

**TRUSTEE BETTYE A. GRABLE**

## Thomas, Shira R.

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**From:** Barge-Miles, Linda F.  
**Sent:** Monday, November 27, 2017 3:44 PM  
**To:** Thomas, Shira R.  
**Cc:** Grable, Bettye  
**Subject:** FW: Message from KM\_C364e  
**Attachments:** SKM\_C364e17112716460.pdf

**From:** FAMU Printing  
**Sent:** Monday, November 27, 2017 4:46 PM  
**To:** Barge-Miles, Linda F. <linda.bargemiles@famu.edu>  
**Subject:** Message from KM\_C364e





**ASSESSMENT 2016-2017**  
**BOARD OF TRUSTEES EVALUATION FORM FOR PRESIDENT LARRY ROBINSON**

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><b>Annual Priorities and Goals - 2016/2017</b></p> <p>How effective was the president:</p> <ul style="list-style-type: none"> <li>• Attaining the goals approved by the Board?</li> <li>• In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)</li> <li>• In communicating the attained goals?</li> </ul>	<p>Comments:</p> <p>President Robinson's efforts leading to:</p> <p>1) increased student enrollment; 2) deliberate excellent communication with the FAMU Board of Trustees, alumni, faculty and Faculty Senate; 3) completion of Strategic Plan; 4) increased accountability by employees and 5) the enhancement of efficiency and effectiveness in overall university operations indicates that the President has exceeded expectations in this category.</p>	<p>1 - Exceeds</p> <p>2 - <u>Meets</u></p> <p>3 - Does Not Meet</p>
<p><b>Strategic Leadership</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the culture of the organization and convincingly tell its story?</li> <li>• Discern and communicate the meaning of external trends and the institution's strategic situation?</li> <li>• Renew the mission and articulate a compelling vision?</li> <li>• Shape a productive strategy process and enlist the participation and confidence of others in it?</li> </ul>	<p>Comments:</p> <p>The development of a new vision for FAMU to move forward was achieved. The most important aspect of this setting of a new vision by President Robinson was successful primarily because of his deliberate focus on collaborating with various stakeholders to arrive at an agreed upon vision.</p>	<p>1 - Exceeds</p> <p>2 - <u>Meets</u></p> <p>3 - Does Not Meet</p>

<ul style="list-style-type: none"> <li>• Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition?</li> <li>• Lead the creation of a long-range strategic plan that engages all stakeholders?</li> </ul>		
<p><b>Educational Leadership</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Propose educational directions and priorities that motivate others?</li> <li>• Assure academic quality by expecting the use of evidence to improve performance?</li> <li>• Mobilize resources to support educational programs?</li> <li>• Encourage and enable educational and curricular change and innovation?</li> <li>• Understand and participate in academic governance and collaborative decision-making?</li> <li>• Attract and retain strong faculty?</li> </ul>	<p>Comments:</p> <p>Dr. Robinson's 20-years of service as a faculty member and administrator at FAMU has been of great value to him as he has shown great academic program leadership. Understanding how education has evolved in the 21<sup>st</sup> century and combining that with how FAMU can use that understanding is key to his success related to his display of educational leadership.</p> <p>Dr. Robinson has deliberately attended on a regular basis sharing his focus on effective communication with faculty about issues related to educational leadership.</p>	<p>1 - <u>Exceeds</u></p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p><b>Organizational Management</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?</li> </ul>	<p>Comments:</p> <p>One of the key decisions designed to improve the University's organizational management was the development of the new Division of Strategic Planning, Analysis and Institutional Effectiveness.</p>	<p>1 - Exceeds</p> <p>2 - <u>Meets</u></p>



<ul style="list-style-type: none"> <li>• 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?</li> <li>• Set high standards and hold people responsible for results?</li> <li>• Make clear and timely decisions?</li> <li>• Make tough decisions?</li> <li>• Use analytical and creative thinking to solve problems?</li> <li>• Plan for and manage crises? (e.g. anti-hazing)</li> <li>• Attract, retain and develop talented personnel?</li> <li>• 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)?</li> </ul>	<p>This Division has been very transparent in sharing analytics that help each stakeholder group better understand the University's strengths and weaknesses. Such information and data offers is needed to better plan FAMU's future.</p> <p>Again, the Faculty Senate that represents each college and school has played a prominent role in President Robinson's inclusive decision making as literally stated in his self-evaluation.</p>	<p>3 – Does Not Meet</p>
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<p><b>Financial Management</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders?</li> <li>Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)?</li> <li>Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval?</li> <li>Fully inform and engage timely the Board on fiscal matters impacting the University?</li> <li>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) &amp; FAMU-FSU College of Engineering)?</li> </ul>	<p>Comments:</p> <p>The President has increased the carry-forward funds for the budget year 2016-17 and identified and implemented other cost-saving strategies to maintain the University's financial integrity.</p>	<p>1 - Exceeds 2 - <u>Meets</u> 3 – Does Not Meet</p>
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<p><b>Work Plan</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns?</li> <li>• Meet the goals established by the Board and approved by the BOG?</li> </ul>	<p>Comments: Passage of the Work Plan by the SUS Board of Governors is evidence of the President's success in this category.</p>	<p>1 - Exceeds 2 - <u>Meets</u> 3 – Does Not Meet</p>
<p><b>Fund Raising</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Lead and engage others in the fund-raising program?</li> <li>• Build relationships with major donors?</li> <li>• Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?</li> <li>• Provide stewardship for gifts that have been received?</li> <li>• Inform and engage the board appropriately?</li> </ul>	<p>Comments: President Robinson exceeded his projected goal to raise \$6 million during the 2016-17 fiscal year.</p>	<p>1 - Exceeds 2 - <u>Meets</u> 3 – Does Not Meet</p>
<p><b>External Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, &amp; NCAA)</li> <li>• Provide leadership to local, regional and national higher education?</li> <li>• 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</li> </ul>	<p>Comments: The President's credibility has garnered great support from several external groups especially that of the FAMU National Alumni Association, state legislators and the SUS Board of Governors.</p>	<p>1 - <u>Exceeds</u> 2 - Meets 3 – Does Not Meet</p>

<p>standing within the SUS and HBCU rankings?</p> <ul style="list-style-type: none"> <li>• Relate to alumni and gain their support?</li> <li>• Build credibility and influence with media?</li> <li>• Influence legislators and public officials?</li> <li>• Provide consensus building, focused leadership on matters related to the University and Board of Trustees?</li> </ul>		
<p><b>Internal Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Develop a climate and programs that enhance diversity?</li> <li>• Interact with students and demonstrate commitment to their welfare?</li> <li>• Work with the faculty to develop initiatives to advance their work and professional well-being?</li> <li>• Work with the staff to create opportunities and resources to recognize their service and enhance their development?</li> <li>• Ensure strong faculty and community relations?</li> </ul>	<p>Comments:</p> <p>The President has had a calming, stabilizing influence on the university as a whole. He has shown a very strong pattern of actively engaging students, faculty and staff. He has, without failure, regularly attended monthly FAMU Faculty Senate meetings and have made sure all managers and vice presidents understand the importance of faculty representation on all committees, councils, and taskforces. President Robinson has done the same for students and staff.</p>	<p>1 - <u>Exceeds</u> 2 - Meets 3 – Does Not Meet</p>



