

FAMU BOARD OF TRUSTEES



PRESIDENTIAL EVALUATION

2017–2018

RATING PERIOD

| Board Responses | Carter | Dorch | Garble | Jackson | Lawrence | Lawson | Mills | Moore | Ferry | Reed | Washington | Woody | Rating | Average Rating | Total Responses |
|---------------------------------|-----------|-----------|-----------|-----------|-----------------|-----------|-----------------|-------------|-----------|-----------|-----------------|-----------|---------------------------------|----------------|-----------------|
| Annual Priorities And Goals | 2-Meets | 2-Meets | 1-Exceeds | 2-Meets | 2-Meets | 2-Meets | 3-Does not Meet | 1.5-Exceeds | 2-Meets | 2-Meets | 3-Does not Meet | 1-Exceeds | Exceeds Meets 7 Not Meet | 3 7 2 | 12 |
| | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 2-Meets | 1-Exceeds | 1-Exceeds | Exceeds Meets 9 Not Meet | 9 | 12 |
| Strategic Leadership | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 1-Exceeds | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 1-Exceeds | Exceeds Meets 3 Not Meet | 3 | 12 |
| | 1-Exceeds | 2-Meets | 1-Exceeds | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 1-Exceeds | Exceeds Meets 9 Not Meet | 9 | 12 |
| Educational Leadership | 1-Exceeds | 2-Meets | 1-Exceeds | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 1-Exceeds | Exceeds Meets 3 Not Meet | 3 | 12 |
| | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 2-Meets | 2.5-Meets | 2-Meets | 2-Meets | 2-Meets | 1-Exceeds | Exceeds Meets 6 Not Meet | 6 | 12 |
| Organizational Management | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 2-Meets | 2.5-Meets | 2-Meets | 2-Meets | 2-Meets | 1-Exceeds | Exceeds Meets 6 Not Meet | 6 | 12 |
| | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 3-Does not Meet | 1-Exceeds | Exceeds Meets 5 Not Meet | 5 | 12 |
| Financial Management | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 3-Does not Meet | 1-Exceeds | Exceeds Meets 6 Not Meet | 6 | 12 |
| | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 2-Meets | Exceeds Meets 11 Not Meet | 11 | 12 |
| Work Plan | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 2-Meets | 1-Exceeds | 1-Exceeds | 2-Meets | Exceeds Meets 9 Not Meet | 9 | 12 |
| | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 2-Meets | 1-Exceeds | 1-Exceeds | 1-Exceeds | Exceeds Meets 3 Not Meet | 3 | 12 |
| Fund Raising | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 3-Does not Meet | 2.5-Meets | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 2-Meets | 2-Meets | Exceeds Meets 11 Not Meet | 11 | 12 |
| | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 1-Exceeds | 1-Exceeds | Exceeds Meets 11 Not Meet | 11 | 12 |
| External Relations | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 1-Exceeds | 1-Exceeds | Exceeds Meets 11 Not Meet | 11 | 12 |
| | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 1-Exceeds | 1-Exceeds | Exceeds Meets 11 Not Meet | 11 | 12 |
| Internal Relations | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 1-Exceeds | 2-Meets | 1.5-Exceeds | 2-Meets | 1-Exceeds | 2-Meets | 1-Exceeds | Exceeds Meets 8 Not Meet | 8 | 12 |
| | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 2-Meets | 2.5-Meets | 1-Exceeds | 2-Meets | 2-Meets | 2-Meets | Exceeds Meets 6 Not Meet | 6 | 12 |
| Board and Governance Relations | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 2-Meets | 2.5-Meets | 1-Exceeds | 2-Meets | 2-Meets | 2-Meets | Exceeds Meets 6 Not Meet | 6 | 12 |
| | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 2-Meets | 2.5-Meets | 1-Exceeds | 2-Meets | 2-Meets | 2-Meets | Exceeds Meets 6 Not Meet | 6 | 12 |
| Personal Characteristics Values | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1.5-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | Exceeds Meets 11 Not Meet | 11 | 12 |
| | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1.5-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | Exceeds Meets 11 Not Meet | 11 | 12 |

*RNP denotes- Rating Not Provided

President Self- Assessment and Trustee Majority Rating

| Responses | Annual Goals and Priorities | Strategic Leadership | Educational Leadership | Organizational Management | Financial Management | Work Plan | Funding Raising | External Relations | Internal Relations | Board and Governance Relations | Personal Characteristics and Values |
|-----------------------------|-----------------------------|----------------------|------------------------|---------------------------|----------------------|-----------|-----------------|--------------------|--------------------|--------------------------------|-------------------------------------|
| Interim President Roblinson | 2-Meets | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds |
| Board of Trustees | 2-Meets | 1-Exceeds | 2-Meets | 2-Meets | 2-Meets | 1-Exceeds | 2-Meets | 1-Exceeds | 1-Exceeds | 2-Meets | 1-Exceeds |

Methodology: The score for each performance area is determined by dividing the combined scores of each evaluator by the number of evaluators responding.

**DR. LARRY ROBINSON'S
SELF EVALUATION**

**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------------------------------|-------------|-----------|-------------|---|----|-----|----|---|-------|-------|-------|--|--------|--------|--------|--|--------|---------|--------|---|-----|---------------------------|-----|--|-------|--------|-------|--|-----|-------------------------|-----|---|---------|---------|-------|---|-----|--------|-----|---|---|------|-----|---|
| <p>Annual Priorities and Goals - 2017/2018</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? | <p align="center">Status Update on Goal Attainment</p> <p>The table below provides an update on the goals, as of June 29, 2018. Descriptive narratives on the progress made with respect to each goal are provided in the section below the table.</p> <ul style="list-style-type: none"> • 40% of the goals were met (4 of 10) • 40% of the goals were not met (4 of 10) • Progress on goals 9 and 10 will not be determined until September 2018, as explained below <table border="1"> <thead> <tr> <th>Metric</th> <th>Baseline</th> <th>2018 Goal</th> <th>2018 Actual</th> </tr> </thead> <tbody> <tr> <td>1. Increase FAMU'S Overall Score on PBF Metrics</td> <td>65</td> <td>>65</td> <td>72</td> </tr> <tr> <td>2. Increase the University's Six-Year Graduation Rate by 5%</td> <td>40.7%</td> <td>45.7%</td> <td>47.3%</td> </tr> <tr> <td>3. Achieve First-Time Licensure Pass Rates that Meet or Exceed State/ National Benchmarks in Law (Goal: >70%), Nursing (>87%), Pharmacy (>93%) and Physical Therapy (>91%)</td> <td>0 of 4</td> <td>1 of 4</td> <td>0 of 4</td> </tr> <tr> <td>4. Increase Annual Giving by 25% and Implement a Plan to Launch a Capital Campaign</td> <td>\$8.5M</td> <td>\$10.6M</td> <td>\$9.3M</td> </tr> <tr> <td>5. Implement a Comprehensive Plan to Improve Customer Service in Key Campus Administrative Units and Enhance Engagement with Stakeholder Groups</td> <td>N/A</td> <td>Implement plan by June 30</td> <td>Met</td> </tr> <tr> <td>6. Increase Total Headcount Enrollment by 5%</td> <td>9,614</td> <td>10,029</td> <td>9,909</td> </tr> <tr> <td>7. Develop a Comprehensive Housing Plan by June 2018 to Address Short and Long Term Housing Strategies</td> <td>N/A</td> <td>Develop plan by June 30</td> <td>Met</td> </tr> <tr> <td>8. Increase Total R&D Expenditures by 1%*</td> <td>\$45.4M</td> <td>\$45.8M</td> <td>\$38M</td> </tr> <tr> <td>9. Reduce Overall Expenditures by 5% and Continue to Invest in the University's Key Initiatives and Strategic Priorities, while Increasing Cash Flow and Liquidity (reserves)</td> <td>N/A</td> <td>\$2.2M</td> <td>TBD</td> </tr> <tr> <td>10. Strengthen the University's Financial Health by Achieving or Exceeding a Minimum Debt Ratio of 0.84</td> <td>.</td> <td>0.84</td> <td>TBD</td> </tr> </tbody> </table> <p align="center"> Met Not Met </p> | Metric | Baseline | 2018 Goal | 2018 Actual | 1. Increase FAMU'S Overall Score on PBF Metrics | 65 | >65 | 72 | 2. Increase the University's Six-Year Graduation Rate by 5% | 40.7% | 45.7% | 47.3% | 3. Achieve First-Time Licensure Pass Rates that Meet or Exceed State/ National Benchmarks in Law (Goal: >70%), Nursing (>87%), Pharmacy (>93%) and Physical Therapy (>91%) | 0 of 4 | 1 of 4 | 0 of 4 | 4. Increase Annual Giving by 25% and Implement a Plan to Launch a Capital Campaign | \$8.5M | \$10.6M | \$9.3M | 5. Implement a Comprehensive Plan to Improve Customer Service in Key Campus Administrative Units and Enhance Engagement with Stakeholder Groups | N/A | Implement plan by June 30 | Met | 6. Increase Total Headcount Enrollment by 5% | 9,614 | 10,029 | 9,909 | 7. Develop a Comprehensive Housing Plan by June 2018 to Address Short and Long Term Housing Strategies | N/A | Develop plan by June 30 | Met | 8. Increase Total R&D Expenditures by 1%* | \$45.4M | \$45.8M | \$38M | 9. Reduce Overall Expenditures by 5% and Continue to Invest in the University's Key Initiatives and Strategic Priorities, while Increasing Cash Flow and Liquidity (reserves) | N/A | \$2.2M | TBD | 10. Strengthen the University's Financial Health by Achieving or Exceeding a Minimum Debt Ratio of 0.84 | . | 0.84 | TBD | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |
| Metric | Baseline | 2018 Goal | 2018 Actual | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Increase FAMU'S Overall Score on PBF Metrics | 65 | >65 | 72 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Increase the University's Six-Year Graduation Rate by 5% | 40.7% | 45.7% | 47.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Achieve First-Time Licensure Pass Rates that Meet or Exceed State/ National Benchmarks in Law (Goal: >70%), Nursing (>87%), Pharmacy (>93%) and Physical Therapy (>91%) | 0 of 4 | 1 of 4 | 0 of 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Increase Annual Giving by 25% and Implement a Plan to Launch a Capital Campaign | \$8.5M | \$10.6M | \$9.3M | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Implement a Comprehensive Plan to Improve Customer Service in Key Campus Administrative Units and Enhance Engagement with Stakeholder Groups | N/A | Implement plan by June 30 | Met | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Increase Total Headcount Enrollment by 5% | 9,614 | 10,029 | 9,909 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Develop a Comprehensive Housing Plan by June 2018 to Address Short and Long Term Housing Strategies | N/A | Develop plan by June 30 | Met | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. Increase Total R&D Expenditures by 1%* | \$45.4M | \$45.8M | \$38M | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. Reduce Overall Expenditures by 5% and Continue to Invest in the University's Key Initiatives and Strategic Priorities, while Increasing Cash Flow and Liquidity (reserves) | N/A | \$2.2M | TBD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Strengthen the University's Financial Health by Achieving or Exceeding a Minimum Debt Ratio of 0.84 | . | 0.84 | TBD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

Visit <http://president.famu.edu> (click on Goals) for President's Goals Dashboard and Scorecard.

Summary of Progress

Goal 1 (met): FAMU obtained the highest score to date on the Performance Based Funding Model, increasing from 65 points (2017) to 72 points (2018).

Goal 2 (met): FAMU's six-year graduation rate increased by 6.7%, from 40.7% to 47.3%.

Goal 3 (not met): While this goal was not achieved, significant progress has been made over the past year to improve performance on licensure exams in each of the targeted areas. Last year I instructed each college/school to develop comprehensive action plans describing the steps that would be taken to improve performance. Each plan addressed how the program would: a) revise admissions criteria; b) redesign curricula; c) enhance academic support services; and d) improve faculty development. Deans from Law, Allied Health Sciences and Nursing also provide updates to the BOT on the goals, strategies and expected outcomes described in the action plans. Two programs experienced an increase in first-time pass rates as a result of strategies implemented: a) 2017 pass rates for the College of Pharmacy increased by 15% over the previous year; b) Preliminary 2018 pass rates for the School of Nursing have increased to 86%, representing a 22% increase over the previous year.

Goal 4 (not met): The goal to increase annual giving by 25% was not achieved; however, the University did experience a 9.5% increase over the past year. Progress on this goal was hampered somewhat due to administrative turnover in the Division of University Advancement. Despite this challenge, significant progress was made via the initiation of targeted fundraising campaigns and the hiring of an external consultant to develop a Capital Campaign Readiness Plan. Specific details regarding fundraising activities that occurred are provided below:

- As of June 28, the 2017-2018 annual giving amount is \$9.3M (\$4.1M Cash + \$5.2M pledges and planned gifts).
 - Results for the previous year: Annual giving was \$8.5M (\$5.2M Cash + \$3.3M pledges and planned gifts).
- The University is in process of developing a plan to launch a capital campaign. Actions to date include:
 - Hiring a consultant to prepare a preliminary Capital Campaign Readiness Plan
 - Assessing staff and organizational structure
 - Implementing infrastructure enhancements to support a Capital Campaign, including the launch of the FAMU Rising Fundraising Campaign (www.FAMURising.com)

