

FAMU

FLORIDA
AGRICULTURAL AND
MECHANICAL
UNIVERSITY



Presidential Search

Feedback Form Statistical Analysis



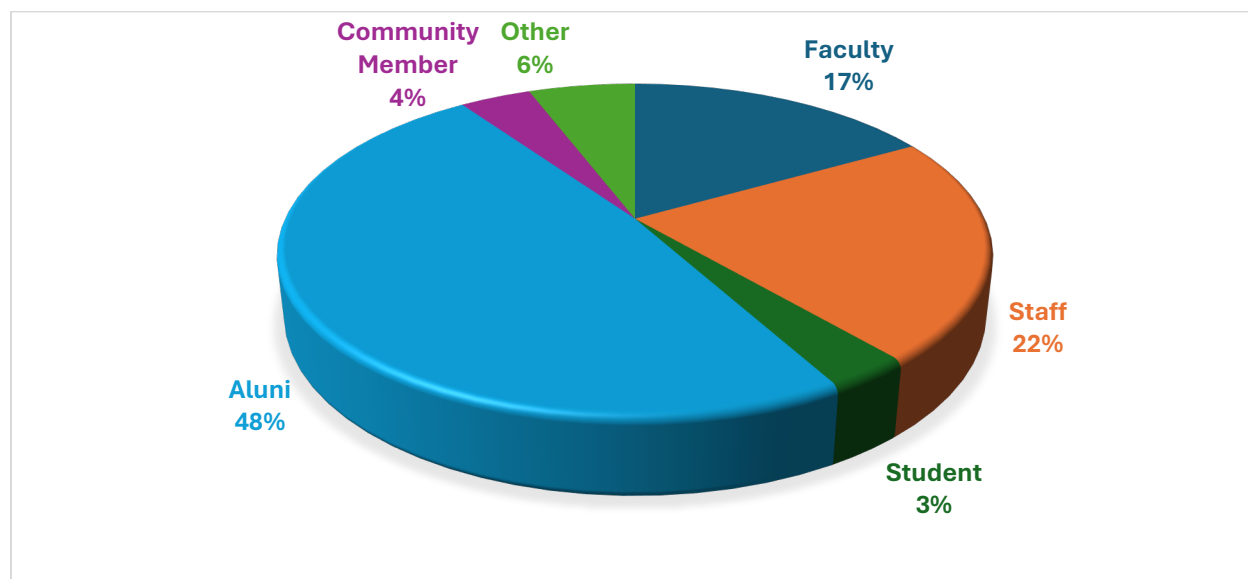
Gerald Hector, CPA

Senior Vice President for Administration and
Finance at the University of Central Florida

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Feedback Form Statistical Analysis

Survey Response Distribution by Group | 137 Total Responses



Overall Summary

The candidate received mixed feedback across different university stakeholder groups. His strong financial background and visionary leadership qualities were consistently praised, particularly by alumni and staff. His experience across multiple higher education institutions and knowledge of university operations were seen as valuable assets. However, several concerns emerged, primarily from faculty, regarding his lack of a terminal degree and questions about the transition from CFO to president. Students and some staff expressed interest in his financial expertise while questioning his readiness for broader leadership responsibilities beyond financial management. The candidate's ability to communicate effectively and his understanding of university operations were noted as positives, though his experience leading a land grant institution was questioned.

Overall Tone

The collective tone of the responses leans cautiously positive, with notable variations among groups. Alumni and those in the "Other" category were enthusiastically supportive, while staff maintained a positive but measured outlook. Student responses reflected a neutral stance, and faculty feedback skewed toward neutral-to-negative. Despite the concerns raised about academic credentials and leadership breadth, there is a general sense of optimism about the candidate's potential to address the university's financial and

operational challenges, though tempered by questions about his readiness for the full scope of presidential duties.

Feedback Summary by Role

FACULTY

Strengths Highlighted:

- Strong financial background.
- Qualified for financial leadership roles (e.g., chief financial officer).
- Experience in higher education.

Concerns Raised:

- Lacks a terminal degree, making tenure and certain academic reviews inappropriate.
- No experience as the leader of a major or land grant university.
- Ranked as the second weakest candidate among four.