<p><b>Board and Governance Relations</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build the relationship with the board?</li> <li>• Gain support from the board, especially on controversial issues?</li> <li>• Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?</li> <li>• Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making?</li> <li>• Involve the board in strategy in productive and appropriate ways?</li> <li>• Focus the board's attention on issues related to the president's professional development and personal welfare?</li> <li>• Focus the board's attention on decision-making and governance systems that need improvement?</li> <li>• Administer the affairs of the University consistent with the documented Board policy?</li> </ul>	<p>Comments:</p> <p>Dr. Robinson's efforts to understand the priorities of the FAMU Board of Trustees and his ability to listen, analyze and suggest well-thought-out solutions has led to respectful communication between the FAMU BOT and the President's office.</p> <p>Dr. Robinson understands the FAMU Board Operating Procedures because of his experience as a faculty member, researcher, leader of the research enterprise, and as a leader of the academic environment.</p>	<p>1 - <u>Exceeds</u></p> <p>2 - Meets</p> <p>3 -- Does Not Meet</p>
<p><b>EVALUATION FACTORS</b></p>		<p><b>PERFORMANCE</b></p>
<p><b>Personal Characteristics and Values</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Demonstrate persistence in reaching goals?</li> </ul>	<p>Dr. Robinson's personal and professional department is always positive and exceeds expectations.</p>	<p><b>EXPECTATIONS</b> (Please circle one)</p>

<ul style="list-style-type: none"> <li>• Lead change?</li> <li>• Use political skills to negotiate agreements, create coalitions and build consensus?</li> <li>• Display interpersonal and people skills?</li> <li>• Communicate clearly and convincingly in various forms and contexts?</li> <li>• Show respect for others?</li> <li>• Listen?</li> <li>• Examine and challenge his or her assumptions and show a willingness to explore other viewpoints?</li> <li>• Understand his or her and others' feelings?</li> <li>• Reconcile conflict between self and others, and among groups and individuals?</li> <li>• Demonstrate honesty and integrity?</li> <li>• Inspire trust and confidence?</li> </ul>		<p><b>1 - Exceeds</b></p> <p>2 -- Meets</p> <p>3 -- Does Not Meet</p>
<p><b>Summary Questions</b></p> <ol style="list-style-type: none"> <li>1. What have been the president's major accomplishments in the leadership of the institution over the last year?</li> <li>2. What single thing would you suggest to improve the president's effectiveness?</li> <li>3. What other points need to be covered?</li> </ol>	<p>President Robinson's major accomplishments during the past year include:</p> <ol style="list-style-type: none"> <li>1) Returning stability and accountability to the University;</li> <li>2) Increasing transparency at all levels of the University;</li> <li>3) Display of outstanding communication skills with all University stakeholders;</li> <li>4) Outstanding management of financial resources;</li> <li>5) Great understanding of the University culture based on his 20 years of experience as a faculty member and administrator.</li> </ol>	

**Evaluation Rating Definitions**



**Exceeds Expectations:**

- Significantly and consistently exceeds expectations(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 conflicts in the midst of differing opinions by creatively developing a compromise within competing interest.
- 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 institution.
- 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 DAVID LAWRENCE JR.**



**Thomas, Shira R.**

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**From:** Barge-Miles, Linda F.  
**Sent:** Tuesday, October 03, 2017 4:13 PM  
**To:** Thomas, Shira R.  
**Subject:** Fwd: Responding to the request for a presidential evaluation...  
**Attachments:** famuevaluation2017.doc; ATT00001.htm

L. Barge-Miles  
Sent from my iPhone

Begin forwarded message:

**From:** Dave Lawrence <[dlawrence@childreadiness.org](mailto:dlawrence@childreadiness.org)>  
**Date:** October 3, 2017 at 3:02:01 PM EDT  
**To:** "Barge-Miles, Linda F." <[linda.bargemiles@famuedu](mailto:linda.bargemiles@famuedu)>  
**Subject:** Responding to the request for a presidential evaluation...

Linda:

I have attached and pasted that evaluation.

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)
<b>Annual Priorities and Goals - 2016/2017</b>  How effective was the president: <ul style="list-style-type: none"><li>• Attaining the goals approved by the Board?</li><li>• In demonstrating the attainment of the goals set (e.g. comparative data,</li></ul>	Comments: 2: Generally met goals.	1 - Exceeds  2 - Meets  3 - Does Not Meet

<p>trends, ratio analyses of the metrics)</p> <ul style="list-style-type: none"> <li>• In communicating the attained goals?</li> </ul>		
<p><b>Strategic Leadership</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the culture of the organization and convincingly tell its story?</li> <li>• Discern and communicate the meaning of external trends and the institution’s strategic situation?</li> <li>• Renew the mission and articulate a compelling vision?</li> <li>• Shape a productive strategy process and enlist the participation and confidence of others in it?</li> <li>• Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition?</li> <li>• Lead the creation of a long-range strategic plan that engages all stakeholders?</li> </ul>	<p>Comments: 1: Fully knows the culture of the organization. Able to tell that story well. Understands the university’s strategy, and communicates that effectively. Effective participant in strategic planning.</p>	<p>1 - Exceeds  2 - Meets  3 – Does Not Meet</p>
<p><b>Educational Leadership</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Propose educational directions and priorities that motivate others?</li> <li>• Assure academic quality by expecting the use of evidence to improve performance?</li> </ul>	<p>Comments: 1: Has a real vision for FAMU. Knows how to prioritize resources. Fully capable of understanding and initiating change.</p>	<p>1 - Exceeds  2 - Meets  3 – Does Not Meet</p>



<ul style="list-style-type: none"> <li>• Mobilize resources to support educational programs?</li> <li>• Encourage and enable educational and curricular change and innovation?</li> <li>• Understand and participate in academic governance and collaborative decision-making?</li> <li>• Attract and retain strong faculty?</li> </ul>		
<p><b>Organizational Management</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?</li> <li>• Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities?</li> <li>• Set high standards and hold people responsible for results?</li> <li>• Make clear and timely decisions?</li> <li>• Make tough decisions?</li> <li>• Use analytical and creative thinking to solve problems?</li> <li>• Plan for and manage crises? (e.g. anti-hazing)</li> <li>• Attract, retain and develop talented personnel?</li> <li>• Oversee a competent leadership team that takes responsibility, sets and</li> </ul>	<p>Comments:</p> <p>1: Has high standards and sets high standards. A well schooled manager, and a growing leader. Fully able to make tough decisions. Building a competent leadership team. Able to manage crises, e.g., housing at the beginning of the school year.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<p>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><b>Financial Management</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders?</li> <li>• Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)?</li> <li>• Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval?</li> <li>• Fully inform and engage timely the Board on fiscal matters impacting the University?</li> <li>• 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</li> </ul>	<p>Comments: <b>Do not yet have enough information to know how well he does in this area. Know of no negatives.</b></p>	<p>1 - Exceeds  2 - Meets  3 – Does Not Meet</p>

<p>recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) &amp; FAMU-FSU College of Engineering)?</p>		
<p><b>Work Plan</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns?</li> <li>• Meet the goals established by the Board and approved by the BOG?</li> </ul>	<p>Comments: 1: The president is a first-rate communicator. Impressively so.</p>	<p>1 - Exceeds  2 - Meets  3 – Does Not Meet</p>
<p><b>Fund Raising</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Lead and engage others in the fund-raising program?</li> <li>• Build relationships with major donors?</li> <li>• Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?</li> <li>• Provide stewardship for gifts that have been received?</li> <li>• Inform and engage the board appropriately?</li> </ul>	<p>Comments: We shall see. I don't know yet. We are at the cusp of a significant fund-raising launch. A significant amount of the president's time needs to be spent on this. Not sure we have the right development office leadership.</p>	<p>1 - Exceeds  2 - Meets  3 – Does Not Meet</p>
<p><b>External Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build credibility and influence with external</li> </ul>	<p>Comments: 1: He is simply outstanding with every constituency noted below. An</p>	