**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| | <ul style="list-style-type: none"> ○ Refining the donor prospecting process and pool <p>Goal 5 (met): A comprehensive plan to improve University customer service was developed this year, with formal implementation beginning in May 2018. The framework for the plan is grounded in the key goals and strategies outlined in the University Strategic Plan. The University has hired an external consulting firm to assist with the implementation of the plan. A representative of the firm gave a featured presentation during the President's Leadership Retreat in May. Additionally, a presentation of proposed strategies, activities, timelines and deliverables were presented to the FAMU BOT in June 2018.</p> <p><u>Goals and Strategies for Customer Service Initiative:</u> Goal 1: To develop and maintain a University-wide culture of service excellence. Goal 2: To Sustain superior service levels with ongoing monitoring, accountability, and recognition programs to reward excellent customer service.</p> <p>Strategies include:</p> <ol style="list-style-type: none"> 1. Assess the customer experience by examining critical points of contact and campus physical infrastructure, and by soliciting feedback from key stakeholders. 2. Create and communicate a "Customer Service Vision" to assure an understanding of the University's standards and expectations of "service excellence." 3. Develop and implement a comprehensive service excellence plan that assures employee accountability, training and development, employee engagement and employee recognition. 4. Create monitoring systems or dashboards for service levels 5. Create internal service excellence recognition competitions and initiatives 6. Participate in external service excellence awards competitions <p><u>Enhance Engagement with Stakeholder Groups:</u> During the past year I worked tirelessly to enhance engagement with university stakeholder groups, including alumni, corporate partners, legislators, etc. Specific details regarding these efforts are described in more detail in later sections below.</p> <p>Goal 6 (not met): We have made significant progress in stabilizing the University's enrollment through our strategic recruitment efforts. The University experienced a 3% increase in the total headcount enrollment over the previous year. It is worth noting that in fall 2017 the University's enrollment increased for the first time since fall 2010. There has also been a 29% increase in FTIC applications and a 16.6% increase in total applications for the coming year</p> | |
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**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic | <p>(fall 2018 vs fall 2017).</p> <p>Goal 7 (met): In collaboration with internal and external stakeholders (namely, Division of Bond Finance, BOG, and the Federal Department of Education) the University has developed a housing financial and deferred maintenance plan. This plan provides a comprehensive solution for all of our housing needs without bifurcating the system. The plan uses a multi-pronged approach consisting of restructuring of existing debt, financing for new housing development (Phase 1A), and providing financing necessary to address our deferred maintenance in housing facilities. A Debt Management packet for participation in the DOE's HBCU Capital Financing program has been developed and approved by the BOT; an update was also provided to the BOG at its June 2018 meeting. The University plans to seek approval as an action item on the BOG's September meeting.</p> <p>Goal 8 (not met): Due to changes in how the University now reports its R&D expenditures to the National Science Foundation, the total reported (\$38M) is below the target of \$45.8M for this year. Several new large R&D proposals are in progress that, if successful, will significantly increase FAMU's portfolio next fiscal year.</p> <p>Goal 9 (TBD): The data for this goal will not be available until the University's financial statements are completed in September. Several cost-saving strategies were implemented in the past year to assist the University in its overall goal to reduce expenditures</p> <p>Goal 10 (TBD): The data for this goal will not be available until the University's financial statements are completed in September. Preliminary data indicate the projected debt service ratio at end of the fiscal year (June 30, 2018) is estimated to be slightly under the target.</p> |
| <p>Comments:</p> <p>My efforts over the past year have focused on implementing a sound framework to guide our decisions related to vision, goal setting, implementation, communication, and allocation of resources. The following provides achievements made to date:</p> <p><u>Demonstrate an Understanding of Culture and Convincingly Tell its Story</u></p> <ul style="list-style-type: none"> • Engagement with state legislators to advocate for institutional support <ul style="list-style-type: none"> o Meetings were held with a 95% of the members of the Florida Caucus of Black | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <ul style="list-style-type: none"> • situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? | <p>State Legislators and 98% of the House and Senate Appropriation leadership and staff to discuss the University's 2017-18 Legislative Budget Request. Joining me in a majority of those meetings were students, and when possible staff, trustees and alumni. Legislators and staff were especially appreciative of the opportunity to receive a student's perspective on the need to support our funding request.</p> <ul style="list-style-type: none"> • Engagement with Congress and federal agencies to advocate for institutional support <ul style="list-style-type: none"> ○ Throughout the year, visits, meetings, panel and conference participation and presentations were utilized to advocate for the University and its strategic priorities. These events included: <ul style="list-style-type: none"> ▪ Participation in White House Initiative on Historically Black Colleges and Universities annual activities. ▪ Engaging with members of the Congressional Black Caucus (CBC) in conjunction with the Thurgood Marshall College Fund conference ▪ Participating in the HBCU STEAM Day of Action alongside the HBCU Congressional Caucus. ▪ FAMU being spotlighted in the Congressional HBCU Caucus Newsletter ▪ Participating in the NOAA Senior Leadership Meeting ▪ NOAA EPP/MSI 9th Biennial Education and Science Forum ▪ Hosting Air Force and Navy leaders/representatives to promote diversity in recruitment. ▪ Hosting Congresswoman Alma Adams from North Carolina and Congressman Anthony Brown Maryland for a visit to our ROTC program. ▪ Meetings on several occasions with our U.S Congressman Al Lawson and U.S, Senators Bill Nelson and Marco Rubio. These meetings have resulted in Congressional funding and support of several initiatives. ▪ Hosting visit with United States Secretary of Agriculture, Sonny Perdue for a roundtable discussion on youth and agriculture. • Engagement with alumni and other stakeholder groups to advocate for institutional support <ul style="list-style-type: none"> ○ With an understanding of the important role our alumni and supporters play in the success of the University, alumni events were included on the Presidential calendar on a monthly basis. Chapters in each region were engaged. Examples of some of the visits, speaking engagements and fundraising outreach efforts that occurred with our alumni and other stakeholder groups to advocate | |
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**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| | <p>institutional support included:</p> <ul style="list-style-type: none"> ▪ FAMU National Alumni Association (NAA) Convention -Orlando, Florida. NAA raised over \$600,000 to support student success, athletics and other targeted programs. ▪ NAA Southern California Chapter Fundraising Event ▪ Tampa Alumni Gala Banquet-reception ▪ FAMU NAA Leon County Chapter Scholarship Gala ▪ Broward County Alumni Unity Day ▪ Broward County HBCU President's and Chapter President's Roundtable (May) ▪ Metro Atlanta Chapter event ▪ 220 Quarterback Club meetings ▪ Meetings and engagement with distinguished alumni/donor prospects throughout year, such as Rob Hardy, Montrel Miller and Shundrawn Thomas, and attending the mayoral inaugurations of three alumni, including Atlanta Mayor Keisha Lance Bottoms, Booker Gainor, and Deana Holiday Ingraham ▪ FAMU Retirees Luncheon ▪ Pittman Law Group Reception ▪ Meetings and engagement with members of the Board of Trustees, Foundation Board, Board of Governors and Rattler Boosters throughout the year. ▪ Hosted industry leaders such as Mike Fernandez on campus ▪ Alumni, friends, corporate partners, foundations, and other stakeholders donated approximately \$9.3M in 2017-2018. • List of external speaking engagements <ul style="list-style-type: none"> ○ Throughout the year, I participated in speaking engagements and networking opportunities on a monthly basis to ensure the University's story, strategic priorities, mission and vision were shared with the community and influential leaders, potential partners and stakeholders. These engagements included: <ul style="list-style-type: none"> ▪ Gooden-Steele Prayer Breakfast (honoree and participant) ▪ Chamber President's Council Luncheon (February) ▪ Leadership Tallahassee Convening ▪ PBS's Tell Them We Are Rising HBCU Panel ▪ Links Chapter Meeting ▪ Inter Civic Council – Southern Christian Leadership Council MLK |
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**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| | <p style="text-align: center;"><u>Discern and Communicate the Meaning of External Trends</u></p> <ul style="list-style-type: none"> • Speaking engagements in DC, Florida and around the nation regarding HBCUs, higher education, policy, etc. <ul style="list-style-type: none"> ○ Throughout the year, I participated in conferences, round tables, panels, meetings and other engagements to advocate on behalf of HBCUs, and to impact higher education policy. These engagements included: <ul style="list-style-type: none"> ▪ Intel HBCU President's Roundtable ▪ Visits with Facebook and Google representatives ▪ TMCF Member-Schools Convening and Congressional activities ▪ <i>Tell Them We Are Rising</i> documentary screening and televised panel on the value and impact of HBCUs ▪ SASCOC Workshop ▪ Meeting with Dow Corporation ▪ HBCU Week in Washington, D.C. ▪ White House Initiative on Historically Black Colleges and Universities to promote the new Construction and Infrastructure Technology Innovation Center (CITIC) of Excellence proposal. <ul style="list-style-type: none"> ▪ APLU Council of Presidents meeting <ul style="list-style-type: none"> ○ White House HBCU Initiative Director ○ Meeting with leaders from DHS, HUD, DOE and the Office of National Intelligence. • Speaking engagements with corporate partners, etc. regarding workforce needs and employment opportunities <ul style="list-style-type: none"> ○ I had several engagements with corporate and community partners regarding workforce needs and employment opportunities, including City of Tallahassee, Tallahassee Chamber of Commerce, Dow, Ford, Southern Glaser, Intel, | |
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| | <p>Google, Facebook, Regions, Fifth Third Bank, Coca-Cola Beverages Florida, other FAMU Industry Cluster members, and others corporate partners.</p> <ul style="list-style-type: none"> o Engagement with Community Health Systems – the nation’s second largest hospital operator – in order to promote new education to employment strategies for FAMU students in the Allied Health Sciences field. <p><u>Strategic Planning/Visioning and Garnering Support</u></p> <ul style="list-style-type: none"> • Efforts this year have focused on implementing the University’s new five-year Strategic Plan; examples of these activities included: <ul style="list-style-type: none"> o Gaining BOG approval of the plan o Providing quarterly status updates and highlights at each BOT meeting o Development of Dashboards and Scorecards on key performance indicators to indicate progress. o Holding quarterly Strategic Planning Workshops with senior leadership, deans and other administrators on implementation of the Strategic Plan o Effective budget planning and allocation of resources to support the plan • The University developed and secured BOT and BOG approval of the 2018 Accountability Plan (contains key achievements, data and projections on key performance indicators). • Garnering support and buy-in for the University’s strategic initiatives through consistent communication and engagement with the BOT, BOG, faculty, staff, students, alumni and other key stakeholders. <ul style="list-style-type: none"> o The University Received \$6M in support of its Legislative Budget Request, which focuses on providing resources for the initiatives outlined in the University Strategic Plan. o The University effectively lobbied the Florida Legislature and Governor for approval of legislation that enables the University to participate in the DOE HBCU Capital Financing Program. • Key administrative searches at the Deans level <ul style="list-style-type: none"> o Launched national searches for the dean positions in pharmacy, education, journalism and graphic communications, and science and technology. |
| <p>Educational Leadership</p> <p>How effectively does the president:</p> | <p>Comments:</p> <p>My vision and agenda as leader is to build upon the mission of FAMU by ensuring that the</p> |

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| <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? | <p>University offers high-quality, cutting-edge academic programs and educational experiences for our students. Below provides a summary of key accomplishments and outcomes:</p> <p><u>Propose Educational Directions and Priorities that Motivate Others</u></p> <ul style="list-style-type: none"> Over the past year I have placed an emphasis on the development of new interdisciplinary academic programs that will place FAMU at the forefront of innovation and discovery. Support and approval of these proposed programs was obtained via BOT and BOG approval of the University's Accountability Plan. Examples of these programs include: <ul style="list-style-type: none"> BS and MS in Cybersecurity BS in Business Analytics BS in Digital Media PhD in Sustainability <p><u>Assure Academic Quality</u></p> <ul style="list-style-type: none"> Over the past year the University has placed an increased emphasis on monitoring and improving the performance of its academic programs. <ul style="list-style-type: none"> Each college/school was required to develop unit-level strategic plans and action plans outlining key steps for improvement Academic scorecards were developed for each college/school, which identify baselines and annual goals for key measures of success <p><u>Mobilize Resources to Support Educational Programs</u></p> <ul style="list-style-type: none"> Secured \$6M in funding from legislature in support of academic support and educational programs. <p><u>Encourage and Enable Educational and Curricular Change and Innovation</u></p> <ul style="list-style-type: none"> This past year I facilitated FAMU's participation in the Google West HBCU Initiative. I joined a distinguished panel in March 2018 on Capitol Hill for the first HBCU Science, Technology, Engineering, Art, and Mathematics (STEAM) Day of Action. The Bipartisan Historically Black Colleges and Universities (HBCUs) Caucus and the STEAM Caucus hosted the event. HBCU presidents and administrators from 34 schools and industry leaders met with congressmen and senior staff from both parties and in both chambers. This past year the University developed and approved its first fully online undergraduate educational program (BS in Information Technology). | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
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- Several new academic programs were approved over the past year:
 - Online BS Information Technology
 - BS Supply Chain Management
 - BS Biomedical Engineering
 - New major in General Health Science within the existing BS Health Science
 - BS Agricultural Sciences (restructuring of an existing program)
 - MS Systems Engineering
 - MS Supply Chain Management
 - Music Education specialization within the existing MEd Curriculum and Instruction
 - Non-thesis major in Computer Science within the existing MS Computer Science
 - Certificate in Cybersecurity
 - Certificate in Global Health
 - Medical Coding Certificate
 - Certificate in Rehabilitation Services Management

Understand and Participate in Academic Governance and Collaborative Decision Making

- The examples below evidence my commitment to shared governance and collaborative decision making:
 - Faculty representatives are included on my Senior Leadership Team and the Provost's Council of Academic Deans.
 - I have worked to ensure that faculty are represented on all university-wide committees.
 - I regularly attend Faculty Senate Meetings.
 - I hold regular meetings with the leadership of Faculty Union.

Attract and Retain Strong Faculty

- Examples of our efforts to support, attract and retain strong faculty over the past year include:
 - Significantly increasing the University's annual budget for faculty development (from \$190K to \$390K).
 - Providing support for start-up packages to attract high-quality new faculty.
 - Example: The College of Pharmacy and Pharmaceutical Sciences provided a start-up package for Dr. Eun-Sook Lee, an ROI scientist and full professor faculty member.
 - Providing Faculty Travel Grants to support professional development efforts

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| | <ul style="list-style-type: none"> ○ (20 faculty grants awarded (\$32,158). ○ Approval of seven faculty sabbaticals to support ongoing research and scholarship. ○ Providing three faculty awards for teaching excellence. | |
| <p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? • Set high standards and hold people responsible for results? • Make clear and timely decisions? • Make tough decisions? • Use analytical and creative thinking to solve problems? • Plan for and manage crises? (e.g. anti-hazing) • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes | <p>Comments:</p> <p>The following provides a summary of key achievements in the area of Organizational Management:</p> <p><u>Management of Institutional Processes and Resources</u></p> <p>The following initiatives were implemented:</p> <ul style="list-style-type: none"> • Cost savings strategies <ul style="list-style-type: none"> ○ Energy Performance Contract: Cost Savings of over \$1M annually ○ Boiler Plant related savings: \$380,000 annually ○ 16% reduction in energy consumption (and therefore cost) in last 5 years ○ Sidewalk repairs: Improve campus safety and aesthetics through innovative sidewalk and walkway repairs (approximate cost avoidance of \$500,000 compared to conventional methods). • Launch Customer Service Initiative <ul style="list-style-type: none"> ○ Launched a formal Customer Service initiative in support of Strategic Priority #6 – Outstanding Customer Experiences. ○ A presentation of proposed strategies, activities, timelines and deliverables were presented to the FAMU BOT in June 2018. • Implemented Plan to restructure university advisement <p><u>Create Sense of Urgency/Drive Results</u></p> <ul style="list-style-type: none"> • Increase in retention and graduation rates <ul style="list-style-type: none"> ○ The number of FTICs returning the second fall with at least a 2.0 increased to 76.3% in 2017 compared to 74.6% in 2016. ○ Four-year graduation rates increased to 21.8% in comparison to 19.2% reported in 2017. ○ Six-year graduation rates increased to 47% in comparison to 41% reported in 2017. • Increase in licensure pass rates | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |

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| <p>responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)?</p> | <ul style="list-style-type: none"> ○ Preliminary 2018 results show that Nursing first-time passage rates were at 86% during the first quarter (Jan – March 2018). ○ Pharmacy first-time pass rates in 2017 increased by 15% over the previous year. ● Enrollment increase <ul style="list-style-type: none"> ○ In fall 2017, the University enrolled 9,909 students, a 3.06% increase compared to the 9,617 students enrolled in fall 2016. ● Increase in fall 2018 admissions applications: To date, FTIC applications received for all admission types increased by 16.6% (8,284 in 2017 to 9,662 in 2018). ● Recruitment of FCS AA transfers through specialized 2+2 articulation agreements <ul style="list-style-type: none"> ○ In fall 2017, Florida College System Associate of Arts (AA) transfer headcount enrollment increased by 14.6% in comparison to fall 2016 enrollment. ○ Nine (9) articulation agreements have been completed with 637 students participating in the IGNITE Transfer Program/Partnership. The state colleges are: <ul style="list-style-type: none"> ■ Broward College - 42 students participating ■ Florida Gateway College - recently signed in 2018 ■ Florida State College at Jacksonville - recently signed in 2018 ■ Miami-Dade College - 22 students ■ Palm Beach State College - 24 students ■ Santa Fe College - 17 students ■ St. Petersburg College – 22 students ■ Tallahassee Community College – 489 students ■ Valencia College – 21 students ● Fundraising: <ul style="list-style-type: none"> ○ Created the first ever mission statement, vision statement, values statement, and Strategic Plan for the Division of University Advancement. ○ Created and launched the FAMU Rising Fundraising Campaign (www.FAMURising.com), which includes the following supporting campaigns: Student Giving, Parents and Grandparents Giving, FAMU Car Tag, Alumni and NAA Spring Appeal, Matching Gifts, Faculty and Staff Giving, FAMU Car Fundraiser, FAMU Retirees Giving, etc. ○ Athletics <ul style="list-style-type: none"> ■ 2018 Investing In Champions Campaign sales increased by 107% ■ 2018 Football Season Tickets have increased by 9% |
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| | <ul style="list-style-type: none"> • Research <ul style="list-style-type: none"> ○ Engagements were made at multiple levels of the US Federal Government and Industry in order to expand FAMU's research portfolio. This included engagements with the NASA/Kennedy Space Center to promote involvement in the Orion Manned Space Mission, support K-12 STEM education and to engage commercial launch firms in need of diverse talent to further their corporate goals. ▪ Investing In Champions Campaign supporters buying 2018 Basketball Season Tickets increased 248% • Finance, Facilities, Human Resources (HR) <ul style="list-style-type: none"> ○ A draft plan has been developed that aligns the Facilities Planning Construction and Safety (FPCS) to address priorities identified in the University's Strategic Plan. Members of the FPCS team also serve as the University Strategic Priority Champions and the action plan team members. Unit level goals and key matrices have been established for the action plans. The FPCS team continues to work with the University Assessment office in developing and implementing surveys to gauge our service provided and the opportunities for continual improvements. Based on the results of these surveys, data driven decisions are made to enhance FPCS service efficiency and effectiveness. ○ Additional examples of ongoing efforts within FPCS to improve the University's facilities infrastructure: <ul style="list-style-type: none"> ▪ Commenced the process to update campus construction design standards and guidelines ▪ Currently in the process of reviewing, refining, and updating construction manual ▪ To adhere to industry best practices, Facilities will be working with the Office of General Counsel in reviewing and updating construction contract templates to the AIA (American Institute of Architects) format ▪ Continue participation in the Sightlines benchmarking services ▪ Conduct University-wide Facilities Condition Audits ▪ Develop and maintain the campus utility and infrastructure grid during normal and emergency operational periods ▪ Collaborate with SUS partners and host agencies • Student Learning: <ul style="list-style-type: none"> ○ See examples above regarding our success over the past in improving retention, graduation and licensure pass rates. | |
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| | <ul style="list-style-type: none"> • Athletics <ul style="list-style-type: none"> ○ The Mid-Eastern Athletic Conference (MEAC) recognized 107 FAMU athletes on the 2018 Commissioner's All-Academic Team (54 female and 53 male athletes). These honor-student athletes, included sophomores to seniors with a cumulative grade point average of 3.0 or better. <p><u>Set High Standards/Decision Making/Crisis Management/ Competent Leadership Team</u></p> <ul style="list-style-type: none"> • Over the past year I have worked with my senior leadership team to drive improvement on institutional goals and to establish a campus-wide data-driven culture; examples of these efforts are listed below: <ul style="list-style-type: none"> ○ Establishing unit-level performance targets that are aligned with institutional strategic priorities and goals (e.g. program improvement plans, unit-level scorecards) ○ Implementing an aggressive monitoring and evaluation system to track progress of units in achieving goals (e.g. creating dashboards, holding quarterly strategic planning workshops for campus leaders) ○ Communicating and publicizing progress towards achieving goals (e.g. college/school meetings, regular updates to SLT and BOT) ○ Evaluating unit leaders against outcomes on key measures (e.g. evaluating performance against progress towards achieving unit-level goals) • Appointment of Chief Ethics and Compliance Officer in March 2018. This position is responsible for the establishment and implementation of a compliance and ethics program that will build a culture of compliance and ethical decision-making in the University community, which includes a focus on organizational structure and policy, communication of expectations, measurement, and accountability. The position provides guidance on matters of compliance and ethics that will strengthen and enhance the performance of the University and adherence to reporting requirements to the Board of Governors (BOG). |
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| Financial Management | Comments: | |
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| <p>How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would | <p>The following provides a summary of key achievements in the area of Financial Management:</p> <p><u>Manage the Organization's Financial Dynamics</u></p> <ul style="list-style-type: none"> As a result of our efforts over the past year, Moody's Investors Service revised the outlook of the University to stable from negative. The outlook revision incorporates anticipated improvement in operating performance and revenue growth with reduced enrollment volatility combined with gains in base state funding. Revamped the University's budgeting process by making strategic additions to the membership of the University Budget Council (e.g. VP for Strategic Planning, VP for Advancement) and by placing a greater emphasis on allocating resources in support of the University's strategic priorities. Implemented a number of cost saving strategies. <p><u>Provide Supervision of the University's Buildings, etc.</u></p> <p>Under my leadership, the staff at the University has engaged in ongoing communications with the BOT, BOG, and the Division of Bond Finance, etc. They use various avenues available for appropriate communications and seeking necessary approvals for expenses including meetings, submission of biweekly reports for critical projects, and quarterly construction and financial updates presentations during Board meetings. FPCS team continues to breakdown silos and build bridges to provide oversight and support for all campus facilities (E&G and Non E&G). A comprehensive Facility Condition Audit program has been implemented with housing facilities being a priority. A deferred maintenance plan for housing facilities has been developed. Ongoing collaboration meetings are occurring to address concerns related to facilities regardless of the type of building. As it relates to the University buildings, grounds, and infrastructure, the following provides some examples of the accomplishments:</p> <p><u>Facilities Planning and Construction (FPC):</u></p> <ul style="list-style-type: none"> New building signage across the campus Completion of the debt management packet in support of the comprehensive housing plan Center for Access and Student Success (CASS) building site finalization, CASS ground breaking and underground utility work completion Master Plan update Capital Improvement Program approval for submission to the Board of Governors | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

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| <p>include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?</p> | <ul style="list-style-type: none"> o FAMU/FSU College of Engineering buildings A and B renovation and code upgrade project completion o Allied Health Simulation lab completion o Student Services addition o Stadium Repairs and Make Ready project completion o Additionally, numerous mid-size and smaller renovation projects were completed. These include renovations at (Library, Union, Rattlers Den, Career Center, Honors house, Smart classroom technology, Lucy Moten) <p>Plant Operations and Maintenance (POM):</p> <ul style="list-style-type: none"> o Cost saving initiatives for the boiler plant o Building energy management system installation for College of Law o Continual energy reduction and cost savings related to existing performance contract o Commenced with new initiative for the energy performance improvement o Multiple campus beautification projects completed o Successful completion of Storm preparation and response (hurricanes and winter storm) o Custodial Inspection program rollout o Maintenance and Safety training program rollout <p>Environmental Health and Safety (EHS):</p> <ul style="list-style-type: none"> o Sidewalk improvement project completed to reduce the risk of accident and injury on campus o Met or exceeded all standards for Environmental Health and Safety during program review by the Division of Risk Management o University Safety Committee met regularly and appropriately addressed occupational safety concerns o Reduction of occupational safety accidents (6% reduction) o Rolled out University Safety Recognition Program (7 employees recognized) o Maintain an effective accident and injury program o Established accident and injury tracking, investigation of accidents, initiate corrective actions o Implemented an online occupational safety and health training program o Significantly improve and enhance the occupational safety training programs such as Lockout/Tag out and Arc Flash for electrical workers, fall protection, confined space, fork lift, and shop and tool safety |
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| | <ul style="list-style-type: none"> ○ Maintained a more efficient inspection and notification program ○ Implemented a job safety analysis program through the use of integrated safety management. <p><u>Fully Inform and Engage the Board on Fiscal Matters/Promote Informed Decision Making</u> I have worked to ensure that periodic financial status reports and other required financial data (such as Moody's, Housing, and capital finance reporting) are provided to our Board. We engage Trustees on an individual basis prior to each scheduled meeting to provide the opportunity for additional explanation and/or discussion surrounding all financial reports.</p> | |
| <p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? | <p>Comments:</p> <p><u>Provide On-Going and Timely Updates</u> The 2018 Accountability Plan (formally Work Plan and Accountability Report) was approved by the BOT and BOG at their respective June 2018 meetings. Over the past year, my leadership team and I have provided regular updates to the BOT on the progress achieving the goals outlined in the 2017 Work Plan and University Strategic Plan. Some examples of these updates are listed below:</p> <ul style="list-style-type: none"> • Updates on Institutional Goals (including the state's Performance Funding Model) were provided at the November, March and June BOT meetings • Updates on licensure examination pass rates were provided at the March and June BOT meetings • Updates on the number of 2+2 specialized articulation agreements (FAMU IGNITE Transfer program) were provided at the March and June BOT meetings (and BOG June 2018 meeting) • An update on initiatives to enhance the student advisement process was provided at the November BOT meeting • Status updates on the development of college/school improvement plans was provided at the March BOT meeting • An update on the Customer Service Initiative was provided at the June 2018 BOT meeting • Recommendations for a new PBF Choice Metric were provided at the August 2017 BOT retreat <p><u>Meeting the Goals Established by the BOT and Approved by the BOG</u></p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

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| | <p>Significant progress was made this past year in achieving institutional goals; specific examples include the following:</p> <ul style="list-style-type: none"> • The University showed improvement on seven of the 10 PBF metrics and earned its highest PBF score since the inception of the Performance Funding Model • The University improved on its retention and graduation rates • The University launched its Customer Service Initiative • The University's enrollment increased for the first time in several years • Enrollment in online courses increased by 73% | |
| <p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? | <p>Comments:</p> <p>I have worked to strengthen and enhance our fundraising infrastructure over the past year, beginning with the appointment of Dr. Friday-Stroud as Interim Vice President in January of this year. Since that time, we have initiated several targeted fundraising campaigns, enhanced communication and engagement with the BOT and Foundation Board, and held several engagement events with alumni and corporate partners. Highlights of these activities are included below.</p> <p><u>Lead and Engage Others in the Fundraising Program</u></p> <p>In addition to meeting with our alumni groups on a regular basis in various venues each month, the University launched various initiatives and campaigns to guide donors and alumni in FAMU's giving priorities. These included:</p> <ul style="list-style-type: none"> • Initiating and providing leads for fundraising opportunities with alumni, friends, corporate partners, and foundations. • Launching the FAMU Rising Strategic Fundraising Campaign and companion website www.FAMURising.com. • Hosting an Athletics Investing in Champions celebration and ice cream social. • Inviting Athletics leaders to promote fundraising needs at university events to encourage on-campus giving. • Hosting luncheons at Athletic classic events and annual faculty and staff giving events. • Launching a Seven Day Challenge and Giving Tuesday Campaigns on social media. <p><u>Build Relationships with Major Donors</u></p> <ul style="list-style-type: none"> • Engaged in relationship building with major alumni and corporate donors continuously throughout the year (e.g. visits to Dow, Intel). | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

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| <p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and | <p><u>Obtain Gifts and Grants</u></p> <ul style="list-style-type: none"> • Obtained gifts, grants, and pledges totaling \$9.3M. <p><u>Provide Stewardship</u></p> <ul style="list-style-type: none"> • Ensured that the FAMU Foundation is appropriately staffed to provide effective oversight and stewardship of gifts received. <p><u>Inform and Engage the Board</u></p> <ul style="list-style-type: none"> • Provided regular updates to the Board on fundraising progress and worked to engage Board members in fundraising activities. | |
| | <p>Comments:</p> <p><u>Build Credibility and Influence with External Constituencies</u></p> <p><u>SACSCOC</u></p> <ul style="list-style-type: none"> • Fulfilled the requirements for SACSCOC reaffirmation of accreditation - Received no recommendations by the SACSCOC On-Site Review committee during its March 2018 visit. <p><u>National Level</u></p> <ul style="list-style-type: none"> • Hosted the Honorable Sonny Perdue, U.S. Secretary of Agriculture, to the campus to host a panel discussion regarding "Youth in Agriculture". Discussion topics included how to ensure young people are well-informed about the multiple job opportunities that exist within the agriculture industry, as well as how to dispel myths about what agriculture means to our country. <p><u>Provide Leadership to Local, Regional and National</u></p> <p>In addition to meeting with our alumni groups on a regular basis in various venues each month, the University launched various initiatives and campaigns to guide donors and alumni in FAMU's giving priorities. These included:</p> <ul style="list-style-type: none"> • Launched the FAMU Rising Strategic Fundraising Campaign and companion website www.FAMURising.com • Hosted an Athletics Investing in Champions celebration and ice cream social. | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

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| <p>public officials?</p> <ul style="list-style-type: none"> • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? | <ul style="list-style-type: none"> • Invited Athletics leaders to promote fundraising needs at university events to encourage on-campus giving. • Hosted giving luncheons at Athletic classic events and annual faculty and staff giving events. • Seven Day Challenge and Giving Tuesday Campaigns on social media. • Meeting with CEO of Intel to develop a relationship to recruit CIS majors from FAMU for employment. Intel has invested \$500K to expand pathways for more women and underrepresented minorities to enter and succeed in tech fields. • Partnership with Google in Google West initiative-- Three FAMU students are participating in summer internship. • Met with the Chair of the Board of Farmers Insurance who wants to partner with FAMU. • University received more than \$1 million in federal funding to strengthen entrepreneurship and technology commercialization on campus and in the community. The funds were used to form the Research, Entrepreneurship and Commercialization Hub also known as REACH. The goal of the REACH program is to advance community development and create networks of facilities and support services that provide a sustainable commercialization pathway for entrepreneurs and innovators. <p><u>Increase the Visibility and Reputation</u> Multiple efforts were made to increase the visibility and reputation of the University, as well as build credibility, both among perspective students and employees, as well as stakeholders and the community. The efforts included:</p> <ul style="list-style-type: none"> • Participated in conference calls and activities with NCAA and NCAA compliance representatives on campus. • Participated in events and roundtable discussions at the MEAC Basketball Tournament, including interviews about FAMU Athletics with ESPN. • Attended and presented at Board of Governors meeting regularly and communications, calls and meetings with BOG members throughout the year. Along with key staff, presented accountability report and other presentations about ongoing efforts that impact FAMU's success in the Board's metrics during BOG meetings. • Participated in FAMU Foundation Board of Directors meetings and calls, engage with Board members frequently during out-of-town visits and via electronic communications. • Worked with on-campus accreditation team to prepare for SACSCOC visit and ensure compliance documents submitted in a timely, and acceptable fashion. Hosted |
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| | <p>SACSCOC On-site committee members on campus in March 2018.</p> <ul style="list-style-type: none"> • Participated in Washington, D.C., Citizens Awareness video about the importance of health education and civic engagement and FAMU's role in these efforts • Engaged with members of the Rattlers Boosters and FAMU Quarterback club on a regular basis. • Participation in the nationally televised HBCU Rising Documentary on PBS. • Launched partnerships with the Boys and Girls Club, Healthier Campus Initiative and Jack and Jill. <p>Other key efforts included:</p> <ul style="list-style-type: none"> • Launched a customer service initiative • Launched video recaps of leadership initiatives and efforts • Each quarter, enhanced the University's social media presence with strategic campaigns (e.g., Tallahassee Democrat Campus Notes, morning show appearances) • Re-launch of the annual President's Tour, launching the IGNITE campaign and hosting community discussions in various cities. • Enhanced the level of promotion of community events offered and participated in by the University, such as the Sound the Alarm health event, Harambee Festival, Discovery on Parade, Energy Water Food Nexus, Farm Fest, FAMU Day at the Capitol, etc. • Began preparations to overhaul the University website as well as releasing new web portals to modernize the admissions and onboarding process for new and potential students. • Revised the University's communications policy and style guide to strengthen and protect the brand. • Trained members of the University community on media relations and social media management to enhance the brand and how it is used • Shared University magazine and annual report with key and potential supporters • Launched a revised President's Website with links to a dashboard to show how the University is achieving its metrics • Promoted and engaged with more employment opportunities and hiring representatives throughout the year (e.g., Intel, Google West, Dow/Dupont) • Launched new initiatives to strengthen academic offerings such as 24 hour tutoring, academic maps, and action plans for programs that have licensure activities • Hosted delegations from Kenya, Ivory Coast, and India to solidify and strengthen research and training MOUs | |
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| | <p><u>Rankings:</u></p> <ul style="list-style-type: none"> • FAMU continues to make strides in national and HBCU rankings in fall 2017, U.S. News & World Report released its 2018 “Best Colleges” rankings revealing two new top spots for Florida A&M University. While maintaining its spot as the No. 1 public historically Black college or university (HBCU) on the U.S. News & Report list of the top 311 national universities, FAMU climbed in the rankings – moving from the No. 7 best overall (public and private) HBCU in the country for 2017 to No. 6 out of the 80 HBCUs considered for the “Best Colleges” list in 2018. • FAMU’s ranking as the No. 207 overall university or college in the entire nation marks its first appearance in U.S. News & World Report’s first tier “National Universities” ranking list. More than 1,660 four-year colleges and universities were surveyed to determine the rankings. In addition, the University appears on the U.S. News & World report list for the top overall 132 public schools in the nation and top 205 engineering programs with doctoral degrees in the nation through its joint college with Florida State University. The University was also listed among the top 254 colleges in the nation ranked by high school counselors. • In the College Magazine (December 2017 edition), FAMU was listed among the top 10 notable Historically Black Colleges and Universities (HBCU) changing the world. • Additionally, Florida A&M University is ranked 8th among Florida colleges and universities in the Market Position Index measuring awareness and image. • Diverse: Issues in Higher Education published its annual list of the top bachelor’s and doctoral degree granting institutions in the nation. FAMU was ranked by the publication as the No.1 Historically Black College University (HBCU) for producing African-American bachelor’s degree and the No. 4 overall institution in the nation for producing African-American bachelor’s degrees. The University was also ranked the No. 2 institution in the nation among all universities for producing the most African-American professional doctoral degrees. “Diverse” also lists FAMU as the overall No. 19 institution for granting professional doctoral degrees for minorities among all of the nation’s universities. • FAMU is also ranked as the No. 9 Best Value College among both private and public institutions in the state by College Choice. <p><u>Build Credibility and Influence with Media</u> Throughout the year, multiple efforts were made to enhance the University’s credibility and influence with the media. I participated in multiple positive interviews and meetings with</p> |
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editors and leading reporters at influential publications, such as:

- The Tampa Bay Times:
 - “FAMU President Larry Robinson Looks to Keep the Flame Burning” http://www.tampabay.com/news/education/college/Sunday-Conversation-FAMU-president-Larry-Robinson-looks-to-keep-the-flame-burning_167730722
- The Journal of Blacks in Higher Education - “Larry Robinson Appointed the 12th President of Florida A&M University” <https://www.jbhe.com/2017/12/larry-robinson-appointed-the-12th-president-of-florida-am-university/>
- The Tallahassee Democrat
 - “Larry Robinson puts students first at FAMU” <https://www.tallahassee.com/story/opinion/editorials/2017/11/30/09-opinion-larry-robinson-puts-students-first-famu/911075001/>
 - “Robinson leads FAMU recruitment effort from Pensacola to Miami” <https://www.tallahassee.com/story/news/2018/03/09/robinson-leads-famu-recruitment-effort-pensacola-miami/410451002/>
- ABC News Affiliate-WTXL - “FAMU receives great feedback from regional accrediting body” http://www.wtxl.com/news/famu-receives-great-feedback-from-regional-accrediting-body/article_02d33684-345b-11e8-af52-e7f3ce63a35c.html
- Florida Public Radio/NPR affiliate (WFSU) - “Larry Robinson - We Can't Afford to Leave Anybody on the Sideline” <http://wfsu.org/radio/voices-that-inspire/larry-robinson>
- Orlando Sentinel - “Bravo for a familiar, steadying influence at FAMU” <http://www.orlandosentinel.com/opinion/os-ed-famu-president-misbehaving-legislator-bravo-boo-20171205-story.html>
- In addition, interviews were completed with publications and platforms that reach key stakeholder groups such as HBCU Research Magazine, Black Enterprise, TV One Cable Network, ESPN, NPR, Orlando's WESH TV and more.
- Also, we worked directly with media to strengthen crisis communications, including such stories as:
 - “FAMU President Larry Robinson: We're getting it right at Palmetto North” <https://www.tallahassee.com/story/opinion/2017/09/02/opinion-were-getting-right-palmetto-north/619981001/>
 - “FAMU Moves to Mitigate Mold at Student Housing Complex” <http://news.wfsu.org/post/famu-moves-mitigate-mold-student-housing-complex>

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| | <ul style="list-style-type: none"> ○ FAMU's Robinson visits students; campus prepares to house Army part of the state's emergency response team to Hurricane Irma https://www.tallahassee.com/story/news/2017/09/08/famus-robinson-visits-students-campus-prepares-house-army-personnel/646565001/ <p><u>Influence Legislators and Public Officials</u></p> <ul style="list-style-type: none"> ● Based on 2017 legislation granting the University authority to address social concern that has plagued minority communities for decades, FAMU is taking a lead in educating Florida's minority communities on the use of medical marijuana as a health alternative through a series of public awareness campaigns. ● Legislators became advocates for student success, resulting in a \$6M increase in funding to support student success initiatives for faculty and students. <p><u>Provide Consensus Building, Focused Leadership on Matters Related to the University and BOT</u></p> <p>In leading the University, I am committed to building a consensus on matters affecting the University by making the Board and our constituent groups aware and gaining their insight on critical issues. My commitment to consensus building is displayed by:</p> <ul style="list-style-type: none"> ● Ensuring that the Board is immediately made aware of issues that either positively or negatively impact the University. ● Discussing critical issues with the Board and gaining their insight and support. ● Garnering the support of the Board and appearing jointly with members of the Board before the legislature and with meeting with the Board of Governors and its staff. ● Establishing a respect for the Board and utilizing the talents and expertise of each member in areas that benefit from their broad base of experiences. | |
| <p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> ● Develop a climate and programs that enhance diversity? ● Interact with students and demonstrate commitment to | | <p>Comments:</p> <p><u>Develop a Climate and Programs that Enhance Diversity</u></p> <ul style="list-style-type: none"> ● Developed the framework of the University's first-ever formal Diversity & Inclusion initiative (D&I) that focus on the following seven key areas: <ul style="list-style-type: none"> ○ Faculty, Students, Staff Engagement ○ Organizational Development and Training |
| | | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

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| <p>their welfare?</p> <ul style="list-style-type: none"> • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? | <ul style="list-style-type: none"> ○ Recruitment Development and Retention ○ Communication ○ Community and Global Engagement ○ Policy and Program Development ○ Measurement and Reporting <ul style="list-style-type: none"> • Conducted internal benchmarking to identify D&I activities underway at FAMU for integration into D&I go-forward strategies. • Conducted external benchmarking as it relates to D&I best practices to include the Association of American of Universities (AAU), CEB now Gartner, Education Advisory Board, College and University Professional Association (CUPA) for Human Resources and the Society for Human Resource Management (SHRM). Best practices will be integrated into the University's D&I initiative. • Established web page on Human Resources website for transparency and communication of the D&I initiative. <p>Plans are in place to establish a University-wide Diversity and Inclusion Council (by August 2018) with representatives from faculty, staff, students and other key stakeholders with a goal of developing actions plans for each key focus area, ready to begin implementation in January 2019.</p> <p><u>Interact with Students and Demonstrate Commitment to Their Welfare</u></p> <p>I want our students to know that they matter. I try to speak to every student that I pass on campus, asking their name, major and how they are doing. I believe that this small gesture lets student know immediately that I care. FAMU is a student centered campus and we have shown support through the following activities:</p> <ul style="list-style-type: none"> • Hosted Ice Cream social to welcome new students to FAMU • Hosted Fireside chats with student leaders to discuss the strategic plan and get their feedback and other students to provide campus updates and to listen to any issues and concerns. • Conducted meetings with Student Government Association (SGA) President, SGA Senate and the Graduate Student Association. • Scheduled University-wide Convocations (Back to College, Homecoming, Black History Month) • Visited the Student Café by having lunch on Wednesdays, making myself available to students. | |
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- Conducted Town Halls focused on student housing.
- Ensured University readiness for students during hurricane season (on-campus housing, meal preparedness and regularly updates via Campus Emergency Alert System and University website.
- Conducted a meeting with students to focus on FAMU Day at State Capital.
- Attended student concerts, plays and other scheduled student performances
- Supported students by attending Honda Campus All-Star Challenge (HCASC) National Championship Tournament held in Torrance, California.
- Maintained an open door policy for students; and with students and parents, when requested.
- Continued to support graduate students by serving on thesis and dissertation committees.
- Reached agreement with the Graduate Assistants Union (GAU) regarding a bonus, an enhanced minimum hourly rates and a minimum stipend rate.
- Hosted periodic meetings with the GAU to address their concerns.

Work with Faculty

Over the past year various initiatives were provided to faculty in support of their teaching, research and service. These initiatives included:

- New Faculty Orientation: Forty-one (41) new faculty participated in the 2017-2018 academic year with ongoing training and support provided throughout the year.
- Digital Learning Initiative (DLI): Twelve (12) faculty were provided monetary support in the Course Redesign Summer Institute.
 - 2018 Digital Learning Initiative provided monetary support and technology upgrades for 10 faculty during their participation in the course redesign summer institute.
 - Members of the 2017 DLI Cohort have an approved book contract with IGG Global Book Publishers. Final publication due spring 2019.
- Professional Development: Thirty (35) professional development workshops offered through the Teaching and Learning Center, which is funded by World Class Faculty funds.
 - More than 380 faculty participated in a variety of professional development workshops sponsored by the Teaching and Learning Center.
- On-line (distance education): Forty-two (42) submitted utilized the newly adopted online platform to submit all tenure and promotion applications.

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| | <p>Work with Staff Under the direction of the Human Resources department, Division of Finance and Administration, the following initiatives were implemented:</p> <ul style="list-style-type: none"> • <u>Career Development/Succession and Replacement Planning</u> Developed a comprehensive Staff Career Development process; piloted by the Office Human Resources. Comprehensive process supports the development and implementation of Succession and Replacement Planning for staff within the University, in support of Transition Planning (change in leadership) throughout all levels. • <u>Organizational Development and Training</u> <ul style="list-style-type: none"> ○ Facilitated and coordinated training for over 2,530 staff and faculty through 168 training sessions as of June 2018 ○ Through Supervisor Boot Camps, conducted staff development and refresher training for first time and current supervisors. ○ Continued to serve as an active participant in the HBCU Leadership Exchange sponsored by TIAA in the development and delivery of various leadership webinars, and annual meeting curriculum for Presidents, CFOs, VPs and HR Leaders at HBCUs. <p><u>Ensure Strong Faculty and Community Relations</u> As president, the concept of shared governance is vital to decisions made at the university, and its practice is integral to FAMU's success. The following provides evidences of my support:</p> <ul style="list-style-type: none"> • Two faculty representatives on my senior leadership team who attend weekly Senior Leadership Team meetings. • Attending all Faculty Senate meetings (when I am in town) and encourage the members of the senior leadership team to do so as well. • Hosted a reception for new faculty during faculty pre-planning • Hosted Fireside chats to gain faculty perspective on the new strategic plan and other pressing issues. • Invited deans, associate/assistant deans and department chairs to participate in the President's Leadership Retreat focus on customer service, performance and accountability. <p>Throughout the year, faculty, staff and students, as well as the surrounding campus community were engaged through several events and activities. These events included:</p> <ul style="list-style-type: none"> • Toy drive for the Tallahassee community during the Christmas season with over 400 | |
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- toys and 50 bicycles/helmets were donated by faculty, administrators and staff
- Gooden-Steep Prayer Breakfast at Goodwood Manor
- University Sponsored Harambee Festival
- Tallahassee Memorial Hospital Gala
- Brickler-Anderson Art Gallery located near the campus
- Jake Gaither House
- Community Christian School 40th Anniversary Gala
- Meetings with the Tallahassee Chamber of Commerce
- Served as keynote speaker for several local organizations, sharing the University's vision and the great things that are happening at FAMU:
 - Local churches
 - Bethel A.M.E. Church
 - St. Eugene
 - Flipper Chapel A.M.E. Church
 - Local Organizations/Clubs
 - Links Club of Tallahassee
 - Rotary Club of Tallahassee
 - Leadership Tallahassee
- Students
 - Freshman Pinning Ceremony/ SGA Inauguration (September)
 - Speaking at Undergraduate Student Success Center (September)
 - Speaking at Freshman Orientation (June)
 - Attending the Graduate Feeder Conference Reception and Career Expo (September)
 - Attending the Honda All Stars competition (February and April)
 - Supported the FAMU Bridges Program (March)
 - Conducted weekly visits to Café, student areas or walked the campus
 - Attending student musician performances (April)
 - Participating in Veteran Students' Chord Ceremony) May
 - Hosting the Graduate Reception (May)
 - FAMU-FAU Medical Scholars Program Reception (May)
 - Town hall meetings with students attending the College of La (November, March)
- Faculty
 - Faculty Retreat
 - Faculty Research Awards

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| | <ul style="list-style-type: none"> ○ Conversations with Faculty and Faculty Student Engagement survey campaign ○ Faculty Senate meetings ○ Town hall meetings with faculty at the College of Law (November, April) and the College of Pharmacy Crestview site. ● <u>University-wide</u> <ul style="list-style-type: none"> ○ FAMU Annual Management Seminar ○ University-wide town hall meetings on performance metrics and strategic priorities with faculty and staff ○ President's Leadership Retreat ○ Fireside Chats with faculty, students and staff ○ Strategic Planning Workshop (Quarterly) ○ Investing in Champions Campaign Prep Rally ○ Housing Workshops (October) ○ Athletics events for both men and women sports | |
| <p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> ● Build the relationship with the board? ● Gain support from the board, especially on controversial issues? ● Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? ● Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? ● Involve the board in strategy | <p>Comments:</p> <p><u>Build Relationships with the Board</u></p> <p>Maintaining a strong relationship with the BOT and BOG and securing their support will continue to be a high priority. The following provides examples of initiatives and/or engagements to strengthen the relationship with the BOT:</p> <ul style="list-style-type: none"> ● <u>Communication with FAMU BOT:</u> <ul style="list-style-type: none"> ○ Conducted one-on-one meetings regarding critical issues confronting the University ○ Continued to keep trustees abreast regarding the great things that are happening at FAMU ○ Empowered and encouraged senior staff converse with the BOT regarding issues that need their feedback and approval. ○ Encouraged the BOT attendance at University related events: <ul style="list-style-type: none"> ▪ University Convocations ▪ Athletic Events ▪ Grape Harvest Festival ▪ Commencements ▪ College of Law Hooding Ceremony ▪ College of Education Pinning Ceremony | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |

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| <p>in productive and appropriate ways?</p> <ul style="list-style-type: none"> • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision-making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? | <ul style="list-style-type: none"> ○ Recognized and applauded the accomplishments of members of the Board ○ Supported the Board in its self-evaluation process by providing University assessment experts to assist in the process and report ○ Briefed and provided support for Board Chair for presentations to BOG regarding athletics, annual accountability plan and housing plan. ○ Supported the participation of the BOT in trainings: <ul style="list-style-type: none"> ▪ Association of Governing Board Annual Conference ▪ P3 Workshop – George Mason University ○ Participated with BOT members in other professional development opportunities: <ul style="list-style-type: none"> ▪ BOT Annual Retreat (August) ▪ BOG Annual training for University trustees • <u>Communication with Florida Board of Governors:</u> <ul style="list-style-type: none"> ○ Meeting with BOG, the Chancellor and his staff, along with fellow colleagues within the SUS Council of Presidents. <p><u>Gain Support from the Board</u> As stated earlier, having an established positive relation with the FAMU BOT and BOG is essential in the success and sustainability of the University. In 2017-18, the following provides evidence of significant strides/accomplishments:</p> <ul style="list-style-type: none"> • Housing Enhancement Plan • New Degree Programs • Accountability Plan <ul style="list-style-type: none"> ○ Includes information on University's strategy, key initiatives, performance based funding (PBF) metrics and other key performance metrics outcomes and projections, enrollment projections and proposed new programs under consideration. • Budget/Legislative Budget Requests (LBR) <ul style="list-style-type: none"> ○ Received \$6M in new funding in the 2018 Legislative Session • Food Vendor Contract approval • Re-organization of the Rattler Boosters • Amending several BOT regulations and policies, including: <ul style="list-style-type: none"> ○ Freedom of Expression and Assembly regulation ○ Direct Support Organizations (DSO) policy ○ Campus No Smoking Policy ○ Revised Textbook Affordability regulation |
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| | <ul style="list-style-type: none"> • Mental health counseling enhancement plan • Florida College System specialized 2+2 Articulation Agreements • Athletics Debt Reduction Plan <p><u>Involve Board to Facilitate Relationships, Especially in Fundraising and Community Relations</u> Trustees were engaged in recruitment efforts of top scholars throughout the year, as well as fundraising efforts and interfacing with influential community members and leaders. Members of the Board were consistently invited to key events and asked to speak or participate in several community-facing events/programs. Activities included:</p> <ul style="list-style-type: none"> • Board members were solicited and encouraged to participate during the 2018 Legislative Session to lobby in support of initiatives identified in the 2018-19 LBR. Individual Board member went to the Capital with me and our director of governmental relations to advocate for our issues. • Board members' participation in events where funds were raised in support of FAMU (e.g., Annual National Alumni Association Convention, regionally hosted events by NAA chapters such as Polk County Florida Gala). • BOT members' contributions in support of the University (e.g., Stadium renovations and Investing in Champions Campaign). • Board members engagement with legislators who became advocates for student success, resulting in a \$6M increase in funding to support student success initiatives for faculty and students. • Involved Board members to facilitate friend-raising and fundraising activities. <p><u>Good Working Understanding of Roles in Decision-Making</u></p> <ul style="list-style-type: none"> • Attended Faculty Senate meetings • Include two faculty members • Utilizing a vetting process for policies and regulations that requires a review and recommendation by the Faculty Senate, a BOT committee, and finally the Board of Trustees. • Revised Textbook Affordability regulation • Freedom of expression and assembly regulation • DSO policy • No smoking policy <p><u>Involve the Board in Strategy in Productive and Appropriate Ways</u></p> <ul style="list-style-type: none"> • Worked jointly with the Board to develop a new strategic plan | |
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| | <ul style="list-style-type: none"> Engaged Board members in the development and implementation of a 2 + 2 program with Florida's state colleges. <p><u>Administer the Affairs of the University Consistent with the Documented Board policy</u> In accordance with BOT regulation 1.001 – Authority of the President, the following provides examples of my administration of affairs as consistent with BOT policy:</p> <ul style="list-style-type: none"> Periodic reviews of the operations of the University (e.g., weekly meetings with senior leadership team on divisional updates on accomplishments, challenges, etc.). Worked closely with BOT to ensure that the policies, regulations and plan are aligned with the Florida Board of Governors' system-wide strategic plan and regulations. Consulted regularly with the FAMU Board of Trustees on any matters that affect its policy-making and fiduciary responsibilities. Ensured that the BOT policies are consistent with pertinent rules, regulations and laws. An example is the DSO policy approved changes that were mandated by a change in Florida law, requiring the Board of Trustees to approval. | |
| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
| <p>Personal Characteristics and Values</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Demonstrate persistence in reaching goals? Lead change? Use political skills to negotiate agreements, create coalitions and build consensus? Display interpersonal and people skills? Communicate clearly and convincingly in various forms and contexts? Show respect for others? | <p>Comments:</p> <p>As the leader of this great institution, it has been my goal since becoming the 12th President to make myself visible and accessible to all FAMU constituents. My personal characteristics and values as president are evidenced in the following examples:</p> <p><u>Demonstrate Persistence in Reaching Goals</u></p> <ul style="list-style-type: none"> Ongoing monitoring of institutional goals by the Division of Strategic Planning, Analysis and Institutional Effectiveness Regular updates to Board of Trustees on progress made on institutional goals (e.g., President Goals, Performance Based Funding metrics, and Strategic/Work Plan Goals) Development of Dashboard and Scorecards website that provides the status of the BOT identified institutional goals. Visit http://president.famu.edu (click on Goals). Development of academic scorecards to provide progress on metrics/goals established for each college/school. <p><u>Use Political Skills to Negotiate Agreements, Create Coalitions and Build Consensus</u></p> <ul style="list-style-type: none"> 2018 Legislative session (e.g., LBR) – received \$6M in new funding to support student | <p>1 - Exceeds</p> <p>2 – Meets</p> <p>3 – Does Not Meet</p> |