Tone:

- Neutral to negative. While financial skills are valued, academic and leadership qualifications are seen as lacking.

STUDENT

Strengths Highlighted:

- Strong finance background.
- Potential to improve fundraising and student financial aid.
- Brings a different perspective.

Concerns Raised:

- Experience is heavily finance-focused; questions about broader leadership skills.
- Uncertainty about readiness for the full scope of presidential duties.
- Lack of clarity on other attributes beneficial to the university community.

Tone:

- Neutral. There's appreciation for financial expertise, but skepticism about overall fit for the presidency.

ALUMNI

Strengths Highlighted:

- Extensive experience in finance and accounting, seen as crucial for the university's needs.
- Has worked at multiple universities, bringing a broad and diverse perspective.
- Demonstrates a fresh set of eyes and a different approach to leadership.
- Well-prepared and strategic, with a clear vision for the institution.
- Knowledgeable about both public and private higher education environments.
- Effective communicator and approachable, making a positive impression during presentations.
- Recognized for operational knowledge and understanding of university systems.
- Seen as someone who can address and correct past financial mismanagement.

Concerns Raised:

- Few explicit concerns were raised by alumni in the responses.
- Some alumni responses did not mention any concerns at all.
- Where concerns were mentioned, they were generally minor or implied, such as the need for a leader who can adapt to the university's unique culture and challenges.

Tone:

- The overall tone from alumni is very positive and supportive.
- Alumni express confidence in the candidate's ability to move the university forward.
- There is a sense of optimism about the candidate's potential to bring about positive change, especially in financial management.
- Alumni responses are enthusiastic, focusing on the candidate's readiness, vision, and broad experience.

STAFF

Strengths Highlighted:

- Strong financial background and leadership experience in finance.
- Visionary qualities, operational effectiveness, and familiarity with the Florida SUS system.
- Well-spoken, effective communicator, and seen as having the credentials FAMU needs.

Concerns Raised:

- Potential learning curve transitioning from CFO to university president.
- Need for a full and swift understanding of FAMU's unique needs and challenges.

- General concern that the president should have a financial background (which the candidate does).

Tone:

- Positive. Staff responses are supportive, focusing on the candidate's credentials, vision, and readiness to move FAMU forward, with only minor reservations about the transition to the presidential role.

OTHER

Strengths Highlighted:

- Strong financial and accounting background, particularly valuable for addressing financial management needs.
- Visionary leadership qualities and well-prepared with clear plans.
- Experience at both public and private educational institutions.
- Approachable and knowledgeable about campus operations.

Concerns Raised:

- No significant concerns were expressed by this group.
- Most responses explicitly stated "None" or "No concern!"

Tone:

- Very positive. The responses from this group show strong support and enthusiasm for the candidate, particularly emphasizing their comprehensive understanding of university operations and financial management capabilities.

COMMUNITY MEMBER

Strengths Highlighted:

- Recognizes the candidate's understanding of the financial management required to run an institution.
- Sees value in the candidate's financial expertise for university operations.
- Implies the candidate could be a strong asset in a chief financial officer (CFO) role.

Concerns Raised:

- Strongly questions the lack of a doctoral degree, especially for representing an R2 research institution.
- Expresses doubt about the candidate's ability to set a scholarly example for the university.
- Suggests the candidate should not be a finalist for the presidency due to academic credential concerns.

Tone:

- The tone is critical and leans negative.
- The response is direct in recommending the candidate for a CFO position rather than the presidency.
- There is a clear emphasis on the importance of academic credentials for the university's leadership.

Summary of Question 1

What are the candidate's strengths?

1. Lack of Terminal Degree and Academic Credentials

- The candidate does not possess a doctoral or terminal degree, which is a significant concern for many, especially faculty.
- Respondents question the appropriateness of a president without the highest academic qualifications at a research institution.
- Concerns are raised about the candidate's eligibility for tenure and participation in academic reviews.
- Some feel the lack of a doctoral degree undermines the candidate's ability to set a scholarly example.
- The absence of academic credentials is seen as a barrier to credibility among faculty and academic peers.
- There is worry that this deficiency could impact the university's reputation and standing.