<p>constituencies? (e.g. DSO, BOG, SACS, &amp; NCAA)</p> <ul style="list-style-type: none"> <li>• Provide leadership to local, regional and national higher education?</li> <li>• 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?</li> <li>• Relate to alumni and gain their support?</li> <li>• Build credibility and influence with media?</li> <li>• Influence legislators and public officials?</li> <li>• Provide consensus building, focused leadership on matters related to the University and Board of Trustees?</li> </ul>	<p>academic, and a skilled “people person,” too.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p><b>Internal Relations</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Develop a climate and programs that enhance diversity?</li> <li>• Interact with students and demonstrate commitment to their welfare?</li> <li>• Work with the faculty to develop initiatives to advance their work and professional well-being?</li> <li>• Work with the staff to create opportunities and resources to recognize their service and enhance their development?</li> <li>• Ensure strong faculty and community relations?</li> </ul>	<p>Comments:</p> <p>1: Wish I knew more in this area, but there is no doubt in my mind that the climate generally is far better than it was a year ago.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>



<p><b>Board and Governance Relations</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build the relationship with the board?</li> <li>• Gain support from the board, especially on controversial issues?</li> <li>• Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?</li> <li>• Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making?</li> <li>• Involve the board in strategy in productive and appropriate ways?</li> <li>• Focus the board's attention on issues related to the president's professional development and personal welfare?</li> <li>• Focus the board's attention on decision-making and governance systems that need improvement?</li> <li>• Administer the affairs of the University consistent with the documented Board policy?</li> </ul>	<p>Comments:</p> <p>1: He has been superb in building relationships with the board and, in my opinion, with each board member.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p><b>Personal Characteristics and Values</b></p> <p>How effectively does the president:</p>	<p>1: It all feels good thus far to me. He would be a superb president for the next years to come.</p>	



<ul style="list-style-type: none"> <li>• Demonstrate persistence in reaching goals?</li> <li>• Lead change?</li> <li>• Use political skills to negotiate agreements, create coalitions and build consensus?</li> <li>• Display interpersonal and people skills?</li> <li>• Communicate clearly and convincingly in various forms and contexts?</li> <li>• Show respect for others?</li> <li>• Listen?</li> <li>• Examine and challenge his or her assumptions and show a willingness to explore other viewpoints?</li> <li>• Understand his or her and others' feelings?</li> <li>• Reconcile conflict between self and others, and among groups and individuals?</li> <li>• Demonstrate honesty and integrity?</li> <li>• Inspire trust and confidence?</li> </ul>		
<p><b>Summary Questions</b></p> <ol style="list-style-type: none"> <li>1. What have been the president's major accomplishments in the leadership of the institution over the last year?</li> <li>2. What single thing would you suggest to improve the president's effectiveness?</li> <li>3. What other points need to be covered?</li> </ol>	<p>1: He has brought significant stability, and now momentum, to FAMU. Comes across as someone who loves FAMU, eager for excellence, and plenty of energy for the presidency.</p> <p>2: Work on being even more inspirational and assertive; the forthcoming capital campaign success will depend on a number of facts – a key one being the president's significant involvement.</p>	

**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><b>Annual Priorities and Goals - 2016/2017</b></p> <p>How effective was the president:</p> <ul style="list-style-type: none"> <li>• Attaining the goals approved by the Board?</li> <li>• In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)</li> <li>• In communicating the attained goals?</li> </ul>	<p>Comments:</p> <p>2: Generally met goals.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p><b>Strategic Leadership</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the culture of the organization and convincingly tell its story?</li> <li>• Discern and communicate the meaning of external trends and the institution's strategic situation?</li> <li>• Renew the mission and articulate a compelling vision?</li> <li>• Shape a productive strategy process and enlist the participation and confidence of others in it?</li> <li>• Implement the strategy and make</li> </ul>	<p>Comments:</p> <p>1: Fully knows the culture of the organization. Able to tell that story well. Understands the university's strategy, and communicates that effectively. Effective participant in strategic planning.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<p>things happen to achieve competitive advantage and respond to the driving forces of change and competition?</p> <ul style="list-style-type: none"> <li>• Lead the creation of a long-range strategic plan that engages all stakeholders?</li> </ul>	
<p><b>Educational Leadership</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Propose educational directions and priorities that motivate others?</li> <li>• Assure academic quality by expecting the use of evidence to improve performance?</li> <li>• Mobilize resources to support educational programs?</li> <li>• Encourage and enable educational and curricular change and innovation?</li> <li>• Understand and participate in academic governance and collaborative decision-making?</li> <li>• Attract and retain strong faculty?</li> </ul>	<p>Comments:</p> <p>1: Has a real vision for FAMU. Knows how to prioritize resources. Fully capable of understanding and initiating change.</p> <p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p><b>Organizational Management</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?</li> <li>• Create a sense of urgency and drive</li> </ul>	<p>Comments:</p> <p>1: Has high standards and sets high standards. A well schooled manager, and a growing leader. Fully able to make tough decisions. Building a competent leadership team. Able to manage crises, e.g., housing at the beginning of the school year.</p> <p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>



- 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? (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)?

**Financial Management**

How effectively does the president:

- 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

Comments:

Do not yet have enough information to know how well he does in this area. Know of no negatives.

- 1 - Exceeds
- 2 - Meets
- 3 – Does Not Meet

<ul style="list-style-type: none"> <li>depreciation, and increase the purchasing power of the endowment)?</li> <li>Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval?</li> <li>Fully inform and engage timely the Board on fiscal matters impacting the University?</li> <li>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) &amp; FAMU-FSU College of Engineering)?</li> </ul>	
<b>Work Plan</b>	
<p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns?</li> <li>Meet the goals established by the Board and approved by the BOG?</li> </ul>	<p>Comments:</p> <p>1: The president is a first-rate communicator. Impressively so.</p> <p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>