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| <ul style="list-style-type: none"> • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? | <p>success initiatives and academic programs.</p> <ul style="list-style-type: none"> • Increased the number of 2+2 specialized articulation agreements from five (5) to nine (9). • Signing of MOU to foster a new international partnership with Anand Agricultural University in India to promote water quality. • Partnership with Jacksonville's KIPP Charter School to increase college completion rates for KIPP alumni from educational underserved communities. FAMU and KIPP will work together to develop systems and processes to assist KIPP students with FAMU's college application and recruitment process, including assistance with financial aid paperwork and scholarship identification; pre-enrollment outreach to ensure a smooth transition to college; and the promotion and enrollment in pre-college opportunities. • Joined forces with Boys & Girls Clubs of America to increase the number of teens attending college by helping alleviate financial barriers for its members. FAMU is the newest partner to join Boys & Girls Clubs of America's nationwide initiative to secure scholarships and pre-collegiate experiences to improve college access for Club teens. <p><u>Display Interpersonal and People Skills</u></p> <ul style="list-style-type: none"> • Communicator and a listener (e.g., relationship building - meeting with students, faculty, staff, alumni, BOT, BOG, Chancellor and other stakeholders). Activities included: <ul style="list-style-type: none"> ○ Fireside chats ○ Town Hall meetings ○ Ongoing meetings with students, faculty, staff, community organizations, alumni and other stakeholders of the university. <p><u>Communicate Clearly and Convincingly in Various Forms and Contexts</u></p> <ul style="list-style-type: none"> • Participated in a panel discussion hosted by Intel in California. During this discussion, the perspective on the significant investments was shared that addresses the public and private partners should be prepared to make to impact HBCUs. HBCU presidents and administrators from 34 schools and industry leaders met with congressmen and senior staff from both parties and in both chambers. <ul style="list-style-type: none"> • Invited speaker and panelist <ul style="list-style-type: none"> ○ HBCU Roundtable ○ Intel ○ Local churches | |
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| | <ul style="list-style-type: none"> ▪ Bethel A.M.E. Church ▪ St. Eugene Catholic Church ▪ Flipper Chapel A.M.E. Church ○ Local Organizations/Clubs <ul style="list-style-type: none"> ▪ Links Club of Tallahassee ▪ Rotary Club of Tallahassee ▪ Leadership Tallahassee <p><u>Show Respect for Others/Listen</u></p> <ul style="list-style-type: none"> • Making myself available to others and listening to their concerns, views, and perspectives (e.g., College of Law faculty and students, students during hurricane season, housing issues, students and parents). <p><u>Examine and Challenge Assumptions</u></p> <ul style="list-style-type: none"> • Advocate for best-practices (e.g., encourage senior leadership to explore and communicate trends in higher education that can have an impact on the University). <p><u>Demonstrate Honesty and Integrity</u></p> <ul style="list-style-type: none"> • Transparency on ongoing issues (pros and cons) (e.g., emails to BOT members to keep them abreast of happenings at the University). <p><u>Inspire Trust and Confidence</u></p> <ul style="list-style-type: none"> • Demonstrated my ability to be transparent, responsive and responsible to the Board, alumni, students, faculty, staff, legislature and other stakeholders. <p>My personal characteristics include:</p> <ul style="list-style-type: none"> • A strong and engaged communicator and listener. • Commitment to the University's mission. • Commitment to the highest standards of learning, teaching and scholarship. • Open and accessible leadership style that inspires trust and collaboration at all levels of the University. • A promoter of working together. • A transparent administrator. • A goal setter, ensuring and promoting a shared vision. • Able to identify and hire strong, competent leaders. • Able to develop strategies to enhance the quality and integrity of our academic degree |
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**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| | <ul style="list-style-type: none"> • programs. • Able to effectively manage human, financial and capital assets; and • Responsible and responsive to Board, alumni, students, faculty, staff, legislators and other stakeholders. | |
| <p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? | <p><u>President's Major Accomplishments in Leadership</u> Since being selected as the 12th President of this great institution in November 2017, it is evident that over the past several months, the University's focus has been on the success of FAMU, particularly in student success. Through my leadership, various initiatives have been implemented that demonstrate the importance and success of FAMU and its role in higher education. My focus continues to be on the success of our students. Examples of initiatives include:</p> <p><u>Student Success</u></p> <ul style="list-style-type: none"> • Increased the Performance Funding Metrics overall score (72 total points from 65 in 2017). This includes increases in four- and six-year graduation rates; academic progress of First-time-in-College (FTICs) returning the second fall with at least a 2.0 GPA; post-graduation employment; graduate degrees awarded in areas of strategic emphasis; students graduating without excess credit hours. • Secured funding through FAMU's legislative agenda to support student success - \$6M received in 2018 (plans to hire up to an additional 25 advisors). • Recruitment initiatives to recruit and attract the best and brightest. • Increase in the number of 2+2 specialized articulation agreements with Florida College System. • Development of Dashboard and Scorecards to monitor progress on Institutional Goals. • Development of Housing Enhancement Plan to address on-campus availability of on-campus residential facilities. • Garnering of scholarship funds to support student scholarships (E.g., \$500,000 from Intel, \$600,000 National Alumni Association). <p><u>Faculty and Staff</u></p> <ul style="list-style-type: none"> • Unifying the campus community (e.g. 2018 President's Retreat – focused on customer service, performance and accountability with over 180 managers/administrators participating, fireside chats, faculty senate meeting, faculty representation on senior leadership team). | |

**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
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| | <p><u>Engagement</u></p> <ul style="list-style-type: none"> • Building a strong relationship with BOT, BOG, Chancellor's office, faculty, students, staff, alumni, elected officials, parents, community, civic and business leaders and other key stakeholders. • Initiated a new approach to advancing FAMU's legislative agenda (e.g., hosting of legislators on campus). • Ensured FAMU's consistent presence at the State Capitol before and during 2018 Legislative Session. <p><u>Accountability</u></p> <ul style="list-style-type: none"> • Southern Association of Colleges and Schools Commission on Colleges (SACSCOC): Successful SACSCOC On-Site Review. University was successful in receiving no recommendations or follow-up on 94+ plus standards. SACSCOC will release the official results during its December 2018 meeting. • Hiring of the Compliance Officer. • Developed action plans to support efforts focused on the following: <ul style="list-style-type: none"> ○ Implementation of the Strategic Plan "FAMU Rising" initiatives ○ Athletics Deficit ○ Housing Enhancement Plan • Revision to DSO policy to align with state of Florida legislation. <p><u>Improve the President's Effectiveness</u></p> <p>The single most important thing to improve my effectiveness is garnering resources that are needed to support the success of our students, faculty, staff and the campus infrastructure needs (e.g., scholarship funds, need-based aid, residential facilities, athletics, faculty research labs, campus technology upgrades, faculty and staff incentives to support and promote exceptional performance, etc.).</p> <p>It is an honor to be selected to serve as the 12th President of Florida Agricultural and Mechanical University (FAMU). My broader vision is to encourage our faculty and staff to be nimble and collaborative in ways that will allow us to better compete, sustain and transform FAMU for future generations to come. I am here to serve and I am open to any feedback that is provided to make FAMU a "first-choice" University.</p> |
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DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
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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.

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

TRUSTEES' EVALUATIONS

TRUSTEE MATTHEW M. CARTER II

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
|--|---|---|
| <p>Annual Priorities and Goals - 2017/2018 (See attached)</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? | <p>Comments:</p> <p>President Robinson has made solid progress on the completion of all Annual Priorities and Goals for 2017/2018. This process is ongoing and progressing well. Some of these need additional time, since the completion date does not correspond with this evaluation schedule. Overall, all matters considered, he meets expectations in this area.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |
| <p>Strategic Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic | <p>Comments:</p> <p>President Robinson provided excellent Strategic Leadership to FAMU during this evaluation period. President Robinson, during this evaluation period, had performed with a laser like focus on implementation, communication and coordination of the vision, goal setting, implementation and allocation of critical resources. His focus and actions have made all stakeholders- students, faculty, staff, alumni, trustees, better informed and working in a more cooperative and efficient manner. All of his strategic leadership has been to the great benefit to FAMU throughout the university's ecosystem.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |

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| <p>plan that engages all stakeholders?</p> | |
| <p>Educational Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? | <p>Comments:</p> <p>President Robinson has demonstrated excellent Educational Leadership during this evaluation period. President Robinson continues to demonstrate visionary leadership that is propelling FAMU forward in a positive and effective manner. During the visit by our accreditation agency, the commended FAMU on providing a world class portfolio of all information necessary for an outstanding report and sustained our university's accreditation. This is due to the quality educational leadership of President Robinson.</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Manage - analyze, organize, plan, direct, evaluate, renew - basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? | <p>Comments:</p> <p>Organizational management is the hallmark of President Robinson's tenure as President of FAMU. He has excelled in all areas of organizational management-management, timeliness, standards, quality decision making, utilization of a data driven process and outstanding planning and handling all matter, including crisis.</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

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| <ul style="list-style-type: none"> • Plan for and manage crises? (e.g. anti-hazing) • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)? | | |
| <p>Financial Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and | <p>Comments:</p> <p>President Robinson has done an outstanding job of managing the finances of FAMU. Although FAMU has historically not received the appropriate funding levels from the State of Florida, President Robinson has managed those inadequate financial resources in such a manner that all necessary areas to provide a quality education to our students are met. He sincerely wants to and could do more with an increase in funding of both recurring and non-recurring funds from the State. In addition to the data provided by President Robinson in his Self-Evaluation, it is also evidenced at each of our Board of Trustees Meeting.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

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| <p>multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?</p> | |
| <p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? | <p>Comments: President Robinson has been extremely effective in the Work Plan during this evaluation period. President Robinson has been deliberate in providing on-going and timely updates, all necessary information and communications regarding all matters pertaining to FAMU. He has excellent and timely communications with all members of the FAMU BOT. He has established and continues a respectful professional relationship with the Chancellor, the BOG Staff and the BOG. This has benefitted FAMU greatly because with this greater communication, concerns can be addressed early, such that they do not become problems.</p> |
| | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

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| <p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? | <p>Comments:</p> <p>President Robinson has worked very diligently in the area of Fund Raising for FAMU during this evaluation period. President Robinson has engaged all of us-FAMU BOT, Students, Faculty, Alumni, and; businesses and organizations-on the importance of INVESTING IN FAMU! He has responded immediately to every potential individual and corporate donor I have recommended and from what I have heard at our BOT Meetings, he has also done so for every BOT Member and anyone else that could contribute to the finances of FAMU. We, the FAMU Stakeholders (BOT, faculty, staff, alumni, students, friends, families and vendors), could all do more to help President Robinson in these important efforts.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? | <p>Comments:</p> <p>President Robinson has done an excellent job in External Relations on behalf of FAMU. President Robinson will go and has gone everywhere to meet individuals, organizations, business leaders, government and regulatory officials and members of the clergy telling the FAMU Story. It is reflected in the quality of FAMU's local, state and national reputation in national publications and other educational organizations. His great enthusiasm for FAMU, knowledge and appreciation of its history and presence has re-established the national and international FAMU Brand.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? | <p>Comments:</p> <p>President Robinson is outstanding in his efforts to Internal Relations. He has created an environment where all entities (leadership team, faculty, staff,</p> | <p>1 - Exceeds</p> |

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| <ul style="list-style-type: none"> • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? | <p>students) are making progress and clearly understand FAMU's mission and their respective parts in it. Customer service is improving and it's because the accountability measures employed at FAMU.</p> | <p>2 - Meets 3 - Does Not Meet</p> |
| <p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision-making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? | <p>President Robinson is outstanding in the area of Board Governance and Relations. President Robinson goes above and beyond to strengthen his relationship with the FAMU BOT. He is timely, honest, unafraid to give the facts in a given situation (the good, the bad and the ugly). He always provides recommendations for a more effective working relationship with the BOT by offering solutions to potential and real concerns. He always gives the BOT a "heads-up" on matters that may, in the future, impact on FAMU.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

Evaluator _____ Carter _____

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| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
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| <p>Personal Characteristics and Values</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? | <p>President Robinson excels in the area of Personal Characteristics and Values. He is professional, courteous, intelligent and embodies the virtues of a "servant leader". I have spoken to students, faculty, alumni, clergy and business persons; they all say President Robinson is honorable, courteous and respectful in all of their dealings with him.</p> <p>In my own personal opinion, having served in the United States Army, that the greatest leaders are those that can keep their wits when chaos is all around them. He is indeed the calm in the storm for FAMU and he is guiding us to calmer seas.</p> <p>President Robinson was outstanding in all areas* during the period of this evaluation.</p> <p>*With the exception of the area of Fund Raising and Annual Goals and Priorities; there he "Meets Expectations". See my comments in those sections.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Summary Questions</p> | | |
| <p>1. What have been the president's major accomplishments in the leadership of the institution over the last year?</p> | <p>1. President Robinson is always well prepared; respectful of all BOT Members and others during meetings and in individual settings; he is very dedicated to FAMU which comes through his values, his work ethics and his professionalism.</p> | |

Evaluator Carter

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
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| 2. What single thing would you suggest to improve the president's effectiveness? | 2. President Robinson could intensify his leadership efforts in fundraising for FAMU. | |
| 3. What other points need to be covered? | 3. Maybe an on-going system of forecasts of the specific financial needs for FAMU's future as to student graduation rates and other performance measures. | |

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.

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- 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.

Evaluator _____ Carter _____

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

TRUSTEE THOMAS W. DORTCH, JR.