2. Limited Experience as a University President or Leader

- The candidate has not previously served as the leader of a major or land grant university.
- Respondents question whether experience as a CFO is sufficient preparation for the presidency.
- There are doubts about the candidate's readiness to handle the full scope of presidential responsibilities.
- Some feel the candidate's leadership experience is too narrowly focused on finance.

- The transition from a financial role to the top leadership position is seen as a potential challenge.
- Concerns are expressed about the candidate's ability to manage complex academic and community issues.

3. Overemphasis on Financial Background

- Many responses note that the candidate's strengths are heavily centered around finance.
- There is skepticism about whether financial expertise alone is enough for effective university leadership.
- Some worry that other important areas, such as academic vision and community engagement, may be neglected.
- Respondents question what additional attributes the candidate brings beyond finance.
- The focus on finance raises concerns about the candidate's ability to address broader institutional needs.
- There is a desire for a more well-rounded leader with diverse skills.

4. Fit for the Institution and Its Culture

- Some respondents question whether the candidate understands the unique needs and challenges of the university.
- There are concerns about the candidate's familiarity with the culture of historically Black colleges and universities (HBCUs).
- The ability to connect with students, faculty, and the broader community is seen as uncertain.
- Respondents express doubt about the candidate's readiness to represent the university's values and mission.
- The importance of cultural competence and sensitivity is highlighted as a potential gap.
- Some feel the candidate may not be the best fit for the institution's current context.

5. Concerns About Academic Leadership and Vision

- Respondents question the candidate's ability to provide academic leadership and set a scholarly agenda.
- There is uncertainty about the candidate's vision for academic excellence and research.
- Some worry about the candidate's capacity to support faculty development and student success.
- The lack of experience in academic administration is seen as a limitation.
- Concerns are raised about the candidate's ability to advocate for academic priorities at the state and national levels.
- The need for a president who can inspire and lead the academic community is emphasized.

6. General Reservations and Alternative Suggestions

- Some respondents suggest the candidate would be better suited for a chief financial officer role rather than president.
- There are calls for the selection committee to consider other candidates with stronger academic and leadership credentials.
- Respondents express a desire for a more holistic leader who can balance finance with other priorities.
- The candidate is sometimes ranked lower compared to other finalists.
- There is a sense of caution and hesitation about moving forward with this candidate.
- Some responses recommend that the candidate gain more experience before seeking a presidential role.

As we can see, the concerns raised in question 1 are wide-ranging and reflect deep consideration of the candidate's fit for the presidency. The feedback highlights both specific qualifications and broader issues of leadership, vision, and institutional culture.

Summary of Question 2

What concerns, if any, do you have about the candidate in this role?

1. Academic Qualifications and Scholarly Leadership

- Lack of terminal degree is seen as a significant barrier to leading an R2 research institution
- Inability to participate in tenure and post-tenure review processes due to lack of academic credentials
- Questions about capacity to understand and champion faculty research needs
- Concerns about credibility when making academic decisions
- Limited understanding of scholarly publication and research requirements
- Potential challenges in representing the university in academic circles

2. Transition from Financial to Presidential Leadership

- Learning curve moving from CFO to President role may be steep
- Uncertainty about ability to handle non-financial aspects of leadership
- Questions about readiness to manage complex stakeholder relationships
- Concerns about balancing financial priorities with academic needs
- Limited experience in strategic planning beyond financial matters
- Potential challenges in adapting to broader leadership responsibilities

3. HBCU Experience and Cultural Understanding

- Questions about depth of understanding of HBCU culture and mission
- Concerns about ability to advocate for HBCU-specific needs
- Limited experience with HBCU student population and their unique challenges
- Questions about understanding historical significance and legacy
- Concerns about maintaining and strengthening HBCU traditions
- Uncertainty about connections with HBCU networks and partnerships

4. Student Success and Development

- Questions about experience with student development programs
- Concerns about understanding diverse student needs beyond financial aid
- Limited track record in student retention initiatives
- Uncertainty about ability to create comprehensive student success strategies
- Questions about experience with student engagement and campus life
- Concerns about balancing student needs with financial decisions