<p><b>Fund Raising</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Lead and engage others in the fund-raising program?</li> <li>• Build relationships with major donors?</li> <li>• Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?</li> <li>• Provide stewardship for gifts that have been received?</li> <li>• Inform and engage the board appropriately?</li> </ul>	<p>Comments:</p> <p>We shall see. I don't know yet. We are at the cusp of a significant fund-raising launch. A significant amount of the president's time needs to be spent on this. Not sure we have the right development office leadership.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p><b>External Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, &amp; NCAA)</li> <li>• Provide leadership to local, regional and national higher education?</li> <li>• 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?</li> <li>• Relate to alumni and gain their support?</li> <li>• Build credibility and influence with media?</li> <li>• Influence legislators and public officials?</li> <li>• Provide consensus building, focused leadership on matters related to the</li> </ul>	<p>Comments:</p> <p>1: He is simply outstanding with every constituency noted below. An academic, and a skilled "people person," too.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<p>University and Board of Trustees?</p> <p><b>Internal Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Develop a climate and programs that enhance diversity?</li> <li>• Interact with students and demonstrate commitment to their welfare?</li> <li>• Work with the faculty to develop initiatives to advance their work and professional well-being?</li> <li>• Work with the staff to create opportunities and resources to recognize their service and enhance their development?</li> <li>• Ensure strong faculty and community relations?</li> </ul>	<p>Comments:</p> <p>1: Wish I knew more in this area, but there is no doubt in my mind that the climate generally is far better than it was a year ago.</p>		<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p><b>Board and Governance Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build the relationship with the board?</li> <li>• Gain support from the board, especially on controversial issues?</li> <li>• Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?</li> <li>• Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making?</li> </ul>	<p>Comments:</p> <p>1: He has been superb in building relationships with the board and, in my opinion, with each board member.</p>		<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<ul style="list-style-type: none"> <li>• Involve the board in strategy in productive and appropriate ways?</li> <li>• Focus the board's attention on issues related to the president's professional development and personal welfare?</li> <li>• Focus the board's attention on decision-making and governance systems that need improvement?</li> <li>• Administer the affairs of the University consistent with the documented Board policy?</li> </ul>	
<p><b>EVALUATION FACTORS</b></p> <p><b>Personal Characteristics and Values</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Demonstrate persistence in reaching goals?</li> <li>• Lead change?</li> <li>• Use political skills to negotiate agreements, create coalitions and build consensus?</li> <li>• Display interpersonal and people skills?</li> <li>• Communicate clearly and convincingly in various forms and contexts?</li> <li>• Show respect for others?</li> <li>• Listen?</li> <li>• Examine and challenge his or her assumptions and show a willingness to explore other viewpoints?</li> <li>• Understand his or her and others' feelings?</li> </ul>	<p><b>PERFORMANCE</b></p> <p>1: It all feels good thus far to me. He would be a superb president for the next years to come.</p>
<p><b>EXPECTATIONS</b> (Please circle one)</p>	



<ul style="list-style-type: none"> <li>• Reconcile conflict between self and others, and among groups and individuals?</li> <li>• Demonstrate honesty and integrity?</li> <li>• Inspire trust and confidence?</li> </ul>	
<p><b>Summary Questions</b></p> <ol style="list-style-type: none"> <li>1. What have been the president’s major accomplishments in the leadership of the institution over the last year?</li> <li>2. What single thing would you suggest to improve the president’s effectiveness?</li> <li>3. What other points need to be covered?</li> </ol>	<p>1: He has brought significant stability, and now momentum, to FAMU. Comes across as someone who loves FAMU, eager for excellence, and plenty of energy for the presidency.</p> <p>2: Work on being even more inspirational and assertive; the forthcoming capital campaign success will depend on a number of facts – a key one being the president’s significant involvement.</p>

**Evaluation Rating Definitions**

**Exceeds Expectations:**

- Significantly and consistently exceeds expectations(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 conflicts in the midst of differing opinions by creatively developing a compromise within competing interest.

- 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 institution.
- 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 KELVIN LAWSON**

**Thomas, Shira R.**

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**From:** Kelvin Lawson <KLawson@Acosta.com>  
**Sent:** Tuesday, November 21, 2017 1:43 PM  
**To:** Thomas, Shira R.  
**Subject:** 2016\_2017\_Presidential Evaluation\_kl Tool\_12pt.doc  
**Attachments:** 2016\_2017\_Presidential Evaluation\_kl Tool\_12pt.doc

Happy Thanksgiving.

Kelvin Lawson



**ASSESSMENT 2016-2017**  
**BOARD OF TRUSTEES EVALUATION FORM FOR PRESIDENT LARRY ROBINSON**

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><b>Annual Priorities and Goals - 2016/2017</b></p> <p>How effective was the president:</p> <ul style="list-style-type: none"> <li>• Attaining the goals approved by the Board?</li> <li>• In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)</li> <li>• In communicating the attained goals?</li> </ul>	<p>Comments:</p> <ul style="list-style-type: none"> <li>• 84% of the Targets were completed</li> <li>• 97% of the Targets were met at a level of 90% attainment or higher</li> <li>• Dashboards were established to enhance visibility to goals and progress</li> <li>• Extensive One on Ones with myself and key members of the leadership team took place to review progress and action steps</li> <li>• President and Provost very visible with Faculty Senate/BOG/BOT in providing status updates</li> <li>• Completed Strategic Plan and Work Plan with high levels of BOT engagement</li> <li>• President remains engaged with plan to reduce and manage the Athletic Deficit</li> <li>• Established new division with the Sole Mission of helping to Increase our scores within the performance model</li> </ul>	<p><b>1 - Exceeds</b></p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<p><b>Strategic Leadership</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the culture of the organization and convincingly tell its story?</li> <li>• Discern and communicate the meaning of external trends and the institution's strategic situation?</li> <li>• Renew the mission and articulate a compelling vision?</li> <li>• Shape a productive strategy process and enlist the participation and confidence of others in it?</li> <li>• Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition?</li> <li>• Lead the creation of a long-range strategic plan that engages all stakeholders?</li> </ul>	<p>Comments:</p> <ul style="list-style-type: none"> <li>• The President has championed our efforts to build better relations with the BOG/Governor's Office/Elected Officials both national and local</li> <li>• The President and team have reengaged our key Corporate Partners and Key Funding Agencies to help them understand the mission and vision for FAMU</li> <li>• The President with the help of the Communications team have taken control of the FAMU message, and our communications are more proactive vs reactive</li> <li>• President personally attends recruitment fairs to talk about the new realities of college life/expectations</li> <li>• President and Team and driving the Performance Based Funding culture across the enterprise</li> <li>• Leadership has engaged with other HBCUs on critical issues facing these institutions via conversation in Washington with agency heads and other federal leaders</li> <li>• Reorganization of key departments to support the Strategic Plan and the changing landscape of expectations</li> </ul>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p><b>Educational Leadership</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Propose educational directions and priorities that motivate others?</li> <li>• Assure academic quality by expecting the use of evidence to improve performance?</li> <li>• Mobilize resources to support educational programs?</li> <li>• Encourage and enable educational and curricular change and innovation?</li> </ul>	<p>Comments:</p> <p>Many good things have happened on this front, the President and team have been active in National Organizations, serving on Councils, attending Summits, attending SACSCOC meetings, and address in needs of Corporate entities as it relates to preparing students for employment. My comments center on programs with Professional Passage Exams.</p> <ul style="list-style-type: none"> <li>• Work Plans have been established</li> <li>• Alignment reach to review two programs at each Board Meeting</li> <li>• Oversight Committee established for the Law School</li> </ul>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>



<ul style="list-style-type: none"> <li>Understand and participate in academic governance and collaborative decision-making?</li> <li>Attract and retain strong faculty?</li> </ul>	<ul style="list-style-type: none"> <li>Detail Monitoring and reporting done by Provost</li> <li>Program review taking place in key programs</li> <li>Initiated a process of score carding to track academic progress</li> <li>Restructuring advisement and enrollment management</li> </ul> <p>Although I rated this as meets, I still feel more work and higher levers of accountability opportunities exist in this area. We are making progress, but we need to move faster.</p>	
<b>Organizational Management</b>		
<p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?</li> <li>Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities?</li> <li>Set high standards and hold people responsible for results?</li> <li>Make clear and timely decisions?</li> <li>Make tough decisions?</li> <li>Use analytical and creative thinking to solve problems?</li> <li>Plan for and manage crises? (e.g. anti-hazing)</li> <li>Attract, retain and develop talented personnel?</li> </ul>	<p>Comments:</p> <ul style="list-style-type: none"> <li>Sound Financial Leadership and oversight</li> <li>Ongoing Review of issues in Athletics</li> <li>Make Key Personnel decision in first two weeks in Role</li> <li>Staffed Positions with high caliber personnel</li> <li>A few departments need review of leadership/facilities/housing/academic counseling/fund development</li> <li>Increased Enrollment with a Higher Quality Student Population</li> <li>Increased engagement with Community College System via 2+2 agreements</li> <li>Increased number of living learning communities</li> <li>Setting annual goals and evaluation of administrators</li> <li>Significant improvement in communication with BOT/BOG/Governor’s Office and all other constituents</li> <li>President is highly visible at all major FAMU functions in Tallahassee and away from home</li> <li>Level of inclusion and collaboration is strong</li> <li>Opportunity exist to better utilize our analytics to drive decision with the academic units via our new Division</li> </ul>	<p>1 - Exceeds  <b>2 - Meets</b>  3 – Does Not Meet</p>

