instances where her efforts are being met with unwarranted resistance.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<ul style="list-style-type: none"> • Build credibility and influence with the media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? 		
<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>Comments: This strategic area continues to draw concern due to the distinctly different messages being put forward by the President and these key stakeholder groups. Each group is very important to the University's success agenda and how it ensures that our student's remain our highest priority. However, efforts to create and demonstrate a united front have been mired by the presentations and communications directed to the Board by internal groups that point to a different reality beyond the one sought. It is absolutely imperative that the President and the members of her leadership team tasked with the responsibility of working with students and faculty be diligent in their efforts to forge strong relationships that promote "One FAMU."</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision making and governance systems that need improvement? • Administer the affairs of the University 	<p>Comments: Understanding that board and governance relations set the tone for how the work of the University will be carried out is critical. Additionally, realizing that the board can be very instrumental in the work being carried out by the President and her leadership team is also critical. The latter effort requires that the President be proactive and engage board members accordingly to ensure that they are educated regarding the matters at hand. This personal touch can't and should not be replaced with information being gathered from media sources. The board and administration must co-exist and work jointly to avoid any distractions that impact its ability to make decisions that are in the best interest of the University. To that end, this continues to be a strategic area that requires attention.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>consistent with the documented Board policy?</p>		
EVALUATION FACTORS		
<p>Personal Characteristics and Values How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p>PERFORMANCE</p> <p>Comments: This strategic area was addressed in the following areas: Board and Governance Relations, External Relations and Internal Relations.</p>	<p>EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
Summary Questions		
<ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<ol style="list-style-type: none"> 1. The president's major accomplishments include successfully implementing the action steps associated with the work plan. Additionally, the successful transition and closeout of the Brooksville project that was initiated by Dr. Robison. 2. The single recommendation for improvement is communication specifically as it pertains to working with and engaging key stakeholders. 	

Evaluation Rating Definitions

Exceeds Expectations

- Significantly and consistently exceeds expectation(s) by producing a high quality and quantity of work.
- Undertakes additional job functions/duties, through own initiative, that further the goals of and make significant contributions to the institution.
- Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings including one on one communications, writing skills, correspondence, and public situations.
- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University community
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves conflict in the midst of differing opinions by creatively developing a compromise within competing interests.
- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations

- Competently performs job functions/duties on a day to day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
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- Is recognized by peers, supervisors, faculty, students and other stakeholders as collaborative, skilled, and reliable.
- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institutions
- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.

- Demonstrates the ability to take on progressive responsibility with a high level of success.

Does Not Meet Expectations

- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues students or members of the University community
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Takes little or no initiative, even with prompting to improve performance.

TRUSTEE BELVIN PERRY, JR.

Thomas, Shira R.

From: Barge-Miles, Linda F.
Sent: Monday, July 18, 2016 2:41 PM
To: Thomas, Shira R.
Subject: FW: FAMU Board of Trustees - Presidential Evaluation - Performance Period 20...
Attachments: FAMU Board of Trustees - Presidential Evaluation - Performance Period 20....docx.docx

From: Belvin Perry [<mailto:BPerry@forthepeople.com>]
Sent: Monday, July 18, 2016 2:38 PM
To: Kimberly Ann Moore <mooreki@tcc.fl.edu>
Cc: Barge-Miles, Linda F. <linda.bargemiles@famuedu.edu>
Subject: FAMU Board of Trustees - Presidential Evaluation - Performance Period 20...

Attached is my completed Presidential Evaluation form.

Belvin Perry, Jr.

CONFIDENTIALITY NOTICE: This e-mail message including attachments, if any, is intended for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message. Thank you.

BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals 2015/2016 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attainment of goals? 	<p>Comments: While the President feels she has exceeded the goals approved by the Board, a significance percentage of the faculty does not share this view. There is not a meeting of the minds in the area of shared governance between the President and faculty. There is need for improved communication between the President and faculty.</p> <p>The reports of existing financial conditions do not have the details necessary for proper oversight by the BOT. This is an area that needs improvement.</p>	<p>1 - Exceeds (2 - Meets) 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>Comments: The President has done a good job in articulating a great vision for the University. But making that vision possible requires support from BOG, BOT, faculty, staff, alumni, students and government officials. The President needs to improve relationships with those groups mentioned in order to be successful making this vision, a shared vision by all. The President at this point has failed to rally all the necessary stakeholders in order to be successful.</p> <p>The decline in enrollment is of great concern for the FAMU family and we need a better effort in recruiting the best and brightest students.</p>	<p>1 - Exceeds 2 - Meets (3 - Does Not Meet)</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments: The President needs to improve relationships with the faculty. There appears to be a great gulf between the United Faculty of Florida, FAMU Chapter and the President. This institution can't move forward in educational leadership until these two groups are working together as one team.</p>	<p>1 - Exceeds (2 - Meets) 3 - Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? 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? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises (e.g. anti-hazing)? Attract, retain and develop talented personnel? Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board, 	<p>Comments: Need improvement in timely notifying status of admission for new students.</p>	<p>1 - Exceeds (2 - Meets) 3 - Does Not Meet</p>

<p>alumnae, faculty, students, community)?</p>		
<p>EVALUATION FACTORS</p> <p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? 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)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	<p>PERFORMANCE</p> <p>Comments: While there has been some most needed improvement in communication between the President and BOT, there is a need for more details in information provided to the BOT. Most of the information provided is in the form of summaries that makes it difficult to make informed decisions.</p>	<p>EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds (2 - Meets) 3 - Does Not Meet</p>