5. Community and External Relations

- Questions about ability to build strong community partnerships
- Concerns about fundraising beyond traditional financial channels

- Limited experience with alumni relations and engagement
- Uncertainty about political advocacy skills
- Questions about ability to represent the university publicly
- Concerns about maintaining and building external relationships

6. Administrative and Operational Leadership

- Questions about experience managing large-scale institutional change
- Concerns about handling crisis management situations
- Limited track record in academic program development
- Uncertainty about ability to lead diverse administrative teams
- Questions about experience with accreditation processes
- Concerns about managing complex institutional operations

7. Strategic Vision and Innovation

- Questions about ability to develop comprehensive institutional vision
- Concerns about innovation beyond financial efficiency
- Limited experience with academic strategic planning
- Uncertainty about leading technological advancement initiatives
- Questions about ability to drive institutional transformation
- Concerns about balancing tradition with necessary change

8. Faculty and Staff Development

- Questions about understanding faculty development needs
- Concerns about supporting academic career advancement
- Limited experience with faculty recruitment and retention
- Uncertainty about managing faculty-administration relationships
- Questions about supporting staff professional development
- Concerns about maintaining academic quality and standards

9. Institutional Growth and Development

- Questions about experience with institutional expansion
- Concerns about managing growing research programs
- Limited track record in developing new academic initiatives
- Uncertainty about leading capital improvement projects
- Questions about experience with institutional partnerships
- Concerns about managing institutional reputation and rankings

10. Diversity, Equity, and Inclusion

- Questions about experience leading DEI initiatives
- Concerns about understanding systemic barriers in higher education
- Limited track record in promoting inclusive excellence
- Uncertainty about addressing equity challenges
- Questions about commitment to diverse leadership development
- Concerns about maintaining inclusive campus climate

This analysis reveals that while some respondents expressed no concerns, those who did raise issues focused on a broad range of leadership aspects beyond financial management. The concerns reflect the complex nature of university leadership and the high expectations stakeholders have for a presidential candidate at an R2 HBCU institution.

Summary of Question 3

What other observations or comments do you wish to share about this candidate?

1. Suitability for the Presidential Role

- Many respondents question whether the candidate's background is broad enough for the presidency, beyond financial expertise.
- There are suggestions that the candidate may be better suited for a chief financial officer or similar administrative role rather than president.
- Some express concern that the candidate lacks the holistic vision required to lead a complex academic institution.
- Respondents note the importance of having a president who can balance financial management with academic, student, and community needs.
- There is skepticism about the candidate's ability to inspire and unite diverse university stakeholders.
- Some comments reflect a desire for a leader with a proven track record in comprehensive institutional leadership.

2. Communication and Public Presence

- Observers comment on the candidate's communication style, with some noting strengths and others expressing reservations.
- Concerns are raised about the candidate's ability to effectively represent the university in public and governmental settings.
- Some respondents question whether the candidate can build strong relationships with alumni, donors, and external partners.
- There is uncertainty about the candidate's ability to handle media relations and crisis communication.
- The importance of charisma and presence in a university president is highlighted, with mixed views on whether the candidate meets this standard.
- Some feel the candidate's presentations lacked the inspiration or vision expected from a presidential finalist.

3. Understanding of University Culture and Mission

- Respondents emphasize the need for a president who deeply understands the unique culture and mission of the institution, especially as an HBCU.
- There are concerns about the candidate's familiarity with the traditions, values, and history of the university.
- Some question whether the candidate can effectively engage with and support the diverse campus community.
- The ability to foster a sense of belonging and pride among students, faculty, and staff is seen as critical.
- Respondents highlight the importance of cultural competence and sensitivity in university leadership.
- There is a desire for a leader who can champion the university's legacy while driving future growth.

4. Readiness for Immediate Challenges

- Some comments focus on the urgent challenges facing the university, such as financial recovery, accreditation, and enrollment.
- Respondents question whether the candidate can quickly adapt to the demands of the presidency.
- There are concerns about the candidate's ability to make tough decisions under pressure.
- The need for a leader who can hit the ground running and deliver results is emphasized.
- Some express doubt about the candidate's crisis management skills.
- Respondents want assurance that the candidate can address both short-term issues and long-term strategic goals.