<ul style="list-style-type: none"> <li>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)?</li> </ul>		
<p><b>Financial Management</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders?</li> <li>Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)?</li> <li>Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval?</li> <li>Fully inform and engage timely the Board on fiscal matters impacting the University?</li> <li>Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a</li> </ul>	<p>Comments:</p> <ul style="list-style-type: none"> <li>CFI Improved from -1.93 to 1.25</li> <li>Increased the amount of carry-forward funds at year end for fiscal 2016-17</li> <li>Improved coordination with BOT/BOG/and Division of Bond Buildings/Grounds/ and Equipment Finance regarding needed expenses relating to</li> <li>University was well prepared to address needs during Storm for students and state workers</li> <li>University has established safety committee</li> <li>Strong LBRs that match up with the key items in our Work Plan</li> <li>Athletics Finance Oversight-working with BOG Inspector General on plan</li> <li>BOT Budget and Finance Committee provided needed visibility to make strategic Decisions</li> </ul>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>



<p>current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) &amp; FAMU-FSU College of Engineering)?</p>		
<p><b>Work Plan</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns?</li> <li>• Meet the goals established by the Board and approved by the BOG?</li> </ul>	<p>Comments:</p> <ul style="list-style-type: none"> <li>• Work Plan developed with input from BOT</li> <li>• Work Plan approved by BOG in timely fashion/no rework</li> <li>• Dashboards set to measure performance</li> <li>• Tie between Work Plan and Strategic plan and annual LBRs</li> </ul>	<ul style="list-style-type: none"> <li>1 - Exceeds</li> <li>2 - Meets</li> <li>3 – Does Not Meet</li> </ul>
<p><b>Fund Raising</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Lead and engage others in the fund-raising program?</li> <li>• Build relationships with major donors?</li> <li>• Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?</li> <li>• Provide stewardship for gifts that have been received?</li> <li>• Inform and engage the board appropriately?</li> </ul>	<p>Comments:</p> <ul style="list-style-type: none"> <li>• Positive news fundraising total seems to have improved, but the questions remains about double counting numbers</li> <li>• WE don't seem to have yet developed a true fund development strategy</li> <li>• We have discussed adding personnel/with proven fund development experiences, yet to happen</li> <li>• don't seem to be grounded in data</li> <li>• No major progress made on the old Industry Idea</li> <li>• Hugh Opportunities exist to engage major corporate</li> </ul>	<ul style="list-style-type: none"> <li>1 - Exceeds</li> <li>2 – Meets</li> <li>2.5 Barely Meets</li> <li>3 – Does Not Meet</li> </ul>

<p><b>External Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, &amp; NCAA)</li> <li>• Provide leadership to local, regional and national higher education?</li> <li>• 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?</li> <li>• Relate to alumni and gain their support?</li> <li>• Build credibility and influence with media?</li> <li>• Influence legislators and public officials?</li> <li>• Provide consensus building, focused</li> </ul>	<p>entities that would like to have strategic relationship with the school</p> <ul style="list-style-type: none"> <li>• The direction from VP of Development seems to change from meeting to meeting/is he out meeting daily with major donors?</li> <li>• The investment of the current dollars seems to be done well</li> <li>• Scholarship support and Athletic support seems to be outstanding</li> <li>• Need to define fund development strategy for Boosters and align with Foundation work as to not overlap</li> <li>• This area needs work I would have to rate it 2.5</li> </ul>	
<p><b>External Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, &amp; NCAA)</li> <li>• Provide leadership to local, regional and national higher education?</li> <li>• 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?</li> <li>• Relate to alumni and gain their support?</li> <li>• Build credibility and influence with media?</li> <li>• Influence legislators and public officials?</li> <li>• Provide consensus building, focused</li> </ul>	<p>Comments:</p> <ul style="list-style-type: none"> <li>• Relations ships have improved with multiple Organizations</li> <li>• Visibility and Credibility of leadership team has improved</li> <li>• SACSCOC Submission completed by deadline</li> <li>• Meeting taking place with key stakeholders at Capital</li> <li>• New Governmental Affairs Team driving behind work plan</li> <li>• New Communications Team very proactive in getting and controlling the Universities message</li> </ul>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>



<p>leadership on matters related to the University and Board of Trustees?</p>		
<p><b>Internal Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Develop a climate and programs that enhance diversity?</li> <li>• Interact with students and demonstrate commitment to their welfare?</li> <li>• Work with the faculty to develop initiatives to advance their work and professional well-being?</li> <li>• Work with the staff to create opportunities and resources to recognize their service and enhance their development?</li> <li>• Ensure strong faculty and community relations?</li> </ul>	<p>Comments:</p> <ul style="list-style-type: none"> <li>• Driving a culture of performance</li> <li>• Engagement via Faculty Meeting</li> <li>• Engagement via work plans</li> <li>• Engagement with Students</li> <li>• Appreciate events for staff to acknowledge efforts</li> <li>• Improved Faculty Awards and recognition</li> <li>• Developed Faculty Retention Plan</li> <li>• Increases number of students in research</li> </ul>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p><b>Board and Governance Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build the relationship with the board?</li> <li>• Gain support from the board, especially on controversial issues?</li> <li>• Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?</li> <li>• Develop a good working understanding of the board’s, the administration’s and the faculty’s respective roles in</li> </ul>	<p>Comments:</p> <ul style="list-style-type: none"> <li>• Ongoing Meetings/weekly discussions with Chair</li> <li>• Maintain positive and productive relationship the Chancellor</li> <li>• Built productive relationships with other SUS Presidents</li> <li>• Works within all Board Polices</li> <li>• Demonstrates strong working knowledge of share governance</li> </ul>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<p>decision-making?</p> <ul style="list-style-type: none"> <li>• Involve the board in strategy in productive and appropriate ways?</li> <li>• Focus the board's attention on issues related to the president's professional development and personal welfare?</li> <li>• Focus the board's attention on decision-making and governance systems that need improvement?</li> <li>• Administer the affairs of the University consistent with the documented Board policy?</li> </ul>		
<b>EVALUATION FACTORS</b>		
<p><b>EVALUATION FACTORS</b></p>	<p><b>PERFORMANCE</b></p>	<p><b>EXPECTATIONS</b> (Please circle one)</p>
<p><b>Personal Characteristics and Values</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Demonstrate persistence in reaching goals?</li> <li>• Lead change?</li> <li>• Use political skills to negotiate agreements, create coalitions and build consensus?</li> <li>• Display interpersonal and people skills?</li> <li>• Communicate clearly and convincingly in various forms and contexts?</li> <li>• Show respect for others?</li> <li>• Listen?</li> <li>• Examine and challenge his or her assumptions and show a willingness to explore other viewpoints?</li> <li>• Understand his or her and others'</li> </ul>	<p>Comments</p> <ul style="list-style-type: none"> <li>• Listens</li> <li>• Listens</li> <li>• Understands Tallahassee's/State Politics</li> <li>• Drive Tough Decisions</li> <li>• Strong Communicator/no surprises</li> <li>• Relationship Builder</li> <li>• Has personally met individually with Key BOG Members to promote FAMU</li> <li>• Respect others points of view</li> <li>• Disagreements are dealt with respectfully</li> <li>• Inspire Trust and Confidence</li> <li>• Committed/Noble/Adaptive</li> </ul>	<p><b>1 - Exceeds</b></p> <p>2 – Meets</p> <p>3 – Does Not Meet</p>