<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide ongoing and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments:</p>	<p>1 - Exceeds <u>(2 – Meets)</u> 3 – Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments: I don't have enough information at this time provide a ranking in this area.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies?(e.g. DSO, BOG, SACS & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? 	<p>Comments: The President needs to work on building good relationships with Governor, Florida Legislature, BOG, and the liaison of the BOG to the FAMU. There is also a need for improvement between President, her administration and alumni. A significance number of alumni feel disconnected with the current administration.</p>	<p>1 - Exceeds 2 - Meets <u>(3 – Does Not Meet)</u></p>

<ul style="list-style-type: none"> • Build credibility and influence with the media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? 	
<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>Comments:</p> <p>1 - Exceeds (2 – Meets) 3 – Does Not Meet</p>
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision making and governance systems that need improvement? • Administer the affairs of the University 	<p>Comments: During my short tenure on BOT the President has attempted to improve the relationship with the Board, but it is still a work in progress. There is still a great deal of work to be done by the current administration in understanding the various roles of BOT and faculty in the decision making process at the university. The Board needs access to detail information in order to set policy and make sure that policy is being carried out properly.</p> <p>1 - Exceeds 2 - Meets (3 – Does Not Meet)</p>

<p>consistent with the documented Board policy?</p>		
<p>EVALUATION FACTORS</p> <p>Personal Characteristics and Values How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p>PERFORMANCE</p> <p>Comments: While I find the President a person that has a great vision for the FAMU and my brief interaction with her to be positive, there are other areas of concern that affects this great institution. One can be the greatest leader and visionary, but if no one is willing to follow you, the vision will not become reality. It is no secret that FAMU Nation is divided at this time and the mark of great and successful leader and visionary is the ability to get the majority of FAMU Nation and stakeholders working together. This is currently lacking at this time. The President must work harder in this area.</p>	<p>EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds 2 - Meets (3 – Does Not Meet)</p>
<p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<p>The President has brought a compelling vision for the future of FAMU and if this vision becomes reality; FAMU will become model to be followed by all. The President must improve her ability to work with others outside her leadership team. The faculty, staff, alumni, students, BOT and other stakeholders of this historic and great university must feel like they are a part of this vision. Without out them the University does not grow. A great leader brings people together and does not divide them. If the President is unable or unwilling to do this, our beloved FAMU will continue to suffer.</p>	

Evaluation Rating Definitions

Exceeds Expectations

- Significantly and consistently exceeds expectation(s) by producing a high quality and quantity of work.
- Undertakes additional job functions/duties, through own initiative, that further the goals of and make significant contributions to the institution.
- Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings including one on one communications, writing skills, correspondence, and public situations.
- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University community
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves conflict in the midst of differing opinions by creatively developing a compromise within competing interests.
- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations

- Competently performs job functions/duties on a day to day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
- Is dependable, highly reliable and follows through on all assignments or requests.
- Is recognized by peers, supervisors, faculty, students and other stakeholders as collaborative, skilled, and reliable.
- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institutions
- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.

- Demonstrates the ability to take on progressive responsibility with a high level of success.

Does Not Meet Expectations

- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues students or members of the University community
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Takes little or no initiative, even with prompting to improve performance.

TRUSTEE CRAIG REED

Thomas, Shira R.

From: Barge-Miles, Linda F.
Sent: Thursday, July 21, 2016 6:40 AM
To: Thomas, Shira R.
Subject: Fwd: Presidents Evaluation
Attachments: Reed-FAMU Board of Trustees - Presidential Evaluation - Performance Period 20....docx; ATT00001.htm

Sent from my iPhone

Begin forwarded message:

From: "REED, CRAIG" <CRAIG.REED@dupont.com>
Date: July 21, 2016 at 12:20:39 AM EDT
To: "Mooreki@tcc.fl.edu" <Mooreki@tcc.fl.edu>
Cc: "Barge-Miles, Linda F." <linda.bargemiles@famuedu.edu>
Subject: Presidents Evaluation

Per your request, please find attached my completed presidential evaluation form.

Trustee Reed

This communication is for use by the intended recipient and contains information that may be Privileged, confidential or copyrighted under applicable law. If you are not the intended recipient, you are hereby formally notified that any use, copying or distribution of this e-mail, in whole or in part, is strictly prohibited. Please notify the sender by return e-mail and delete this e-mail from your system. Unless explicitly and conspicuously designated as "E-Contract Intended", this e-mail does not constitute a contract offer, a contract amendment, or an acceptance of a contract offer. This e-mail does not constitute a consent to the use of sender's contact information for direct marketing purposes or for transfers of data to third parties.