5. Stakeholder Engagement and Relationship Building

- The ability to build trust and rapport with faculty, staff, students, and the broader community is a recurring theme.
- Some respondents are unsure if the candidate can effectively collaborate with shared governance bodies.
- There are concerns about the candidate's openness to feedback and willingness to engage in transparent decision-making.
- The importance of listening to and valuing diverse perspectives is highlighted.
- Respondents want a president who is visible, accessible, and approachable.
- There is a desire for a leader who can foster a collaborative and inclusive campus environment.

6. Long-Term Vision and Institutional Advancement

- Respondents look for evidence of a compelling long-term vision for the university's future.

- There are questions about the candidate's ability to drive innovation and academic excellence.
- Some express concern about the candidate's experience with fundraising and resource development.
- The ability to position the university for national recognition and growth is seen as essential.
- Respondents want a leader who can balance tradition with progress and modernization.
- There is a call for a president who can inspire confidence in the university's direction among all stakeholders.

As we can see, the feedback in question 3 reflects a wide range of thoughtful concerns and expectations. Respondents are looking for a leader who not only brings financial expertise but also demonstrates comprehensive leadership, cultural understanding, strong communication, and a compelling vision for the university's future.

Analysis

Based on the following objectives, how does the feedback and overall responses deliver against the objectives and what are the gaps?

OBJECTIVES

Essential Duties & Responsibilities

Leadership and Administration

- **Strategic Leadership:** Assumes full responsibility for the organization, administration, and leadership of the University. Provides leadership for the academic programs and student support services.
- **Policy and Planning:** Makes policy recommendations to the Board of Trustees on all matters affecting the university and recognizes their oversight. Conducts appropriate planning for the University.
- **Performance Improvement:** Continually assesses productivity, student success, and financial metrics to enhance the University's performance according to the Florida Board of Governors' performance funding metrics.

Financial Management and Fundraising

- Financial Oversight: Possesses a thorough understanding of various funding models with a history of sound financial management.
- Fundraising and Grants: Directs and supports fundraising and grant solicitation activities to enhance financial resources available for programs and services.

Community and Partnerships

- Partnership Building: Promotes partnerships with businesses, educational agencies, civic organizations, military bases, and community groups to benefit the University and community.
- Advocacy: Advocates on behalf of the University with state and federal governments for the benefit of the University.
- Community Engagement: Provides leadership for the University's involvement and support in community activities. Acts as the public relations contact for the University.

Compliance and Policy

- Policy Adherence: Adheres to and ensures compliance with all University and Board policies in accordance with Florida Statutes and the State Board of Governors. Exercises broad discretionary power to carry out BOT policy. Serves as Corporate Secretary for the Board of Trustees, engaging in policy recommendations.
- Legal and Accreditation Compliance: Ensures familiarity with institutional, NCAA, and athletic accreditation processes and legal requirements, administering contracts, and recommending site locations and utilization in compliance with regulations.

Faculty and Staff Development

- Professional Development: Commits to professional development and success for all faculty and staff, fostering an entrepreneurial spirit and an institutional climate of professionalism.

Additional Responsibilities

- Performs other similar related duties as may be delegated by the Board of Trustees, including lending influence in the development of higher education on local, state, and national levels.

Qualifications & Experience

Educational Requirements

- Terminal degree or significant professional achievement, recognition, and prestige are required.

- Combined administrative and academic experience at a research university and experience with D1 athletics are preferred.
- Individuals with the requisite leadership experience in education, industry, government, the military, or other sectors and whose experience will further the mission of Florida A&M University will be given full consideration.

ANALYSIS

Leadership and Administration

Alignment:

- The candidate is widely recognized for strong operational and financial leadership, with a reputation for data-driven decision-making and performance improvement.
- Stakeholders see him as capable of enhancing productivity and financial metrics, which supports the university's performance funding goals.

Gaps:

- There is a significant gap in academic leadership experience, particularly in leading academic programs and student support services. This is a critical gap, as it directly affects the university's core mission.
- The candidate's lack of a terminal degree and limited experience in academic policy and planning is also a significant gap, raising concerns about credibility and effectiveness in making policy recommendations to the Board of Trustees.