Evaluator _____

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

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
|--|--------------------|---|
| <p>Annual Priorities and Goals - 2017/2018 (See attached)</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? | <p>Comments:</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Strategic Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? | <p>Comments:</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

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| Educational Leadership | Comments: | |
|---|-----------|--|
| <p>How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? | | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Manage - analyze, organize, plan, direct, evaluate, renew - basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises? (e.g. anti-hazing) | Comments: | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

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| <ul style="list-style-type: none"> • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)? | | |
| <p>Financial Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include | <p>Comments:</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOC, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? | <p>Comments:</p> <p>1)</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? | <p>Comments:</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
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| <p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision-making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? | | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
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| | | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
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| <p>Personal Characteristics and Values</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? | | <p align="center"> <input checked="" type="radio"/> 1 - Exceeds <input type="radio"/> 2 - Meets <input type="radio"/> 3 - Does Not Meet </p> |
| <p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? | | |

HE HAS REALLY HELPED TO RESTORE CONFIDENCE AND TRUST IN ANNUAL LEADERSHIP TEAM, CONTINUE TO SURROUND HIMSELF WITH WORLD CLASS LEADERS.

Evaluator _____

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| 3. What other points need to be covered? | |
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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.

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
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- 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 BETTYE A. GRABLE

Evaluator _____

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
|--|------------------|---|
| <p>Annual Priorities and Goals - 2017/2018 (See attached)</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? | <p>Comments:</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Strategic Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? | <p>Comments:</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Educational Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? | <p>Comments:</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises? (e.g. anti-hazing) | <p>Comments:</p> <p>The President demonstrates excellent organizational management leadership. Commendations are due to President Robinson for continuing to maintain well-run organizational processes that support faculty.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <ul style="list-style-type: none"> • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)? | | |
| <p>Financial Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include | <p>Comments:</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>External Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? | <p>Comments:</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
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**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision-making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
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**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
|--|---|---|
| <p>Personal Characteristics and Values</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? | | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? | <p>Major Accomplishment</p> <p>President Robinson's major accomplishment in the leadership of FAMU has been the stabilization of the morale and trust of the University's multiple stakeholders around the nation.</p> <p>Single Suggestion</p> <p>To continue to maintain the fine tuning of all organizational processes related to faculty support</p> | |

2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

Evaluation Rating Definitions

Exceeds Expectations:

- Significantly and consistently exceeds expectations(s) by producing a high quality and quantity of work.
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- Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings including one-on-one communications, writing skills, correspondence, and public situations.
- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University community.
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation.
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves 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.

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
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- 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 JACKSON, III

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
|--|--|--|
| <p>Annual Priorities and Goals - 2017/2018 (See attached)</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> Attaining the goals approved by the Board? In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) In communicating the attained goals? | <p>Comments: Dr. Robinson was able to complete 40% of the goals set for him by the BOT, and there is a possibility that 60% will be completed contingent upon more data being made available. With the goals that were not met, 2 out of the 4 improved substantially although they did not reach the projected goal.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Strategic Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the culture of the organization and convincingly tell its story? Discern and communicate the meaning of external trends and the institution's strategic situation? Renew the mission and articulate a compelling vision? Shape a productive strategy process and enlist the participation and confidence of others in it? Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? Lead the creation of a long-range strategic plan that engages all stakeholders? | <p>Comments: Drawing from my own interactions with Dr. Robinson, as well as what I have observed from his interactions with other students, faculty, staff, and the community, I conclude that Dr. Robinson's leadership is very respected and heading in the right direction. He has a clear vision for the university and continuously works to improve areas that he sees fit, which is important so that the university does not become stagnant. I believe that he has developed a unique understanding for the culture of the university being that he served as a professor as well as interim president before being named the official president.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Educational Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? | <p>Comments: It's impressive to see the number of new degree programs that have been added to the university's degree offerings during Dr. Robinson's tenure. However, areas that I would like to see improvement in going forward are in attracting and retaining strong faculty members. Many courses that students take only have one professor to teach the course and some required courses are only offered one semester each year. If we hired and retained more faculty members, providing additional courses will help students by not only giving them options in terms of when they are able to take the course, but also students won't have to delay their graduation a semester or two due to a required course not being offered consistently throughout the academic year.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises? (e.g. anti-hazing) | <p>Comments: The President has done well managing the university. We have seen improvements in key areas across the board, which speaks to the President's leadership as well as his vision. The main thing that I have noticed is the encouragement from faculty and staff for students to excel in different performance areas including securing internships to graduating in four to six years, and other areas that ultimately determine the success of our university.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)? | | |
| <p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include | <p>Comments: The President does a good job in explaining where we are financially, but at the same time working to make improvements across campus with the funds that we have. He has also implemented different cost saving measures that I believe will help the university long term.</p> | <p>1 - Exceeds 2 - Meets 3 -- Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?</p> | | |
| <p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? | <p>Comments: Dr. Robinson provides us with updates and expresses his needs and areas of concern. He also meets the short-term goals that the board has established for him.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? | <p>Comments: Dr. Robinson, along with interim VP Friday Stroud, have worked together to improve this area; however, there is still room for improvement in this area. I would like to see our relationships continue to get better with major donors resulting in the university receiving more money.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
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| <p>External Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? | <p>Comments:</p> <p>1) Under Dr. Robinson's leadership, our university recently received reaccreditation by SACSCOC, and that accomplishment alone speaks for itself. The reputation of the university has continued to improve as we are seen as one of the top HBCU's in the nation. However, I there are areas in which we can do a better job in competing against our fellow SUS institutions, especially if we are provided with adequate funding resources.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Internal Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? | <p>Comments: Dr. Robinson has done a good job reaching out to students and listening to our concerns through venues such as roundtable discussions he hosted. I would like to see these happen more frequently moving forward. From my vantage point, it appears that most faculty and staff have a satisfactory relationship with Dr. Robinson, and he seems to care about them on a personal level.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision-making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? | <p>Comments: The president has done a good job building a healthy relationship with the BOT.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
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**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) | | |
|--|--|--|--|--|
| <p>Personal Characteristics and Values</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? | <p>Comments: President Robinson has strong leadership skills and truly values the university. From a student perspective, he seems genuinely interested in advancing the interest of our students as well as all of the other stakeholders for the university. The majority of students believe in Dr. Robinson and his vision for the university and believe that he is the person who will continue to advance the university in a positive direction.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> | | |
| <p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? | | | <ol style="list-style-type: none"> 1. I think the President's most impressive accomplishment was getting the university reaccredited. I have also noticed that he has taken steps to form and build relationships with the community as well as the student body. 2. I believe that having more town hall style conversations with students will form a healthier relationship with the student body. Also, we need to find new sources of funding for the university from donors and maybe even sponsors, so we can continue to make improvements to our degree programs and campus and help more students graduate in four to six years. | |

2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
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| 3. What other points need to be covered? | 3. Finding additional sources of funding to improve the university. |
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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.

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- 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.

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
|--|---|--|
| <p>Annual Priorities and Goals - 2017/2018 (See attached)</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? | <p>Comments: Moderately so. I anticipate significant improvement in the year to come, and I believe so does the president. He is building the foundation for momentum and excellence, and the beginnings of the payoff can already been seen.</p> <p>No. 2</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |
| <p>Strategic Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? | <p>Comments: He understands the culture, and his understanding began to be built two decades ago. He knows where we can be better. The president is a well read and thoughtful leader, and fully understands what we need to do to achieve genuine excellence. His style is collaborative. This needs to be a year of picking up the pace, including ensuring that he has the right leadership team.</p> <p>No. 2, but moving toward No. 1.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Educational Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? | <p>Comments:</p> <p>He is a major league academic himself, and knows excellence in academia. He fully buys into being able to measure excellence and outcomes. He knows that excellence – including superb customer service – must be embedded in every level of the organization.</p> <p>No. 2.</p> | <p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p> |
| <p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises? (e.g. anti-hazing) | <p>Comments:</p> <p>He understands management and leadership, and has the potential to be outstanding in each and in both. His persona seems less “urgent” than I might like, but behind that warm façade is someone, it seems to me, wants excellence and results as much as anyone.</p> <p>Again, he needs to have the right deans and the right provost in place...and then move swiftly (and judiciously) from there.</p> <p>No. 2.</p> | <p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <ul style="list-style-type: none"> • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)? | | |
| <p>Financial Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include | <p>Comments:</p> <p>Wish I knew the details of this better, but I do sense he is fully aware of his obligations here.</p> <p>No. 2.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
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| <p>recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?</p> | | |
| <p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? | <p>Comments: He is a first-rate communicator to the Board. No. 1</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? | <p>Comments: An area of real opportunity. This needs to be a telling year on this topic. No. 3: Does not yet meet expectations, but he surely can.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>External Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? | <p>Comments:</p> <p>He has significant strengths here. Represents FAMU superbly. Does so with warmth and candor. He is a "people person," and it shows.</p> <p>No. 1.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Internal Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? | <p>Comments:</p> <p>He is an inclusive and caring person, and understands - and promotes - the imperative of diversity.</p> <p>No. 1</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
 BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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| <p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision-making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? | <p>More to be done here, but the president has significant and good instincts here. Knows how, in the best sense of the word, how to "use" the board. Can do even more in this area.</p> <p>Fund-raising needs to be a very major priority, and laced through with great urgency.</p> <p>Perhaps No. 2, but has the capacity to be No. 1.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
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**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
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| <p>Personal Characteristics and Values</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? | <p>He is a person of very high human values. Wise as well as smart. Respectful of others. A listener.</p> <p>No. 1.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
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| <p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? | <ol style="list-style-type: none"> 1: He has brought stability and vision. Now he needs to build from here, with the Board of Trustees at his side. 2: Make fund-raising a significantly higher priority for the university. Get his team fully in place...and quickly. | |

2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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| 3. What other points need to be covered? | |
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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.

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- 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

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
|--|--|---|
| <p>Annual Priorities and Goals - 2017/2018 (See attached)</p> <p>How effective was the president?</p> <ul style="list-style-type: none"> Attaining the goals approved by the Board? In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) In communicating the attained goals? | <p>Comments:</p> <p>4 of 8 Goals met</p> <p>Highest score in PBF model ever</p> <p>Much work need on Programs with Professional Pass Exams</p> <p>Improvements in action and plans to address six-year grad rates</p> <p>Increase quality profile of incoming freshman class</p> <p>Fund Raising targets not achieved/department transitioned to new leadership</p> <p>Developed comprehensive housing plan</p> <p>Activities underway to improve customer service</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Strategic Leadership</p> <p>How effectively does the president?</p> <ul style="list-style-type: none"> Demonstrate an understanding of the culture of the organization and convincingly tell its story? Discern and communicate the meaning of external trends and the institution's strategic situation? | <p>Comments:</p> <p>President has truly become the lead spokesperson for the University</p> <p>Positive engagement with Federal officials on behalf of FAMU and HBCUs</p> <p>Positive engagement with state and local officials to promote FAMU and secure resources</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <ul style="list-style-type: none"> • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? | <p>Key activities tie to the Strategic plan, backed up by the work plan</p> <p>President has worked to earn the respect and trust of the Board and BOG</p> <p>Board has established dash board process to help all see how the president's actions and those of his leadership team tie back to the Strategic Plan</p> <p>President has embraced the higher level of Accountability and Metrics driven by the Board</p> <p>President is highly visible with FAMU family both in Tallahassee and around the country</p> | |
| | | |
| <p>Educational Leadership</p> <p>How effectively does the president?</p> <ul style="list-style-type: none"> • Propose educational directions and priorities that motivate others? • Assure academic quality by expecting the use of evidence to improve performance? • Mobilize resources to support educational programs? • Encourage and enable educational and curricular change and innovation? • Understand and participate in academic governance and collaborative decision-making? • Attract and retain strong faculty? | <p>Comments:</p> <p>President and leadership team has worked to improve the quality of all academic programs</p> <p>We have evaluated and started key programs to keep up with current trends in the economy (cyber Security etc.)</p> <p>With aggressing lobbying we have secured funds to enhance the educations model</p> <p>We have reallocated resources to support he need for more academic counselors to help improve grad rates</p> <p>Our challenge continues to be programs with Professional Passage Exams/opportunity exit to get these programs up to State and National Passage Rates</p> <p>Opportunity exist to create a higher level of accountability with Departments Deans, such that they share more in our quest for improved performance in</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| | <p>every area.</p> | |
| <p>Organizational Management</p> <p>How effectively does the president?</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? • Set high standards and hold people responsible for results? • Make clear and timely decisions? • Make tough decisions? • Use analytical and creative thinking to solve problems? • Plan for and manage crises? (e.g. anti-hazing) • Attract, retain and develop talented personnel? • Oversee a competent leadership team that | <p>Comments:</p> <p>President has used the Strategic Plan and the Recent Accountability Report to Drive efforts in the following:</p> <ul style="list-style-type: none"> Recruitment Fund Development Grad Rates Housing Improvement Customer Service Improvement Retention Rates Financial Metrics Build out a strong 2+2 Program Implement Cost Saving Activities Update Master Plan | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)?</p> | <p>Create Strategy and Goals with University Advancement Launched Customer Service Improvement Plan Appointment of Chief Ethics and Compliance Officer</p> | |
| <p>Financial Management How effectively does the president?</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics), legislative budget requests | <p>Comments:</p> <p>Successful Financial Audits</p> <p>Maintain debt Coverage Ratio</p> <p>Maintain appropriate reserves</p> <p>Improved budgeting process across enterprise/BOT Budget Chair has full visibility to process and aligns on priorities</p> <p>Improved Moody's rating</p> <p>Enhanced University Budget Council with new additions</p> <p>Maintains effective communication with BOG on all financial matters</p> <p>Effective working relationship with BOG facilities staff regarding current and future facility needs at FAMU</p> <p>Money follows Strategic Plan and Accountability Plan</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>(LBR) & FAMU-FSU College of Engineering)?</p> | | |
| <p>Work Plan How effectively does the president?</p> <ul style="list-style-type: none"> • Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? | <p>Comments:</p> <p>Plan approved by BOT and BOG on first pass</p> <p>Plan calls for increased Performance in the PBF model</p> <p>Strong linkage to Strategic Plan</p> <p>Update provided at each Board Meeting and via on Line Dashboards</p> <p>Successfully address BOG concerns regarding growth</p> <p>Ongoing work will need to be done on all Professional Programs with passage exams</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Fund Raising How effectively does the president?</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? | <p>Comments:</p> <p>Missed Target</p> <p>Foundation put in place with new Leadership</p> <p>New Campaign has been implemented FAMU Rising</p> <p>President is out front with Alumni/Athletic Supports and other Donors delivering the University Message</p> <p>Clarity have bene provided around the Key Fund Development Activities of the Foundation/Rattlers Boosters and Athletics</p> <p>Deans have been engaged in the Fund Development Process</p> <p>Align Foundation and Foundation Staff of core mission and process for securing additional Funds</p> | <p>1 - Exceeds</p> <p>2 - Meets 2.5</p> <p>3 - Does Not Meet</p> |
| <p>External Relations How effectively does the president?</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the | <p>Comments:</p> <ol style="list-style-type: none"> 1) The President is truly the lead FAMU Spokesperson 2) President has been visible on a national Front in Washington DC and other forums around the Country 3) President has an active Role with SACS 4) President is actively engaged with elected officials at all levels to secure resources for FAMU 5) The President has strength our relationship with the BOG 6) The President is very active with NAA President and their Leadership Team | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>University and Board of Trustees?</p> | <p>7) President has engaged numerous Corporate CEO and other industry leaders to deliver the FAMU Story</p> | |
| <p>Internal Relations How effectively does the president?</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? | <p>Comments:</p> <p>President has started diversity and inclusion initiative</p> <p>President has been very visible with student, including hosting social events and participating in Dorm move in Day</p> <p>New Faculty Orientation Program</p> <p>Staff Career Development Process</p> <p>Seession Planning Process</p> <p>Attend Faculty Senate Meeting</p> <p>Provide opportunities for Staff and Faculty to have training and development opportunities</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Board and Governance Relations How effectively does the president?</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administrator's and the faculty's respective roles in decision-making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related | <p>President has demonstrated a clear understanding and appreciate for shared governess</p> <p>President has embraced the scorecard process and higher levels of accountability</p> <p>President work hard directly and via his staff to maintain strong communication with each board member</p> <p>President seeks Board guidance on key issues facing the University</p> <p>President has not acted outside of any decision or process agreed to by the Board</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>to the president's professional development and personal welfare?</p> <ul style="list-style-type: none">• Focus the board's attention on decision-making and governance systems that need improvement?• Administer the affairs of the University consistent with the documented Board policy? | | |
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**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
|--|--|--|
| <p>Personal Characteristics and Values</p> <p>How effectively does the president?</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? | <p>Dashboard process provides strong visibility to the goals and progress</p> <p>President is a very well respective senior administration both on campus and in the broader community</p> <p>President has great people skills and has used his influence to attract resources for the University</p> <p>President is forthcoming and always willing to engage in conversation regarding how to deal with issues facing the university</p> <p>The president understands the current political environment both at the national and state level and how to negotiate his way</p> <p>President is open to meet with key industry and political leaders to farther the cause of FAMU</p> <p>President has tremendous personal character and self-awareness and is an a highly effective leader</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest improving the president's effectiveness? <p>Major Accomplishments: Improving Performance in the PBF Model/this involves improving in several critical areas. It takes a comprehensive view of the University's performance and requires tremendous resources to be applied in several key Areas. Rallying the Senior Leadership Team around specific ways to drive over all higher performance for the University Significantly activity at the Federal and State Level to engage and generate support for FAMU</p> | | |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>3. What other points need to be covered?</p> | <p>2. We are now able to appoint permeant leadership in all key position include critical Dean Roles</p> <p>3 Athletics still need major monitoring and financial support with budget and expenditure process. Renewed focus on Research and maximizing the Hemp Opportunity in the state of Florida.</p> | |
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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 during 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.