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BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals 2015/2016 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attainment of goals? 	<p>Comments: The president was effective at achieving goals per the agreed to plan with the BOT. A monthly dashboard was developed to show progress to goals to keep the BOT and others informed on progress. There was an opportunity to allow for a deeper understanding of how the goals were being achieved and that the metric for measuring achievement was clear via more direct dialog/discussion.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>Comments: The president has done a good job of creating a strategic plan for the University linked to BOG objectives and the performance funding model. The new strategy is very comprehensive and should aim to guide the Work Plan for the University. What is not clear is the role of all the key stakeholders in its development to ensure that others had input and understand the "What, Why and How" of the strategic plan. I believe there is an opportunity for greater communication not just in getting feedback but also letting others be a part of helping create the execution plan that allows the attainment of the plan. This would allow for greater understanding and buy in by all stakeholders in the final product.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments: The president instituted several programs to enhance the student experience and success rate in line with performance funding metrics. In addition, faculty was afforded opportunity for development as well. No faculty are being recruited such as the hiring of the New Dean of the joint FAMU/FSU school of engineering.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? 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? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises (e.g. anti-hazing)? Attract, retain and develop talented personnel? Oversee a competent leadership team that takes responsibility, sets and achieves goals 	<p>Comments: Highly organized and is managing an extremely complex network of activities. Sets challenging goals for team and holds accountable for performance as seen in the improvements noted in key areas of importance such as performance funding metrics. Still exist opportunity to prioritize the work based on risk vs list to ensure focus on the items that post the highest risk to the university</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board, alumnae, faculty, students, community) ?</p> <p>EVALUATION FACTORS</p>	<p>PERFORMANCE</p>	<p>EXPECTATIONS (Please circle one)</p>
<p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • 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)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	<p>Comments:</p> <p>Good progress in this area as the University was able to achieve strategic goals with a decrease in overall funding. Contributions to the University this year exceed last year and the University was able to support special programs by reprioritizing activities to fund these initiatives.</p> <p>There is an opportunity to be more transparent in the details regarding the financials for the University to ensure clear understanding of the numbers on a current fiscal year basis and how they are progressing against the budget. In addition, there should be a view into the budget associated with long-term projects with a clear strategy and financial allocation process to ensure achievement of target.</p> <p>An open item that is yet to be resolved is the Athletic budget issue which was an open item last year. Need to resolve this item with a greater sense of urgency to the satisfaction of the BOG</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide ongoing and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments:</p> <p>Frequent updates are provided to the BOT on current status of the goals. There exists opportunity to have more 1:1 discussions regarding the documents so as to ensure alignment on the meaning behind the document and to enlist support, where necessary, to achieve the overall work plan goals.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments:</p> <p>Good progress in general on fund raising this year. The new capital campaign is being positioned and gaining momentum. The key area of focus is to define the key purpose for the campaign so that you can link the going to a purpose. Donors like to understand how their donations are going to be used and we have not yet tied the campaign to an initiative in a formal way. There is an opportunity to strengthen and build the relationship with current and future major donors such as Cluster Organizations and Alumni. There is an opportunity to better utilize the board by defining needs and opportunities for BOT support.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies?(e.g. DSO, BOG, SACS & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance 	<p>Comments:</p> <p>Based on my observation the performance in this area is mixed and inconsistent. The University is being recognized by major publications for high achievement and the President has been called upon to speak or lecture on topics of strategic importance regarding the University. The area's that need major attention is the internal relationship between faculty and administration, community and administration and the a stronger relationship with the BOG.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>metrics associated with the University and increases our standing within the SUS and HBCU rankings?</p> <ul style="list-style-type: none"> • Relate to alumni and gain their support? • Build credibility and influence with the media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? 		
<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>Comments: Based on my observation the performance in this area is mixed and inconsistent. The University is being recognized by major publications for high achievement and the President has been called upon to speak or lecture on topics of strategic importance regarding the University. The area's that need major attention is the internal relationship between faculty and administration, community and administration and a stronger relationship with the BOG. I do not see a plan that recognizes and corrects the current divide between faculty and administration.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? 	<p>Comments: Based on my observation the performance in this area is mixed and inconsistent. The University is being recognized by major publications for high achievement and the President has been called upon to speak or lecture on topics of strategic importance regarding the University. The area's that need major attention is the internal relationship between faculty and administration, community and administration and a stronger relationship with the BOG. I do not get the sense that we are engaging with the BOG in a routine and proactive manner.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<ul style="list-style-type: none"> • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? 		
PERFORMANCE		
<p>EVALUATION FACTORS</p> <p>Personal Characteristics and Values How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p>Comments:</p> <p>The President displays many of the attributes outlined for this evaluation factor but at varying levels of performance. She is very strong at driving to reach goals but needs improvement in political skills as an example.</p>	<p>EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<ol style="list-style-type: none"> 1) Achievement of the performance funding target; Increase in giving to the University; Development of programs to support student success; Increase in national recognition and increase funding and support for research. 2) Engage others in a sincere way that allows them to be a supporter, advocate and aligned on key areas and opportunities of importance, Less Me and more We. 3) It should be noted that the president has made a lot of progress since taking over as President but the low hanging fruit is almost gone. The next level of opportunity and improvement will require the support of all University stakeholders, students, faculty, staff, trustees, community, legislature and BOG. It will be important to build healthy respectful relationships with all of these bodies to deliver on the strategic vision and plans laid out for the University.
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Evaluation Rating Definitions

Exceeds Expectations

- Significantly and consistently exceeds expectation(s) by producing a high quality and quantity of work.
- Undertakes additional job functions/duties, through own initiative, that further the goals of and make significant contributions to the institution.
- Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings including one on one communications, writing skills, correspondence, and public situations.
- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University community
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves conflict in the midst of differing opinions by creatively developing a compromise within competing interests.
- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations

- Competently performs job functions/duties on a day to day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
- Is dependable, highly reliable and follows through on all assignments or requests.
- Is recognized by peers, supervisors, faculty, students and other stakeholders as collaborative, skilled, and reliable.
- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institutions
- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.
- Demonstrates the ability to take on progressive responsibility with a high level of success.