Financial Management and Fundraising

Alignment:

- The candidate's financial oversight skills are a major strength, with broad support for his expertise in budgeting, financial management, and operational efficiency.

Gaps:

- There is a significant gap in demonstrated experience with fundraising and grant solicitation. While financial management is strong, the ability to lead and support major fundraising initiatives is not clearly evidenced in the feedback.

Community and Partnerships

Alignment:

- Some respondents note the candidate's approachability and communication skills, which could support partnership building and community engagement.

Gaps:

- There is a significant gap in experience with building external partnerships, advocacy, and community engagement. The feedback does not provide clear evidence of the candidate's ability to serve as a public relations leader or advocate for the university at state and federal levels.

Compliance and Policy

Alignment:

- The candidate's operational background suggests a general understanding of compliance and policy adherence.

Gaps:

- There is a gap in demonstrated experience with legal and accreditation compliance, especially regarding NCAA and academic accreditation processes. This is a significant gap, as these areas are essential for university operations and reputation.

Faculty and Staff Development

Alignment:

- The candidate is recognized for visionary leadership, which could support a positive institutional climate.

Gaps:

- There is a significant gap in evidence of commitment to faculty and staff professional development. The feedback does not indicate experience in fostering faculty growth, staff advancement, or an entrepreneurial spirit.

Additional Responsibilities

Alignment:

- The candidate is seen as adaptable and capable of handling delegated duties with professionalism.

Gaps:

- There is a gap in experience with D1 athletics and sector-wide influence in higher education. This is a gap, but not as critical as those related to academic leadership or compliance.

Qualifications & Experience

Alignment:

- The candidate's financial and operational expertise is well recognized.

Gaps:

- The absence of a terminal degree is a critical gap, as it is a stated requirement and a major concern among stakeholders.
- Limited combined administrative and academic experience at a research university is a significant gap.
- Lack of experience with D1 athletics is a gap, but less critical compared to academic and compliance gaps.

Overall Assessment

Strong Alignments

- Financial Management & Operations
 - Demonstrates exceptional understanding of financial oversight
 - Shows strong capability in operational leadership
 - Brings proven track record of sound financial management
 - Exhibits data-driven decision-making approach
 - Has experience across multiple higher education institutions
 - Shows clear understanding of institutional financial metrics

Critical Gaps (These could significantly impact success in role)

- Academic Leadership
 - Lacks terminal degree, which affects credibility with faculty
 - Has limited experience leading academic programs
 - Shows no clear track record in academic policy development
 - Missing evidence of scholarly engagement or understanding
 - Has not demonstrated experience with tenure processes
 - Cannot participate in key academic governance decisions

Significant Gaps (These need substantial development)

- External Relations & Advancement
 - Limited evidence of fundraising leadership
 - Unclear track record in grant solicitation
 - No demonstrated experience in government relations
 - Limited history of community partnership building
 - Uncertain ability to serve as institutional advocate
 - Missing proof of external stakeholder management

Notable Gaps (These need attention but are less critical)

- Institutional Development

- Limited experience with D1 athletics
- Unclear history with accreditation processes
- No demonstrated experience with Board of Trustees
- Limited evidence of strategic planning beyond finance
- Missing track record in institutional advancement
- Uncertain ability to influence higher education policy

Risk Assessment

- High Risk Areas:
 - Academic leadership and credibility
 - Faculty relations and academic governance
 - Institutional advancement and external partnerships
 - Strategic vision beyond financial management
- Moderate Risk Areas:
 - Community engagement
 - Policy development
 - Professional development programs
 - Stakeholder relationship management

Summary Conclusion:

While the candidate brings exceptional strength in financial management and operations, the critical gaps in academic leadership and significant gaps in external relations present substantial risks to successful leadership of the institution. The absence of a terminal degree, combined with limited experience in key presidential responsibilities beyond finance, suggests a meaningful misalignment with the comprehensive requirements of the role. These gaps would require significant support structures and rapid development to mitigate institutional risk.