<p>feelings?</p> <ul style="list-style-type: none"> <li>● Reconcile conflict between self and others, and among groups and individuals?</li> <li>● Demonstrate honesty and integrity?</li> <li>● Inspire trust and confidence?</li> </ul>		
<p><b>Summary Questions</b></p> <ol style="list-style-type: none"> <li>1. What have been the president's major accomplishments in the leadership of the institution over the last year?</li> <li>2. What single thing would you suggest to improve the president's effectiveness?</li> <li>3. What other points need to be covered?</li> </ol>	<p>Addressing personnel issues in Lee Hall and understanding the CEO's role in being the promoter and voice of the University in every circle/everyday!</p> <p>We need to put permeant/solid leaders in all roles/we need tighter evaluation process for Deans/Faculty Dept. heads</p> <p>As Chair, I thank Dr. Robinson for stepping into this role a third time. He has provided tremendous leadership and began the process of improving all aspects of University's performance.</p>	

**Evaluation Rating Definitions**

**Exceeds Expectations:**

- Significantly and consistently exceeds expectations(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 conflicts in the midst of differing opinions by creatively developing a compromise within competing interest.
- 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 institution.
- 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.**

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**From:** Harold Mills <hmills@vmdventures.com>  
**Sent:** Sunday, November 26, 2017 1:26 AM  
**To:** Thomas, Shira R.  
**Subject:** Presidential Eval  
**Attachments:** 2016\_2017\_Presidential Evaluation\_ Tool\_12pt[3675].doc

Shira,

I am still tryin to get this eval to you. Linda mentioned you didn't receive the one I sent last Sunday. Can you confirm if you receive this one. Thank you, Harold

Sent from Mail for Windows 10



BOARD OF TRUSTEES EVALUATION FORM FOR PRESIDENT LARRY ROBINSON

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><b>Annual Priorities and Goals - 2016/2017</b></p> <p>How effective was the president:</p> <ul style="list-style-type: none"> <li>• Attaining the goals approved by the Board?</li> <li>• In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)</li> <li>• In communicating the attained goals?</li> </ul>	<p>Comments:</p> <p>PR has done a great job of achieving the goals established by the board, including the development of the strategic plan, increasing emphasis on higher quality recruiting efforts and managing university crisis.</p> <p>Critically, PR has done extremely well in stabilizing operations and constituent communication and engagement in the university activities.</p>	<p>1 - Exceeds</p> <p>2 – Meets</p> <p>3 – Does Not Meet</p>
<p><b>Strategic Leadership</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the culture of the organization and convincingly tell its story?</li> <li>• Discern and communicate the meaning of external trends and the institution's strategic situation?</li> <li>• Renew the mission and articulate a compelling vision?</li> <li>• Shape a productive strategy process and enlist the participation and confidence of others in it?</li> <li>• Implement the strategy and make</li> </ul>	<p>Comments:</p> <p>PR executed a strategic planning process extremely well. The plan's contents were well thought out, addressed core needs to improve the university and position it for the future.</p> <p>The plan actively sought input from various constituents and responded to such feedback. Once completed, the plan was well communicated and execution is underway with appropriate and improving monitoring tools.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>



<p>things happen to achieve competitive advantage and respond to the driving forces of change and competition?</p> <ul style="list-style-type: none"> <li>• Lead the creation of a long-range strategic plan that engages all stakeholders?</li> </ul>		
<p><b>Educational Leadership</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Propose educational directions and priorities that motivate others?</li> <li>• Assure academic quality by expecting the use of evidence to improve performance?</li> <li>• Mobilize resources to support educational programs?</li> <li>• Encourage and enable educational and curricular change and innovation?</li> <li>• Understand and participate in academic governance and collaborative decision-making?</li> <li>• Attract and retain strong faculty?</li> </ul>	<p>Comments:</p> <p>Aggressive measures have been taken to address Pharmacy and Law School required improvements. Other investments have been leveraged to position other schools for future excellence.</p> <p>The engineering school partnership is a great strategic opportunity for the school and the new Dean seems to be off to a good start.</p> <p>Upgrading faculty needs to continue to be a point of emphasis.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p><b>Organizational Management</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?</li> <li>• Create a sense of urgency and drive</li> </ul>	<p>Comments:</p> <p>Accountability, urgency and establishing high standards remains a shortfall for the university. Tough data based decisions including significant organizational changes are imminently required in order to fully execute on the strategic plan.</p> <p>This includes significant culture change to service orientation and urgency. This includes a concerted effort</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<p>results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities?</p> <ul style="list-style-type: none"> <li>• Set high standards and hold people responsible for results?</li> <li>• Make clear and timely decisions?</li> <li>• Make tough decisions?</li> <li>• Use analytical and creative thinking to solve problems?</li> <li>• Plan for and manage crises? (e.g. anti-hazing)</li> <li>• Attract, retain and develop talented personnel?</li> <li>• 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)?</li> </ul>	<p>to increase the level of talent in critical positions throughout the organization.</p>	
<p><b>Financial Management</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders?</li> <li>• Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for</li> </ul>	<p>Comments:</p> <p>This by far is the enterprises greatest challenge. The organization is in a precarious position with its financial health being extremely poor.</p> <p>Obviously state funding helps, reaching BOG performance goals help and rising enrollment will also assist in this effort. However, slow growing revenues and high structural costs are severely hampering the university disabling it from performing routine facilities maintenance, not to mention key investments for its future well being.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<p>depreciation, and increase the purchasing power of the endowment)?</p> <ul style="list-style-type: none"> <li>• Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval?</li> <li>• Fully inform and engage timely the Board on fiscal matters impacting the University?</li> <li>• 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) &amp; FAMU-FSU College of Engineering)?</li> </ul>	<p>Extremely tough decisions must be made in order to stabilize and create a level of independence for the university. This includes financial engineering and major adjustments to structural costs and operating procedures.</p>	
<p><b>Work Plan</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns?</li> <li>• Meet the goals established by the Board and approved by the BOG?</li> </ul>	<p>Comments:</p>	<p>1 - Exceeds  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2 - Meets</span>  3 - Does Not Meet</p>