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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.

Evaluator Kelvin Lawson

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

TRUSTEE HAROLD MILLS

**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

HAROLD MILLS

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

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-------------------------------------|-------------|-----------|-------------|---|----|-----|----|---|-------|-------|-------|--|--------|--------|--------|--|--------|---------|--------|---|-----|---------------------------|-----|--|-------|--------|-------|--|-----|-------------------------|-----|---|---------|---------|-------|---|-----|--------|-----|---|---|------|-----|--|
| <p>Annual Priorities and Goals - 2017/2018</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> Attaining the goals approved by the Board? In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) In communicating the attained goals? <p>The President and team made significant progress on most of the goals outlined. However, this section is designed to be as objective as possible and with a 50% or less achievement rate on these objective items must yield a does not meet rating.</p> | <p align="center">Status Update on Goal Attainment</p> <p>The table below provides an update on the goals, as of June 29, 2018. Descriptive narratives on the progress made with respect to each goal are provided in the section below the table.</p> <ul style="list-style-type: none"> 40% of the goals were met (4 of 10) 40% of the goals were not met (4 of 10) Progress on goals 9 and 10 will not be determined until September 2018, as explained below <table border="1"> <thead> <tr> <th>Metric</th> <th>Baseline</th> <th>2018 Goal</th> <th>2018 Actual</th> </tr> </thead> <tbody> <tr> <td>1. Increase FAMU'S Overall Score on PBF Metrics</td> <td>65</td> <td>>65</td> <td>72</td> </tr> <tr> <td>2. Increase the University's Six-Year Graduation Rate by 5%</td> <td>40.7%</td> <td>45.7%</td> <td>47.3%</td> </tr> <tr> <td>3. Achieve First-Time Licensure Pass Rates that Meet or Exceed State/ National Benchmarks in Law (Goal: ≥70%), Nursing (≥87%), Pharmacy (≥93%) and Physical Therapy (≥91%)</td> <td>0 of 4</td> <td>1 of 4</td> <td>0 of 4</td> </tr> <tr> <td>4. Increase Annual Giving by 25% and Implement a Plan to Launch a Capital Campaign</td> <td>\$8.5M</td> <td>\$10.6M</td> <td>\$9.3M</td> </tr> <tr> <td>5. Implement a Comprehensive Plan to Improve Customer Service in Key Campus Administrative Units and Enhance Engagement with Stakeholder Groups</td> <td>N/A</td> <td>Implement plan by June 30</td> <td>Met</td> </tr> <tr> <td>6. Increase Total Headcount Enrollment by 5%</td> <td>9,614</td> <td>10,029</td> <td>9,809</td> </tr> <tr> <td>7. Develop a Comprehensive Housing Plan by June 2018 to Address Short and Long Term Housing Strategies</td> <td>N/A</td> <td>Develop plan by June 30</td> <td>Met</td> </tr> <tr> <td>8. Increase Total R&D Expenditures by 1%*</td> <td>\$45.4M</td> <td>\$45.8M</td> <td>\$38M</td> </tr> <tr> <td>9. Reduce Overall Expenditures by 5% and Continue to Invest in the University's Key Initiatives and Strategic Priorities, while Increasing Cash Flow and Liquidity (reserves)</td> <td>N/A</td> <td>\$2.2M</td> <td>TBD</td> </tr> <tr> <td>10. Strengthen the University's Financial Health by Achieving or Exceeding a Minimum Debt Ratio of 0.84</td> <td>-</td> <td>0.84</td> <td>TBD</td> </tr> </tbody> </table> <p align="center">Met Not Met</p> | Metric | Baseline | 2018 Goal | 2018 Actual | 1. Increase FAMU'S Overall Score on PBF Metrics | 65 | >65 | 72 | 2. Increase the University's Six-Year Graduation Rate by 5% | 40.7% | 45.7% | 47.3% | 3. Achieve First-Time Licensure Pass Rates that Meet or Exceed State/ National Benchmarks in Law (Goal: ≥70%), Nursing (≥87%), Pharmacy (≥93%) and Physical Therapy (≥91%) | 0 of 4 | 1 of 4 | 0 of 4 | 4. Increase Annual Giving by 25% and Implement a Plan to Launch a Capital Campaign | \$8.5M | \$10.6M | \$9.3M | 5. Implement a Comprehensive Plan to Improve Customer Service in Key Campus Administrative Units and Enhance Engagement with Stakeholder Groups | N/A | Implement plan by June 30 | Met | 6. Increase Total Headcount Enrollment by 5% | 9,614 | 10,029 | 9,809 | 7. Develop a Comprehensive Housing Plan by June 2018 to Address Short and Long Term Housing Strategies | N/A | Develop plan by June 30 | Met | 8. Increase Total R&D Expenditures by 1%* | \$45.4M | \$45.8M | \$38M | 9. Reduce Overall Expenditures by 5% and Continue to Invest in the University's Key Initiatives and Strategic Priorities, while Increasing Cash Flow and Liquidity (reserves) | N/A | \$2.2M | TBD | 10. Strengthen the University's Financial Health by Achieving or Exceeding a Minimum Debt Ratio of 0.84 | - | 0.84 | TBD | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| Metric | Baseline | 2018 Goal | 2018 Actual | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Increase FAMU'S Overall Score on PBF Metrics | 65 | >65 | 72 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Increase the University's Six-Year Graduation Rate by 5% | 40.7% | 45.7% | 47.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Achieve First-Time Licensure Pass Rates that Meet or Exceed State/ National Benchmarks in Law (Goal: ≥70%), Nursing (≥87%), Pharmacy (≥93%) and Physical Therapy (≥91%) | 0 of 4 | 1 of 4 | 0 of 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Increase Annual Giving by 25% and Implement a Plan to Launch a Capital Campaign | \$8.5M | \$10.6M | \$9.3M | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Implement a Comprehensive Plan to Improve Customer Service in Key Campus Administrative Units and Enhance Engagement with Stakeholder Groups | N/A | Implement plan by June 30 | Met | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Increase Total Headcount Enrollment by 5% | 9,614 | 10,029 | 9,809 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Develop a Comprehensive Housing Plan by June 2018 to Address Short and Long Term Housing Strategies | N/A | Develop plan by June 30 | Met | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. Increase Total R&D Expenditures by 1%* | \$45.4M | \$45.8M | \$38M | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. Reduce Overall Expenditures by 5% and Continue to Invest in the University's Key Initiatives and Strategic Priorities, while Increasing Cash Flow and Liquidity (reserves) | N/A | \$2.2M | TBD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Strengthen the University's Financial Health by Achieving or Exceeding a Minimum Debt Ratio of 0.84 | - | 0.84 | TBD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| | <p>Visit http://president.famu.edu (click on Goals) for President's Goals Dashboard and Scorecard.</p> <p>Summary of Progress</p> <p>Goal 1 (met): FAMU obtained the highest score to date on the Performance Based Funding Model, increasing from 65 points (2017) to 72 points (2018).</p> <p>Goal 2 (met): FAMU's six-year graduation rate increased by 6.7%, from 40.7% to 47.3%.</p> <p>Goal 3 (not met): While this goal was not achieved, significant progress has been made over the past year to improve performance on licensure exams in each of the targeted areas. Last year I instructed each college/school to develop comprehensive action plans describing the steps that would be taken to improve performance. Each plan addressed how the program would: a) revise admissions criteria; b) redesign curricula; c) enhance academic support services; and d) improve faculty development. Deans from Law, Allied Health Sciences and Nursing also provide updates to the BOT on the goals, strategies and expected outcomes described in the action plans. Two programs experienced an increase in first-time pass rates as a result of strategies implemented: a) 2017 pass rates for the College of Pharmacy increased by 15% over the previous year; b) Preliminary 2018 pass rates for the School of Nursing have increased to 86%, representing a 22% increase over the previous year.</p> <p>Goal 4 (not met): The goal to increase annual giving by 25% was not achieved; however, the University did experience a 9.5% increase over the past year. Progress on this goal was hampered somewhat due to administrative turnover in the Division of University Advancement. Despite this challenge, significant progress was made via the initiation of targeted fundraising campaigns and the hiring of an external consultant to develop a Capital Campaign Readiness Plan. Specific details regarding fundraising activities that occurred are provided below:</p> <ul style="list-style-type: none"> • As of June 28, the 2017-2018 annual giving amount is \$9.3M (\$4.1M Cash + \$5.2 pledges and planned gifts). <ul style="list-style-type: none"> ○ Results for the previous year: Annual giving was \$8.5M (\$5.2M Cash + \$3.3 pledges and planned gifts). • The University is in process of developing a plan to launch a capital campaign. Actions to date include: <ul style="list-style-type: none"> ○ Hiring a consultant to prepare a preliminary Capital Campaign Readiness Plan ○ Assessing staff and organizational structure ○ Implementing infrastructure enhancements to support a Capital Campaign, including the launch of the FAMU Rising Fundraising Campaign (www.FAMURising.com) | |
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**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| | <ul style="list-style-type: none"> ○ Refining the donor prospecting process and pool <p>Goal 5 (met): A comprehensive plan to improve University customer service was developed this year, with formal implementation beginning in May 2018. The framework for the plan is grounded in the key goals and strategies outlined in the University Strategic Plan. The University has hired an external consulting firm to assist with the implementation of the plan. A representative of the firm gave a featured presentation during the President's Leadership Retreat in May. Additionally, a presentation of proposed strategies, activities, timelines and deliverables were presented to the FAMU BOT in June 2018.</p> <p><u>Goals and Strategies for Customer Service Initiative:</u></p> <p>Goal 1: To develop and maintain a University-wide culture of service excellence. Goal 2: To Sustain superior service levels with ongoing monitoring, accountability, and recognition programs to reward excellent customer service.</p> <p>Strategies include:</p> <ol style="list-style-type: none"> 1. Assess the customer experience by examining critical points of contact and campus physical infrastructure, and by soliciting feedback from key stakeholders. 2. Create and communicate a "Customer Service Vision" to assure an understanding of the University's standards and expectations of "service excellence." 3. Develop and implement a comprehensive service excellence plan that assures employee accountability, training and development, employee engagement and employee recognition. 4. Create monitoring systems or dashboards for service levels 5. Create internal service excellence recognition competitions and initiatives 6. Participate in external service excellence awards competitions <p><u>Enhance Engagement with Stakeholder Groups:</u></p> <p>During the past year I worked tirelessly to enhance engagement with university stakeholder groups, including alumni, corporate partners, legislators, etc. Specific details regarding these efforts are described in more detail in later sections below.</p> <p>Goal 6 (not met): We have made significant progress in stabilizing the University's enrollment through our strategic recruitment efforts. The University experienced a 3% increase in the total headcount enrollment over the previous year. It is worth noting that in fall 2017 the University's enrollment increased for the first time since fall 2010. There has also been a 29% increase in FTIC applications and a 16.6% increase in total applications for the coming year</p> | |
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**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| | <p>(fall 2018 vs fall 2017).</p> <p>Goal 7 (met): In collaboration with internal and external stakeholders (namely, Division of Bond Finance, BOG, and the Federal Department of Education) the University has developed a housing financial and deferred maintenance plan. This plan provides a comprehensive solution for all of our housing needs without bifurcating the system. The plan uses a multi-pronged approach consisting of restructuring of existing debt, financing for new housing development (Phase 1A), and providing financing necessary to address our deferred maintenance in housing facilities. A Debt Management packet for participation in the DOE's HBCU Capital Financing program has been developed and approved by the BOT; an update was also provided to the BOG at its June 2018 meeting. The University plans to seek approval as an action item on the BOG's September meeting.</p> <p>Goal 8 (not met): Due to changes in how the University now reports its R&D expenditures to the National Science Foundation, the total reported (\$38M) is below the target of \$45.8M for this year. Several new large R&D proposals are in progress that, if successful, will significantly increase FAMU's portfolio next fiscal year.</p> <p>Goal 9 (TBD): The data for this goal will not be available until the University's financial statements are completed in September. Several cost-saving strategies were implemented in the past year to assist the University in its overall goal to reduce expenditures</p> <p>Goal 10 (TBD): The data for this goal will not be available until the University's financial statements are completed in September. Preliminary data indicate the projected debt service ratio at end of the fiscal year (June 30, 2018) is estimated to be slightly under the target.</p> | |
| <p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic | <p>Comments: My efforts over the past year have focused on implementing a sound framework to guide our decisions related to vision, goal setting, implementation, communication, and allocation of resources. The following provides achievements made to date:</p> <p><u>Demonstrate an Understanding of Culture and Convincingly Tell its Story</u></p> <ul style="list-style-type: none"> • Engagement with state legislators to advocate for institutional support <ul style="list-style-type: none"> ○ Meetings were held with a 95% of the members of the Florida Caucus of Black | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <ul style="list-style-type: none"> • situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? <p>Comments: The President as performed exceedingly well in this category and while we are in the middle of implementing the outlined strategies, the university's eco-system is aligned well with the vision and mostly supportive of the goals outlined for the university.</p> | <ul style="list-style-type: none"> • Engagement with Congress and federal agencies to advocate for institutional support <ul style="list-style-type: none"> ○ Throughout the year, visits, meetings, panel and conference participation and presentations were utilized to advocate for the University and its strategic priorities. These events included: <ul style="list-style-type: none"> ▪ Participation in White House Initiative on Historically Black Colleges and Universities annual activities. ▪ Engaging with members of the Congressional Black Caucus (CBC) in conjunction with the Thurgood Marshall College Fund conference ▪ Participating in the HBCU STEAM Day of Action alongside the HBCU Congressional Caucus. ▪ FAMU being spotlighted in the Congressional HBCU Caucus Newsletter ▪ Participating in the NOAA Senior Leadership Meeting ▪ NOAA EPP/MSI 9th Biennial Education and Science Forum ▪ Hosting Air Force and Navy leaders/representatives to promote diversity in recruitment. ▪ Hosting Congresswoman Alma Adams from North Carolina and Congressman Anthony Brown Maryland for a visit to our ROTC program. ▪ Meetings on several occasions with our U.S Congressman Al Lawson and U.S. Senators Bill Nelson and Marco Rubio. These meetings have resulted in Congressional funding and support of several initiatives. ▪ Hosting visit with United States Secretary of Agriculture, Sonny Perdue for a roundtable discussion on youth and agriculture. • Engagement with alumni and other stakeholder groups to advocate for institutional support <ul style="list-style-type: none"> ○ With an understanding of the important role our alumni and supporters play in the success of the University, alumni events were included on the Presidential calendar on a monthly basis. Chapters in each region were engaged. Examples of some of the visits, speaking engagements and fundraising outreach efforts that occurred with our alumni and other stakeholder groups to advocate | |
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| | <p align="center">institutional support included:</p> <ul style="list-style-type: none"> ▪ FAMU National Alumni Association (NAA) Convention -Orlando, Florida. NAA raised over \$600,000 to support student success, athletics and other targeted programs. ▪ NAA Southern California Chapter Fundraising Event ▪ Tampa Alumni Gala Banquet-reception ▪ FAMU NAA Leon County Chapter Scholarship Gala ▪ Broward County Alumni Unity Day ▪ Broward County HBCU President's and Chapter President's Roundtable (May) ▪ Metro Atlanta Chapter event ▪ 220 Quarterback Club meetings ▪ Meetings and engagement with distinguished alumni/donor prospects throughout year, such as Rob Hardy, Montrel Miller and Shundrawn Thomas, and attending the mayoral inaugurations of three alumni, including Atlanta Mayor Keisha Lance Bottoms, Booker Gainor, and Deana Holiday Ingraham ▪ FAMU Retirees Luncheon ▪ Pittman Law Group Reception ▪ Meetings and engagement with members of the Board of Trustees, Foundation Board, Board of Governors and Rattler Boosters throughout the year. ▪ Hosted industry leaders such as Mike Ferrandez on campus ▪ Alumni, friends, corporate partners, foundations, and other stakeholders donated approximately \$9.3M in 2017-2018. <ul style="list-style-type: none"> • List of external speaking engagements <ul style="list-style-type: none"> ○ Throughout the year, I participated in speaking engagements and networking opportunities on a monthly basis to ensure the University's story, strategic priorities, mission and vision were shared with the community and influential leaders, potential partners and stakeholders. These engagements included: <ul style="list-style-type: none"> ▪ Gooden-Steele Prayer Breakfast (honoree and participant) ▪ Chamber President's Council Luncheon (February) ▪ Leadership Tallahassee Convening ▪ PBS's Tell Them We Are Rising HBCU Panel ▪ Links Chapter Meeting ▪ Inter Civic Council – Southern Christian Leadership Council MLK | |
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| | <p style="text-align: center;"><u>Discern and Communicate the Meaning of External Trends</u></p> <ul style="list-style-type: none"> • Speaking engagements in DC, Florida and around the nation regarding HBCUs, higher education, policy, etc. <ul style="list-style-type: none"> ○ Throughout the year, I participated in conferences, round tables, panels, meetings and other engagements to advocate on behalf of HBCUs, and to impact higher education policy. These engagements included: <ul style="list-style-type: none"> ▪ Intel HBCU President's Roundtable ▪ Visits with Facebook and Google representatives ▪ TMCF Member-Schools Convening and Congressional activities ▪ <i>Tell Them We Are Rising</i> documentary screening and televised panel on the value and impact of HBCUs ▪ SACSCOC Workshop ▪ Meeting with Dow Corporation ▪ HBCU Week in Washington, D.C. ▪ White House Initiative on Historically Black Colleges and Universities to promote the new Construction and Infrastructure Technology Innovation Center (CITIC) of Excellence proposal. ▪ APLU Council of Presidents meeting <ul style="list-style-type: none"> ○ White House HBCU Initiative Director ○ Meeting with leaders from DHS, HUD, DOE and the Office of National Intelligence. • Speaking engagements with corporate partners, etc. regarding workforce needs and employment opportunities <ul style="list-style-type: none"> ○ I had several engagements with corporate and community partners regarding workforce needs and employment opportunities, including City of Tallahassee, Tallahassee Chamber of Commerce, Dow, Ford, Southern Glaser, Intel, | |
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| | <p><u>Strategic Planning/Visioning and Garnering Support</u></p> <ul style="list-style-type: none"> • Efforts this year have focused on implementing the University's new five-year Strategic Plan; examples of these activities included: <ul style="list-style-type: none"> ○ Gaining BOG approval of the plan ○ Providing quarterly status updates and highlights at each BOT meeting ○ Development of Dashboards and Scorecards on key performance indicators to indicate progress. ○ Holding quarterly Strategic Planning Workshops with senior leadership, deans and other administrators on implementation of the Strategic Plan ○ Effective budget planning and allocation of resources to support the plan • The University developed and secured BOT and BOG approval of the 2018 Accountability Plan (contains key achievements, data and projections on key performance indicators). • Garnering support and buy-in for the University's strategic initiatives through consistent communication and engagement with the BOT, BOG, faculty, staff, students, alumni and other key stakeholders. <ul style="list-style-type: none"> ○ The University Received \$6M in support of its Legislative Budget Request, which focuses on providing resources for the initiatives outlined in the University Strategic Plan. ○ The University effectively lobbied the Florida Legislature and Governor for approval of legislation that enables the University to participate in the DOE HBCU Capital Financing Program. • Key administrative searches at the Deans level <ul style="list-style-type: none"> ○ Launched national searches for the dean positions in pharmacy, education, journalism and graphic communications, and science and technology. | |
| <p>Educational Leadership</p> <p>How effectively does the president:</p> | <p>Comments:</p> <p>My vision and agenda as leader is to build upon the mission of FAMU by ensuring that the</p> | |