Does Not Meet Expectations

- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues students or members of the University community
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.

- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Takes little or no initiative, even with prompting to improve performance.

TRUSTEE JAYLEN SMITH

Thomas, Shira R.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Tuesday, July 19, 2016 8:11 AM
To: Thomas, Shira R.
Cc: Barge-Miles, Linda F.
Subject: FW: Presidential Evaluation
Attachments: FAMU Board of Trustees - Presidential Evaluation - Performance Period 20...-2.pdf

Shira,

Please find attached the evaluation completed by Trustee Smith.

Regards,

Trustee Moore

Kimberly A. Moore, MBA
Vice President - TCC's Division of Workforce Development
444 Appleyard Drive
Tallahassee, FL 32304
Direct: 850-201-6061
Office: 850-201-8760
Fax: 850-201-8617

(Website: <http://workforce.tcc.fl.edu>)

-----Original Message-----

From: Smith, Jaylen J. [<mailto:jaylen1.smith@fam.u.edu>]
Sent: Monday, July 18, 2016 11:57 PM
To: Kim Moore
Cc: Barge-Miles, Linda F.
Subject: Presidential Evaluation

Below I have attached my Evaluation of the President.

Regards,

Jaylen J. Smith
Florida A&M University
Student Government Association President University Board of Trustee

BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals 2015/2016 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attainment of goals? 	<p>Comments:</p> <ol style="list-style-type: none"> 1. Based on all information provided, President Mangum and her team have completed approximately 97% of the goals and objectives that were the approved by the Board of Trustees. 2. President Mangum and her office have provided an annual goal and objectives update which denoted their monthly progress in completing the goals that were approved by the Board. 	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>Comments:</p> <ol style="list-style-type: none"> 1. President Mangum was successful in implementing strategies to increase the number of degrees that are awarded in the BOG Areas of Strategic Emphasis from 41 percent to 51 percent. 2. At least 45 distinct presentations were conducted or completed by President Mangum which contributed to the regional and national dialogue of FAMU and the value of affordable education. 3. Completed a new strategic plan with the assistance of the President's <i>Strategic Task Force</i>, that included local and campus leaders, to provide recommendations and update and regain the previously developed plan with the changes in state, federal, and industry performance criteria. 	<p>2 - Exceeds 2 - Meets 3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments:</p> <ol style="list-style-type: none"> President Mangum, and her Administration, engaged in shared governance with the faculty to enhance the University's performance by conducting meetings with the faculty senate and law faculty about performance funding, as well as held meetings with various Faculty groups on campus. Administration developed a written 5-year strategy which established a comprehensive research strategy that are linked to areas of critical importance. New Bachelor of Science in Food Science cleared by both University and Board approval. 	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? 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? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises (e.g. anti-hazing)? Attract, retain and develop talented personnel? Oversee a competent leadership team that takes responsibility, sets and achieves goals 	<p>Comments:</p> <ol style="list-style-type: none"> President Mangum was successful in filling interim positions on leadership team. 100 percent of job descriptions were updated. The proposed updated descriptions and classifications were surveyed by various divisions for review and comment. Eleven software systems were updated or implemented on campus to align with the goal to automate manual processes where possible and align with performance goals. 	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board, alumnae, faculty, students, community) ?</p> <p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? 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)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	<p>Comments:</p>	<p>2 - Meets</p> <p>3 - Does Not Meet</p>

<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide ongoing and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments:</p> <ol style="list-style-type: none"> 1. Under President Mangum's leadership, the University raised over \$6.4 million dollars in financial contributions from individual, alumni, and corporate donors. 	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies?(e.g. DSO, BOG, SACS & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance 	<p>Comments:</p> <ol style="list-style-type: none"> 1. Under the leadership of President Mangum, FAMU has garnered positive national attention for faculty research, land acquisitions, and several student academic achievements. Relations with local media outlets needs improvement. 	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>metrics associated with the University and increases our standing within the SUS and HBCU rankings?</p> <ul style="list-style-type: none"> • Relate to alumni and gain their support? • Build credibility and influence with the media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? 			
<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>	
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? 	<p>Comments:</p> <ol style="list-style-type: none"> 1. I received a Senior Leadership Team briefing during my first week as a member of the Board of Trustees. 2. "Weekly Notes" are provide by President Mangum to the Board each week regarding procedural and operational matters. 	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>	

EVALUATION FACTORS		PERFORMANCE
EXPECTATIONS (Please circle one)		
<ul style="list-style-type: none"> Focus the board's attention on issues related to the president's professional development and personal welfare? Focus the board's attention on decision making and governance systems that need improvement? Administer the affairs of the University consistent with the documented Board policy? 		
<p>Personal Characteristics and Values How effectively does the president:</p> <ul style="list-style-type: none"> Demonstrate persistence in reaching goals? Lead change? Use political skills to negotiate agreements, create coalitions and build consensus? Display interpersonal and people skills? Communicate clearly and convincingly in various forms and contexts? Show respect for others? Listen? Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? Understand his or her and others' feelings? Reconcile conflict between self and others, and among groups and individuals? Demonstrate honesty and integrity? Inspire trust and confidence? 	<p>Comments:</p> <ol style="list-style-type: none"> President Mangum has supported the mission of Florida A&M University on a local, national, and international platform. 	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

Summary Questions		
<ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<ol style="list-style-type: none"> 1. President Mangum has established 5 Living-Learning Communities in which 88 percent of the students who participated in the program maintained a GPA of 2.0 or higher and are in good academic standing with the University. Under her leadership, FAMU was awarded \$25.6 million in performance funding by the Florida Board of Governors; also improving 13 points from last year's performance metrics. 	<ol style="list-style-type: none"> 2. Over 550 passports were given away to students through the President's Free Passport Program and 78 students studied abroad in 22 countries. 3. Improved communication with stakeholders would improve the president's effectiveness.