<p><b>Fund Raising</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Lead and engage others in the fund-raising program?</li> <li>• Build relationships with major donors?</li> <li>• Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?</li> <li>• Provide stewardship for gifts that have been received?</li> <li>• Inform and engage the board appropriately?</li> </ul>	<p>Comments:</p> <p>While annual giving continues to increase PR has recently initiated a significant capital campaign. This progress will be measure in the coming months, however, it appears to be on track currently.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p><b>External Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, &amp; NCAA)</li> <li>• Provide leadership to local, regional and national higher education?</li> <li>• 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?</li> <li>• Relate to alumni and gain their support?</li> <li>• Build credibility and influence with media?</li> <li>• Influence legislators and public officials?</li> <li>• Provide consensus building, focused leadership on matters related to the</li> </ul>	<p>Comments:</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<p>University and Board of Trustees?</p> <p><b>Internal Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Develop a climate and programs that enhance diversity?</li> <li>• Interact with students and demonstrate commitment to their welfare?</li> <li>• Work with the faculty to develop initiatives to advance their work and professional well-being?</li> <li>• Work with the staff to create opportunities and resources to recognize their service and enhance their development?</li> <li>• Ensure strong faculty and community relations?</li> </ul>	<p>Comments:</p> <p>PR has done a great job of engaging internal constituents to align them with his vision of the future. This will continue to surveyed and evaluated. However, a significant amount of work needs to be achieved getting the internal staff to understand the very tough situation the university finds itself in and the even tougher decisions that will have to be made to ensure the enterprises going concern.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p><b>Board and Governance Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build the relationship with the board?</li> <li>• Gain support from the board, especially on controversial issues?</li> <li>• Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?</li> <li>• Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making?</li> </ul>	<p>Comments:</p> <p>PR is an excellent communicator and this skill has proven extremely helpful in stabilizing the university. It's also a skill that will be needed in the immediate as the university searches for operating best practices, revenue sources, and legislative support for its Ensuring all stakeholders are appropriately engaged will continue to be pivotal to our success.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

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



<ul style="list-style-type: none"> <li>• Reconcile conflict between self and others, and among groups and individuals?</li> <li>• Demonstrate honesty and integrity?</li> <li>• Inspire trust and confidence?</li> </ul>		
<p><b>Summary Questions</b></p> <ol style="list-style-type: none"> <li>1. What have been the president’s major accomplishments in the leadership of the institution over the last year?</li> <li>2. What single thing would you suggest to improve the president’s effectiveness?</li> <li>3. What other points need to be covered?</li> </ol>	<ol style="list-style-type: none"> <li>1. Communications and engagement are PR most critical strengths and accomplishments.</li> <li>2. Financial management and organizational/ talent accountability is the biggest development need required.</li> </ol>	

**Evaluation Rating Definitions**

**Exceeds Expectations:**

- Significantly and consistently exceeds expectations(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 conflicts in the midst of differing opinions by creatively developing a compromise within competing interest.

- 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 institution.
- 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.**

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**From:** Kim Moore <MOOREKI@tcc.fl.edu>  
**Sent:** Friday, November 17, 2017 6:03 PM  
**To:** Thomas, Shira R.  
**Subject:** President's Evaluation  
**Attachments:** 2016\_2017\_Presidential Evaluation\_ Trustee Moore.pdf

Good evening Shira,

Please find attached Dr. Robinson's performance evaluation for the 2016-2017 performance period. Please let me know if there are questions.

Regards,

Trustee Moore

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

BOARD OF TRUSTEES EVALUATION FORM FOR PRESIDENT LARRY ROBINSON

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><b>Annual Priorities and Goals - 2016/2017</b></p> <p>How effective was the president:</p> <ul style="list-style-type: none"> <li>Attaining the goals approved by the Board?</li> <li>In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)</li> <li>In communicating the attained goals?</li> </ul>	<p>Comments:</p> <p>In terms of specific goal attainment, the results are subjective in that the majority revolved around developing strategies, plans and conducting evaluations. Note in those instances there was a documented deliverable. In terms of goals that carried a measurable outcome, there were 6 that showed measurable progress but not attainment of the goals. It will be important to reassess the outcomes of the goals provided in the coming year to determine objectively the progress being made.</p> <p>With respect to the goals related to enrollment, though the actual was not achieved there was marked progress made toward the attainment.</p>	<p>1 - Exceeds</p> <p><b>2 - Meets</b></p> <p>3 – Does Not Meet</p>
<p><b>Strategic Leadership</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the culture of the organization and convincingly tell its story?</li> <li>Discern and communicate the meaning of external trends and the institution's strategic situation?</li> <li>Renew the mission and articulate a compelling vision?</li> <li>Shape a productive strategy process</li> </ul>	<p>Comments:</p> <p>Dr. Robinson has been very active over the year in attending meetings and speaking to stakeholder groups regarding the role of FAMU both now and in the future. He has included in his conversations the importance of our mission and vision moving forward. This was evidenced first-hand. He has also been very engaged with developing plans and strategies that better position the University to compete in the present and future.</p> <p>With respect to communication of the external trends and</p>	<p>1 - Exceeds</p> <p><b>2 - Meets</b></p> <p>3 – Does Not Meet</p>

<p>and enlist the participation and confidence of others in it?</p> <ul style="list-style-type: none"> <li>• Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition?</li> <li>• Lead the creation of a long-range strategic plan that engages all stakeholders?</li> </ul>	<p>the institutions strategic situation, discussion does take place but often times during a Board meeting where the amount of time afforded is not adequate. I would encourage through some means whether it be electronic, telephonically or face-to-face that Board members be exposed to the full breadth of the work underway.</p>	
<p><b>Educational Leadership</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Propose educational directions and priorities that motivate others?</li> <li>• Assure academic quality by expecting the use of evidence to improve performance?</li> <li>• Mobilize resources to support educational programs?</li> <li>• Encourage and enable educational and curricular change and innovation?</li> <li>• Understand and participate in academic governance and collaborative decision-making?</li> <li>• Attract and retain strong faculty?</li> </ul>	<p>Comments:</p> <p>This areas requires greater emphasis and leadership at multiple levels in order to ensure that there is a system in place that evaluates on an ongoing basis our programs. Note this includes enrollment, retention, graduation and passage of board exams. There have been instances over the year that have generated concern that can be directly tied to a lack of oversight and systems in place. Note in these instances the required changes were implemented. However, the need for greater attention both with being accountable to the Board and reporting out as well as internal systems of accountability that cascade down to the varying levels is warranted.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p><b>Organizational Management</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources</li> </ul>	<p>Comments:</p> <p>Over the current year there has been a renewed effort to shore up the systems in place and in a number of instances create or develop strategies to support future success. There has been a great degree of conversation around key topics such as enrollment, retention, student outcomes and facilities. However, there is the</p>	<p>1 - Exceeds</p>



<p>(finances, technology, human resources, facilities, services, etc.)?</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Set high standards and hold people responsible for results?</li> <li>• Make clear and timely decisions?</li> <li>• Make tough decisions?</li> <li>• Use analytical and creative thinking to solve problems?</li> <li>• Plan for and manage crises? (e.g. anti-hazing)</li> <li>• Attract, retain and develop talented personnel?</li> <li>• 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)?</li> </ul>	<p>constant recognition of the silos that still need to be addressed in many areas of the University. It is not uncommon to find key groups and areas that are/were not working together to resolve an issue that spans multiple areas. Individually it is evident the high standard that Dr. Robinson has for the University. The area of opportunity remains with consistently holding key individuals of his leadership team accountable for their actions as it pertains to moving areas of importance forward.</p> <p>Dr. Robinson's strength is not shying away from the responsibility that is associated with his role. He has in the majority of the situations been at the front in alerting Board members not only of the issue or crisis but also pointing out next steps.</p> <p>In terms of attracting, retaining and developing talented personnel, as a Board member my view is limited to 1- 3 tiers down in the organization and in those instances as evidenced through committee work there are key areas of opportunity that must be strengthened in order to ensure progress, accountability, goal attainment and proper management.</p> <p>The area that causes the greatest level of concern at this time is team development. In essence, ensuring that there are competent and committed individuals in key positions that are tasked with carrying out the mission and initiatives of the University. It is imperative that Dr. Robinson be able to develop a high functioning team that is results oriented.</p>	<p>2 - Meets</p> <p>3 – Does Not Meet</p>
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<p><b>Financial Management</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Understand and manage the organization’s financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders?</li> <li>• Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)?</li> <li>• Provide supervision of the University’s buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval?</li> <li>• Fully inform and engage timely the Board on fiscal matters impacting the University?</li> <li>• 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) &amp; FAMU-FSU College of Engineering)?</li> </ul>	<p>Comments:</p> <p>In terms of fiscal management, Dr. Robinson has engaged the Board in matters of immediate importance. However, current and long-term strategies that speak to the overall health of the University have not been addressed in a comprehensive manner. The areas that have been addressed follow a “one-off” approach whereby if questions are raised then answers are provided. It is important that steps be initiated to actively inform the body of key financial issues, this includes ensuring accountability for follow-up and closeout by the leadership team.</p> <p>Increased attention is necessary in order to develop a multi-year budget that takes into account all areas of the University. This process should be led by Dr. Robinson and carried out by the CFO and other key leadership whose feedback would be critical in the development of a multi-year budget.</p> <p>In terms of increasing revenue, there are multiple paths that can be targeted. However, one area that continues to draw questions is fundraising and resource development. There have been stated strategies and plans but our progress relative to the “fruit” being realized continues to escape our grasp.</p> <p>One example specific to timely engagement is the issue pertaining to the existing student housing and the resources needed in order to bring it up to speed. This is an area that should have been brought to the forefront by the President and the leadership team prior to the engagement of the Board and local media.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
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<p><b>Work Plan</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns?</li> <li>• Meet the goals established by the Board and approved by the BOG?</li> </ul>	<p><b>Comments:</b> Dr. Robinson recently established a position that will ensure that there is coordination and ongoing oversight pertaining to the work plan implementation and outcomes. I'm confident that with an increased focus we will be better positioned to pivot and make the required changes internally prior to the end of each performance period.</p> <p>In terms of goals met, the University did not receive any performance funds for the most recent reporting cycle.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p><b>Fund Raising</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Lead and engage others in the fund-raising program?</li> <li>• Build relationships with major donors?</li> <li>• Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?</li> <li>• Provide stewardship for gifts that have been received?</li> <li>• Inform and engage the board appropriately?</li> </ul>	<p><b>Comments:</b> The area of fund raising will require additional engagement and oversight by Dr. Robinson. There is great dialogue regarding opportunities. However, there is a perceived skepticism due to the conversations with the Board that took place prior Dr. Robinson's onboarding and presently. Again, the area of opportunity is once goals are set ensuring accountability until they're met.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p><b>External Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, &amp; NCAA)</li> <li>• Provide leadership to local, regional and national higher education?</li> <li>• Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with</li> </ul>	<p><b>Comments:</b> Dr. Robinson is well respected throughout many circles as it pertains to key stakeholder engagement. This is evidenced through his many speaking engagements and event participation. The area of opportunity is converting the engagement into influence. Note some examples could include the following: increasing the revenue to the University from industry, policy changes that support the agenda put forward by the University.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>



<p>the University and increases our standing within the SUS and HBCU rankings?</p> <ul style="list-style-type: none"> <li>• Relate to alumni and gain their support?</li> <li>• Build credibility and influence with media?</li> <li>• Influence legislators and public officials?</li> <li>• Provide consensus building, focused leadership on matters related to the University and Board of Trustees?</li> </ul>		
<p><b>Internal Relations</b> How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Develop a climate and programs that enhance diversity?</li> <li>• Interact with students and demonstrate commitment to their welfare?</li> <li>• Work with the faculty to develop initiatives to advance their work and professional well-being?</li> <li>• Work with the staff to create opportunities and resources to recognize their service and enhance their development?</li> <li>• Ensure strong faculty and community relations?</li> </ul>	<p>Comments:</p> <p>Dr. Robinson's effort have been consistent as it pertains to addressing current challenges and establishing a foundation that engages the appropriate stakeholders.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<p><b>Board and Governance Relations</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Build the relationship with the board?</li> <li>• Gain support from the board, especially on controversial issues?</li> <li>• Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?</li> <li>• Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making?</li> <li>• Involve the board in strategy in productive and appropriate ways?</li> <li>• Focus the board's attention on issues related to the president's professional development and personal welfare?</li> <li>• Focus the board's attention on decision-making and governance systems that need improvement?</li> <li>• Administer the affairs of the University consistent with the documented Board policy?</li> </ul>	<p>Comments:</p> <p>Dr. Robinson has effectively engaged and sought out the participation and support of the Board when addressing matters of elevated importance. Additionally, he has been very open with accepting constructive criticism along with demonstrating a keen commitment towards gaining consensus.</p>	<p>1 - Exceeds</p> <p><b>2 - Meets</b></p> <p>3 – Does Not Meet</p>
<p><b>EVALUATION FACTORS</b></p>		<p><b>PERFORMANCE</b></p>
<p><b>Personal Characteristics and Values</b></p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> <li>• Demonstrate persistence in reaching goals?</li> </ul>	<p>Dr. Robinson approach is perceived as being considerate, very methodical and cautious. He is open to entertaining varying points of view which aids in reaching resolution. These are all very positive points.</p>	<p><b>EXPECTATIONS</b> (Please circle one)</p>

<ul style="list-style-type: none"> <li>• Lead change?</li> <li>• Use political skills to negotiate agreements, create coalitions and build consensus?</li> <li>• Display interpersonal and people skills?</li> <li>• Communicate clearly and convincingly in various forms and contexts?</li> <li>• Show respect for others?</li> <li>• Listen?</li> <li>• Examine and challenge his or her assumptions and show a willingness to explore other viewpoints?</li> <li>• Understand his or her and others' feelings?</li> <li>• Reconcile conflict between self and others, and among groups and individuals?</li> <li>• Demonstrate honesty and integrity?</li> <li>• Inspire trust and confidence?</li> </ul>	<p>However, with the different types of situations being encountered there may be a need for a decision to be made sooner versus carried out over a longer period of time. To that end, there must be a willingness to assess the risk of not acting in a timelier manner.</p>	<p>1 - Exceeds  <b>2 – Meets</b>  3 – Does Not Meet</p>
<p><b>Summary Questions</b></p> <ol style="list-style-type: none"> <li>1. What have been the president's major accomplishments in the leadership of the institution over the last year?</li> <li>2. What single thing would you suggest to improve the president's effectiveness?</li> <li>3. What other points need to be covered?</li> </ol>		
<ol style="list-style-type: none"> <li>1. The president's major accomplishment have included: addressing head-on any pockets of erosion in the University's reputation that came as a result of the transition in leadership, developing key strategies for implementation and the creation of a position focused on system accountability.</li> <li>2. The single thing that I would put forward relative to improving Dr. Robinson's effectiveness is the formation of a strong leadership team to aid in carrying out the mission of the University.</li> <li>3. Dr. Robinson is a quality individual who has a deep care and love for FAMU that hasn't wavered.</li> </ol>		



## Evaluation Rating Definitions

### **Exceeds Expectations:**

- Significantly and consistently exceeds expectations(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 conflicts in the midst of differing opinions by creatively developing a compromise within competing interest.
- 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 institution.
- 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.