Evaluation Rating Definitions

Exceeds Expectations

- Significantly and consistently exceeds expectation(s) by producing a high quality and quantity of work.
- Undertakes additional job functions/duties, through own initiative, that further the goals of and make significant contributions to the institution.
- Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings including one on one communications, writing skills, correspondence, and public situations.
- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University community
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves conflict in the midst of differing opinions by creatively developing a compromise within competing interests.
- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations

- Competently performs job functions/duties on a day to day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
- Is dependable, highly reliable and follows through on all assignments or requests.
- Is recognized by peers, supervisors, faculty, students and other stakeholders as collaborative, skilled, and reliable.
- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institutions
- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.
- Demonstrates the ability to take on progressive responsibility with a high level of success.

Does Not Meet Expectations

- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues students or members of the University community
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.

- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Takes little or no initiative, even with prompting to improve performance.

TRUSTEE NICOLE WASHINGTON

Thomas, Shira R.

From: Barge-Miles, Linda F.
Sent: Monday, July 18, 2016 2:40 PM
To: Thomas, Shira R.
Subject: FW: REMINDER - ACTION REQUIRED RE: 2015/2016 - FAMU Board of Trustees - Presidential Evaluation Timeline: July 2, 2016 - July 18, 2016
Attachments: FAMU Board of Trustees - Presidential Evaluation - 2015-16_Washington.pdf

From: Washington, Nicole
Sent: Monday, July 18, 2016 2:38 PM
To: Mooreki@tcc.fl.edu
Cc: Barge-Miles, Linda F. <linda.bargemiles@famuedu.edu>
Subject: REMINDER - ACTION REQUIRED RE: 2015/2016 - FAMU Board of Trustees - Presidential Evaluation Timeline: July 2, 2016 - July 18, 2016

Good afternoon Trustee Moore-

Please find attached my completed evaluation for President Mangum for the period ending June 30, 2016.

Thank you,

Trustee Nicole Washington

BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals 2015/2016 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attainment of goals? 	<p>The president has gone above and beyond to communicate major activities through weekly and monthly updates. She has also achieved most of her goals set forth for the year, and provided updates regarding the goals that have not yet been met. While the president has met most of her individual goals, developing a plan to "right size" the university to align size, program mix and revenues continues to be a high priority area for the university. This plan will be integral to ensuring the university's current and future financial stability.</p> <p>Communications with the Board continues to be an area in need of improvement.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>I am encouraged by the strategic planning process that the president initiated. In light of recent funding and enrollment changes, the university needed to reflect on its current situation, refocus its priorities and develop a plan for the next five years. The plan includes a compelling vision for the university. Multiple stakeholder groups including the Board of Trustees, the Board of Governors, faculty, alumni and students have been invited to provide input. As this process concludes and the administration moves into implementation, I am hopeful that the administration will address the university priorities, align resources accordingly, and engage stakeholders as active partners in moving FAMU Forward.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>It is my understanding that the president has implemented professional development and other initiatives to improve academic quality and encourage curricular change and innovation.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Organizational Management How effectively does th:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? 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? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises (e.g. anti-hazing)? Attract, retain and develop talented personnel? Oversee a competent leadership team that takes responsibility, sets and achieves goals 	<p>I applaud the president for creating a sense of urgency around performance funding metrics resulting in FAMU's increased score and additional state funding received this year.</p> <p>The president has had to make some difficult management decisions in the last year. Engaging the board and other key stakeholders as advisors in decision-making may have reduced some of the tensions and distractions within the university community that occurred as a result of those decisions.</p> <p>Internal and external communications is an area that needs improvement, including controlling the University's message in the media and among key stakeholders.</p> <p>I applaud the president for her recruitment of a quality senior leadership team. However, I am concerned with some of the interactions I have seen between senior leadership team members and outside stakeholders. Superior customer service and collaborative spirit are essential elements to enhancing the FAMU brand.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board, alumnae, faculty, students, community) ?</p>	<p>EVALUATION FACTORS</p> <p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? 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)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?
<p>PERFORMANCE</p>	<p>I found the budget workshop that was provided prior to approving the university's 2016-17 budget very helpful. Educational meetings outside the quarterly committee meeting cycle promote informed decision-making and provide a forum for board members to ask the staff specific questions. However, I continue to have concerns in the following areas:</p> <ul style="list-style-type: none"> University budget and financial health- The university's expenses remain flat despite declining revenues over the past number of years. Current year expenses are not aligned with revenue projections. Athletics – The athletics deficit continues to present issues for the university. The administration's efforts to address the athletics budget have focused on the revenue side rather than reduction of expenses.
<p>EXPECTATIONS (Please circle one)</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide ongoing and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Senior leadership provides updates regarding work plan and performance funding metrics at committee and Board meetings. The work plan presents ambitious goals for the university.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>The president has made progress towards increasing university fund raising. She led the silent phase of a multi-year capital campaign and annual giving contributions reached an all time high during the evaluation year.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies?(e.g. DSO, BOG, SACS & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance 	<p>The president is highly regarded among the higher education community and has traveled across the country and internationally to speak at conferences, build partnerships and increase FAMUs visibility. Areas in need of improvement include: building relationships with the media, legislators and public officials and the Board of Governors.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>metrics associated with the University and increases our standing within the SUS and HBCU rankings?</p> <ul style="list-style-type: none"> • Relate to alumni and gain their support? • Build credibility and influence with the media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? 		
<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>I believe the president is making a genuine effort to improve internal relations at the university, including faculty, staff and students. However, the community at large seems to be divided in their support of the president's leadership.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? 	<p>The president has made progress related to increasing communication with the board, but this area still needs improvement. To date, board engagement is sporadic, especially as it relates to sensitive or controversial matters.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<ul style="list-style-type: none"> • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? 		
EVALUATION FACTORS		
<p>Personal Characteristics and Values How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p style="text-align: center;">PERFORMANCE</p> <p>The president has shown persistence in reaching her goals for the university. She is strong-willed and passionate in her beliefs and steadfast in her approach. At times, these leadership characteristics have created conflict between key internal and external stakeholder groups. Areas in need of improvement include: ability to mitigate conflict, compromise and build consensus towards the making the changes necessary to advance the university.</p>	<p style="text-align: center;">EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<p>The university has overcome a number of challenges this year, and I am encouraged by the improvements made in a number of areas.</p> <p>Major accomplishments: leading the strategic planning process at the university and improving the performance funding metrics.</p> <p>I think clear, consistent communication between the president, board, and key stakeholders regarding important issues at FAMU would improve the president's effectiveness.</p>
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Evaluation Rating Definitions

Exceeds Expectations

- Significantly and consistently exceeds expectation(s) by producing a high quality and quantity of work.
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- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves conflict in the midst of differing opinions by creatively developing a compromise within competing interests.
- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations

- Competently performs job functions/duties on a day to day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
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- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institutions
- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.
- Demonstrates the ability to take on progressive responsibility with a high level of success.

Does Not Meet Expectations

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- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues students or members of the University community
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Takes little or no initiative, even with prompting to improve performance.

TRUSTEE ROBERT WOODY

Thomas, Shira R.

From: Barge-Miles, Linda F.
Sent: Monday, July 18, 2016 8:00 AM
To: Thomas, Shira R.
Subject: FW: President Mangum's Evaluation
Attachments: 2016 - FAMU Board of Trustees - Presidential Evaluation - Performance Period 20... (2).pdf

From: Robert Woody [<mailto:rlwoody53@yahoo.com>]
Sent: Sunday, July 17, 2016 9:16 PM
To: Barge-Miles, Linda F. <linda.bargemiles@famuedu>
Subject: President Mangum's Evaluation

Good evening Ms. Barge-Miles. Attached is the President's Evaluation. If you have any questions, please advise. Thank you.

BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals 2015/2016 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attainment of goals? 	<p>Comments: The President delivered her perspective to the Board on her recent goals and priorities. Although, we continue to struggle with communication and regular substantive updates, I will give her the benefit of the doubt in this category.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>Comments: President Mangum has continuously provided minimal information to the Board of Trustees for discussions that would facilitate strategic conversation between her and the board. Therefore, the board has had limited input in major decisions.</p> <p>The BOT would be better able to render more input if they were provided the information and provided the information in a more timely fashion.</p> <p>Providing reader-friendly information or information with an explanation would be helpful for the BOT to discern whether the President has met specific goals or not. The whistles, bells and rhetorical responses presented to the BOT by the President offer no insight as to what has been accomplished.</p> <p>The BOT is still awaiting a Strategic Plan. Subsequently, the President created a committee with several stakeholders and is under the leadership of Dr. Larry Roberts, form Interim President. As of today's date, the Committee is still reviewing the Plan.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments: Responses to the objectives are rhetorical and lack substance as to what was actually achieved. Weekly reports highlight the President's travels and activities. There are limited responses to the actual progress made on the Goals and Objectives. Therefore, I have not been given enough substance to respond objectively.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? 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? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises (e.g. anti-hazing)? Attract, retain and develop talented personnel? Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and 	<p>Comments: The President has made some efforts in this area but overall does not meet the standard of President in Year 3. The University faced a series of financial allegations that were substantiated by the recent audit. We have witnessed a decline in enrollment with no clear strategy for corrective action. Retention of our best and brightest administrators and faculty has taken a hit with many leaving the administration for various reasons. The handling of the personnel issue with the CFO was not handled well and unfortunately played out in the media, further staining the university's image along with this administration.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>promotes a collegial attitude when engaging key stakeholders (e.g. Board, alumnae, faculty, students, community) ?</p> <p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? 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)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	<p>Comments: Grant Thornton LLP Audit Report - Two bonuses — \$15,000 for the provost and \$5,000 for the director of academic support services — were paid with Education and General (E&G) or state-appropriated funds, and a \$25,000 bonus for the director of intercollegiate athletics was paid with restricted trust funds, according to the audit.</p> <p>The university later used foundation dollars to reimburse taxpayer funds used for the bonuses.</p> <p>Also, the school spent \$71,529 to add a garage to a university-owned house where the president lives. The expenditure took place after April 1, 2014, which was when Mangum's contract started. Her contract requires any renovations to the house that cost more than \$10,000 to be approved by the board of trustees.</p> <p>These violations coupled with the President's recent pay raises to staff during a decline in admissions for the Fall semester, shows the President's lack of judgement over financial matters.</p> <p>Although the school was awarded approximately \$11.2 million following the approval of the Work Plan by the BOG, 90% of the money will subsequently be used to cover the money it lost from enrollment decline.</p> <p>The university went through a period of enhanced financial management and these issues have tainted the image of financial stability at the University. I recommend the Administration invest more attention to this area.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide ongoing and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments: Subsequent to the 2nd submission of the Work Plan, it was approved by the BOG. As a result of its approval, the University received approximately \$11 million. Ninety percent of that amount will be used to offset the decline of student enrollment.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments: Several great initiatives have occurred over the last year but the execution, creation and ideas have not originated from this Administration. The 10 for 10 Campaign was a great effort engaging alumni around the country, however, this concept was created from alumni and not the university. Also, the \$5 million commitment from Microsoft originated under a previous official, giving the appearance that the President has limited success of raising funds through her own efforts.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies?(e.g. DSO, BOG, SACS & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? 	<p>Comments: The President's failure to build credible and influential relationships with external constituencies has resulted in the submission of a letter from 4 Retired FAMU Presidents and 3 former BOT Members for the current BOT to terminate her contract. Also, her current relationship with the media is strained.</p> <p>Additionally, it appears that she has failed to gain the support of the alumni and has limited relationships with the Governor's Office, legislative BOG offices and the United Faculty of Florida as evidence of my observation.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<ul style="list-style-type: none"> • Build credibility and influence with the media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? 	<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>Comments: The manner in which the President resolved issues pertaining to the CFO, General Counsel and Assistant VP of Alumni Affairs brought negative attention to the University. Also, the lack of a positive relationship between the President and the United Faculty of Florida (UFF) lends to the authoring of negative articles.</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision making and governance systems that need improvement? • Administer the affairs of the University 	<p>Comments: The President's failure to communicate with the BOT has hampered the ability to have 2-way dialogue and sheds a negative light on the University. In my opinion this is an ongoing issue with the President as it was brought to her attention during the past evaluation period.</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>consistent with the documented Board policy?</p>	<p>EVALUATION FACTORS</p> <p>Personal Characteristics and Values How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p>PERFORMANCE</p> <p>Comments: For this author, it is apparent that the President has not demonstrated persistence in attaining the goals set by the BOT. The same issues presented to the President, requesting consideration, are again being repeated on this evaluation. If the University is to grow, the President is strongly encouraged to:</p> <ol style="list-style-type: none"> 1. Develop positive relationships with the BOT, BOG, students, National Alumni Association, Representatives of the Community, and the staff and faculty; 2. Become personally involved in the recruitment of the best and brightest students; 3. Expand relationships with the Community Colleges in the State; 4. Develop a plan to initiate and create relationships that will increase fundraising efforts; and 5. Provide clear and definitive results of completed projects and progress on goals and objectives as they occur. 	<p>EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>EVALUATION FACTORS</p> <p>Personal Characteristics and Values How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p>PERFORMANCE</p> <p>Comments: For this author, it is apparent that the President has not demonstrated persistence in attaining the goals set by the BOT. The same issues presented to the President, requesting consideration, are again being repeated on this evaluation. If the University is to grow, the President is strongly encouraged to:</p> <ol style="list-style-type: none"> 1. Develop positive relationships with the BOT, BOG, students, National Alumni Association, Representatives of the Community, and the staff and faculty; 2. Become personally involved in the recruitment of the best and brightest students; 3. Expand relationships with the Community Colleges in the State; 4. Develop a plan to initiate and create relationships that will increase fundraising efforts; and 5. Provide clear and definitive results of completed projects and progress on goals and objectives as they occur. 	<p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<p>EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

Evaluation Rating Definitions

Exceeds Expectations

- Significantly and consistently exceeds expectation(s) by producing a high quality and quantity of work.
- Undertakes additional job functions/duties, through own initiative, that further the goals of and make significant contributions to the institution.
- Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings including one on one communications, writing skills, correspondence, and public situations.
- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University community
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves conflict in the midst of differing opinions by creatively developing a compromise within competing interests.
- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations

- Competently performs job functions/duties on a day to day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
- Is dependable, highly reliable and follows through on all assignments or requests.
- Is recognized by peers, supervisors, faculty, students and other stakeholders as collaborative, skilled, and reliable.
- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institutions

- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.
- Demonstrates the ability to take on progressive responsibility with a high level of success.

Does Not Meet Expectations

- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues students or members of the University community
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Takes little or no initiative, even with prompting to improve performance.

**STAKEHOLDER INPUT
NATIONAL ALUMNI ASSOCIATION
LT. COL. GREG CLARK**

FW: President Mangum' Evaluation

Kim Moore <MOOREKI@tcc.fl.edu>

Mon 7/18/2016 7:59 AM

To: Thomas, Shira R. <shira.thomas@fam.u.edu>;

Cc: Barge-Miles, Linda F. <linda.bargemiles@fam.u.edu>;

1 attachment (346 KB)

Edited_FAMU Board of Trustees - Presidential Evaluation - Performance Period 2016 Final.pdf;

Good morning Shira,

Please find attached an evaluation document completed by ex-officio committee LT Col Greg Clark.

Regards,

Trustee Moore

Kimberly A. Moore, MBA
Vice President – TCC’s Division of Workforce Development
444 Appleyard Drive
Tallahassee, FL 32304
Direct: 850-201-6061
Office: 850-201-8760
Fax: 850-201-8617



[50.tcc.fl.edu]

(Website: <http://workforce.tcc.fl.edu>)



From: gregory clark [mailto:gregclark06@hotmail.com]
Sent: Sunday, July 17, 2016 11:42 PM
To: Kim Moore
Cc: Linda Miles
Subject: President Mangum' Evaluation

Vice Chair Moore,
See attached evaluation as one way communication.

Gregory L. Clark

Lt. Col Gregory L. Clark

President

Florida A&M University National Alumni Association

www.famunaa.org

""When the dark clouds gather on the horizon, when the thunder and lightning fill the sky, when fate is but a glimpse in the eye of a fallen RATTLER, and hopes are lost friends. When the sinew of the chest grows weary from the hard charging linebackers, and the muscles of the legs grow tired from those hard charging running backs, you must remember that...the RATTLEERS will STRIKE and STRIKE and STRIKE AGAIN!!!"

BOARD OF TRUSTEES 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 the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further facilitate the rating of the President's performance, 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>Annual Priorities and Goals 2015/2016 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attainment of goals? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet (Did Not Rate)</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet (Did Not Rate)</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet (Did Not Rate)</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? 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? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises (e.g. anti-hazing)? Attract, retain and develop talented personnel? Oversee a competent leadership team that takes responsibility, sets and achieves goals 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet (Did Not Rate)</p>

	PERFORMANCE		EXPECTATIONS (Please circle one)
<p>that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board, alumnae, faculty, students, community) ?</p> <p>EVALUATION FACTORS</p> <p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? 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)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	<p>Comments:</p>		<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> <p>(Did Not Rate)</p>

<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide ongoing and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet (Did Not Rate)</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments:</p> <p>President Mangum has not provided strategic leadership in fundraising. Cuts have been made to an already limited staff in university advancement & alumni affairs without the addition of funds to hire qualified development officers. The president has cancelled her plans to participate in several fundraising activities, which has resulted in the alienation of many donors and demonstrates her lack of understanding of the culture of giving at the institution. All of this demonstrates that President Mangum's friend-raising skills are lacking. This ultimately has jeopardized gift-giving at the top, to include a fractured relationship with the FAMU Industry Cluster.</p> <p>While the college deans have continued to bring in large donations through their relationships, the president has not brought any new personal relationships to the table for substantial gifts through this evaluation period.</p> <p>President Mangum should consider a strategy to repair those fractured relationships, while spending more time with regards to fundraising efforts, thereby positioning FAMU for success. All stakeholder must be united for the capital campaign to be successful and the University President must be its' most visible cheerleader. The President along with the institution's governing bodies (university board of trustees and</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

	<p>university foundation board of directors) must create a culture of philanthropy in order for FAMU to be viable in the future.</p>	
	<p>Comments:</p> <p>I applaud President Mangum's efforts to promote FAMU nationally & internationally. I believe she must do a better job of communicating and engaging the National Alumni Association. As the largest DSO of the university and its most loyal supporter, the President has made minimum contact with the executive leadership of the NAA.</p> <p>In addition, the Office of Alumni Affairs has been downsized thereby making it one of the smallest among the four-year SUS Schools. With the elimination of the Assistant Director of Alumni Affairs and Membership Coordinator positions, this action has directly impacted the NAA. The operational support provided by the Office of Alumni Affairs to the NAA is important to the overall effectiveness of the organization.</p> <p>President Mangum should consider improvements as it relates to legislative matters.</p> <ul style="list-style-type: none"> • Establish and approve legislative priorities and strategies in a timely manner (by July 1st Annually). This will allow the NAA and supporters to initiate early visits to elected officials over the summer when bills are being considered and legislative officials are in their home districts. • The university should take the lead in planning and supporting FAMU Day at the Capitol. While the NAA takes pride in supporting this important day, this is Florida A&M University Day 	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
	<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies?(e.g. DSO, BOG, SACS & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with the media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? 	

	<p>at the Capitol. The success of this initiative is dependent upon the President's engagement.</p>	
<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet (Did Not Rate)</p>
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet (Did Not Rate)</p>

<ul style="list-style-type: none"> • faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? 			
EVALUATION FACTORS		PERFORMANCE	
<p>Personal Characteristics and Values How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p>Comments:</p>		<p>EXPECTATIONS (Please circle one)</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet (Did Not Rate)</p>

Summary Questions	
<ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<ol style="list-style-type: none"> 1. Both the Passport Programs and the Strong Finish Scholarship have been beneficial to the success of our student body by opening pathways to develop their global perspective and to assist students with a reduced debt load upon graduation. Also the appointment of Dr. Shelby Chipman as the 4th Director of the "Marching 100" is to be commended. He understands the importance of the band as a portion of the university's brand and the priority that must be paid to develop well-rounded student musicians and leaders. 2. Improve communications with alumni and value the importance of alumni to the overall success of the university.

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- Fails to possess full knowledge of the job functions/duties.
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