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| <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? <p>Comments: In the area the President has done well, I would encourage the team to think bigger for goals in the coming years to address the changing needs of higher education for the future. This includes funding and activities in research dollars and facilities, extended partnerships with industry and business leaders that leverage FAMU as a destination to source talent, and significantly more progress in online learning initiatives. We remain far behind our cohorts in these areas.</p> | |
| <p>University offers high-quality, cutting-edge academic programs and educational experiences for our students. Below provides a summary of key accomplishments and outcomes:</p> <p><u>Propose Educational Directions and Priorities that Motivate Others</u></p> <ul style="list-style-type: none"> Over the past year I have placed an emphasis on the development of new interdisciplinary academic programs that will place FAMU at the forefront of innovation and discovery. Support and approval of these proposed programs was obtained via BOT and BOG approval of the University's Accountability Plan. Examples of these programs include: <ul style="list-style-type: none"> BS and MS in Cybersecurity BS in Business Analytics BS in Digital Media PhD in Sustainability <p><u>Assure Academic Quality</u></p> <ul style="list-style-type: none"> Over the past year the University has placed an increased emphasis on monitoring and improving the performance of its academic programs. <ul style="list-style-type: none"> Each college/school was required to develop unit-level strategic plans and action plans outlining key steps for improvement Academic scorecards were developed for each college/school, which identify baselines and annual goals for key measures of success <p><u>Mobilize Resources to Support Educational Programs</u></p> <ul style="list-style-type: none"> Secured \$6M in funding from legislature in support of academic support and educational programs. <p><u>Encourage and Enable Educational and Curricular Change and Innovation</u></p> <ul style="list-style-type: none"> This past year I facilitated FAMU's participation in the Google West HBCU Initiative. I joined a distinguished panel in March 2018 on Capitol Hill for the first HBCU Science, Technology, Engineering, Art, and Mathematics (STEAM) Day of Action. The Bipartisan Historically Black Colleges and Universities (HBCUs) Caucus and the STEAM Caucus hosted the event. HBCU presidents and administrators from 34 schools and industry leaders met with congressmen and senior staff from both parties and in both chambers. This past year the University developed and approved its first fully online undergraduate educational program (BS in Information Technology). | |
| <p style="text-align: center;">2 - Meets</p> <p style="text-align: center;">3 – Does Not Meet</p> | |

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| | <ul style="list-style-type: none"> • Several new academic programs were approved over the past year: <ul style="list-style-type: none"> ○ Online BS Information Technology ○ BS Supply Chain Management ○ BS Biomedical Engineering ○ New major in General Health Science within the existing BS Health Science ○ BS Agricultural Sciences (restructuring of an existing program) ○ MS Systems Engineering ○ MS Supply Chain Management ○ Music Education specialization within the existing MED Curriculum and Instruction ○ Non-thesis major in Computer Science within the existing MS Computer Science ○ Certificate in Cybersecurity ○ Certificate in Global Health ○ Medical Coding Certificate ○ Certificate in Rehabilitation Services Management <p><u>Understand and Participate in Academic Governance and Collaborative Decision Making</u></p> <ul style="list-style-type: none"> • The examples below evidence my commitment to shared governance and collaborative decision making: <ul style="list-style-type: none"> ○ Faculty representatives are included on my Senior Leadership Team and the Provost's Council of Academic Deans. ○ I have worked to ensure that faculty are represented on all university-wide committees. ○ I regularly attend Faculty Senate Meetings. ○ I hold regular meetings with the leadership of Faculty Union. <p><u>Attract and Retain Strong Faculty</u></p> <ul style="list-style-type: none"> • Examples of our efforts to support, attract and retain strong faculty over the past year include: <ul style="list-style-type: none"> ○ Significantly increasing the University's annual budget for faculty development (from \$190K to \$390K). ○ Providing support for start-up packages to attract high-quality new faculty. <ul style="list-style-type: none"> ▪ Example: The College of Pharmacy and Pharmaceutical Sciences provided a start-up package for Dr. Eun-Sook Lee, an ROI scientist and full professor faculty member. ○ Providing Faculty Travel Grants to support professional development efforts | |
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| | <ul style="list-style-type: none"> ○ (20 faculty grants awarded (\$32,158). ○ Approval of seven faculty sabbaticals to support ongoing research and scholarship. ○ Providing three faculty awards for teaching excellence. | |
| <p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? • Set high standards and hold people responsible for results? • Make clear and timely decisions? • Make tough decisions? • Use analytical and creative thinking to solve problems? • Plan for and manage crises? (e.g. anti-hazing) • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes | <p>Comments:</p> <p>The following provides a summary of key achievements in the area of Organizational Management:</p> <p><u>Management of Institutional Processes and Resources</u></p> <p>The following initiatives were implemented:</p> <ul style="list-style-type: none"> • Cost savings strategies <ul style="list-style-type: none"> ○ Energy Performance Contract: Cost Savings of over \$1M annually ○ Boiler Plant related savings: \$380,000 annually ○ 16% reduction in energy consumption (and therefore cost) in last 5 years ○ Sidewalk repairs: Improve campus safety and aesthetics through innovative sidewalk and walkway repairs (approximate cost avoidance of \$500,000 compared to conventional methods). • Launch Customer Service Initiative <ul style="list-style-type: none"> ○ Launched a formal Customer Service initiative in support of Strategic Priority #6 – Outstanding Customer Experiences. ○ A presentation of proposed strategies, activities, timelines and deliverables were presented to the FAMU BOT in June 2018. • Implemented Plan to restructure university advisement <p><u>Create Sense of Urgency/Drive Results</u></p> <ul style="list-style-type: none"> • Increase in retention and graduation rates <ul style="list-style-type: none"> ○ The number of FTICs returning the second fall with at least a 2.0 increased to 76.3% in 2017 compared to 74.6% in 2016. ○ Four-year graduation rates increased to 21.8% in comparison to 19.2% reported in 2017. ○ Six-year graduation rates increased to 47% in comparison to 41% reported in 2017. • Increase in licensure pass rates | <p align="center">2 - Meets</p> <p align="center">3 – Does Not Meet</p> |

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| <p>responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)?</p> <p>Comments:</p> <p>The President needs to emphasize this critical area even more. Inertia and incrementalism have habits of destroying organizations at this stage in their development. While the university is making progress, our (financially) competitive landscape is outpacing us. We need to encourage more urgency, if not crisis, to enable us to pursue more aggressive improvements in fiscal management of the university, customer experience management with students, bolder curriculum and research opportunities and more. While increasing our AA transfers is important, everyone in our cohort is doing this and our achievement numbers our only relative to our cohorts. We need to make significantly more progress in this organizational management and culture category at a faster pace.</p> | <ul style="list-style-type: none"> ○ Preliminary 2018 results show that Nursing first-time passage rates were at 86% during the first quarter (Jan – March 2018). ○ Pharmacy first-time pass rates in 2017 increased by 15% over the previous year. ● Enrollment increase <ul style="list-style-type: none"> ○ In fall 2017, the University enrolled 9,909 students, a 3.06% increase compared to the 9,617 students enrolled in fall 2016. ● Increase in fall 2018 admissions applications: To date, FTIC applications have increased by 29% (5,681 in 2017 to 7,333 in 2018). The total applications received for all admission types increased by 16.6% (8,284 in 2017 to 9,662 in 2018). ● Recruitment of FCS AA transfers through specialized 2+2 articulation agreements <ul style="list-style-type: none"> ○ In fall 2017, Florida College System Associate of Arts (AA) transfer headcount enrollment increased by 14.6% in comparison to fall 2016 enrollment. ○ Nine (9) articulation agreements have been completed with 637 students participating in the IGNITE Transfer Program/Partnership. The state colleges are: <ul style="list-style-type: none"> ■ Broward College - 42 students participating ■ Florida Gateway College - recently signed in 2018) ■ Florida State College at Jacksonville - recently signed in 2018 ■ Miami-Dade College - 22 students ■ Palm Beach State College - 24 students ■ Santa Fe College - 17 students ■ St. Petersburg College – 22 students ■ Tallahassee Community College – 489 students ■ Valencia College – 21 students ● Fundraising: <ul style="list-style-type: none"> ○ Created the first ever mission statement, vision statement, values statement, and Strategic Plan for the Division of University Advancement. ○ Created and launched the FAMU Rising Fundraising Campaign (www.FAMURising.com), which includes the following supporting campaigns: Student Giving, Parents and Grandparents Giving, FAMU Car Tag, Alumni and NAA Spring Appeal, Matching Gifts, Faculty and Staff Giving, FAMU Car Fundraiser, FAMU Retirees Giving, etc. <ul style="list-style-type: none"> ○ Athletics <ul style="list-style-type: none"> ■ 2018 Investing In Champions Campaign sales increased by 107% ■ 2018 Football Season Tickets have increased by 9% | |
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| | <ul style="list-style-type: none"> • Research <ul style="list-style-type: none"> ○ Engagements were made at multiple levels of the US Federal Government and Industry in order to expand FAMU's research portfolio. This included engagements with the NASA/Kennedy Space Center to promote involvement in the Orion Manned Space Mission, support K-12 STEM education and to engage commercial launch firms in need of diverse talent to further their corporate goals. • Finance, Facilities, Human Resources (HR) <ul style="list-style-type: none"> ○ A draft plan has been developed that aligns the Facilities Planning Construction and Safety (FPCCS) to address priorities identified in the University's Strategic Plan. Members of the FPCCS team also serve as the University Strategic Priority Champions and the action plan team members. Unit level goals and key matrices have been established for the action plans. The FPCCS team continues to work with the University Assessment office in developing and implementing surveys to gauge our service provided and the opportunities for continual improvements. Based on the results of these surveys, data driven decisions are made to enhance FPCCS service efficiency and effectiveness. ○ Additional examples of ongoing efforts within FPCCS to improve the University's facilities infrastructure: <ul style="list-style-type: none"> ▪ Commenced the process to update campus construction design standards and guidelines ▪ Currently in the process of reviewing, refining, and updating construction manual ▪ To adhere to industry best practices, Facilities will be working with the Office of General Counsel in reviewing and updating construction contract templates to the AIA (American Institute of Architects) format ▪ Continue participation in the Sightlines benchmarking services ▪ Conduct University-wide Facilities Condition Audits ▪ Develop and maintain the campus utility and infrastructure grid during normal and emergency operational periods ▪ Collaborate with SUS partners and host agencies • Student Learning: <ul style="list-style-type: none"> ○ See examples above regarding our success over the past in improving retention, graduation and licensure pass rates. | |
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| | <ul style="list-style-type: none"> • Athletics <ul style="list-style-type: none"> ○ The Mid-Eastern Athletic Conference (MEAC) recognized 107 FAMU athletes on the 2018 Commissioner's All-Academic Team (54 female and 53 male athletes). These honor-student athletes, included sophomores to seniors with a cumulative grade point average of 3.0 or better. <p><u>Set High Standards/Decision Making/Crisis Management/Competent Leadership Team</u></p> <ul style="list-style-type: none"> • Over the past year I have worked with my senior leadership team to drive improvement on institutional goals and to establish a campus-wide data-driven culture; examples of these efforts are listed below: <ul style="list-style-type: none"> ○ Establishing unit-level performance targets that are aligned with institutional strategic priorities and goals (e.g. program improvement plans, unit-level scorecards) ○ Implementing an aggressive monitoring and evaluation system to track progress of units in achieving goals (e.g. creating dashboards, holding quarterly strategic planning workshops for campus leaders) ○ Communicating and publicizing progress towards achieving goals (e.g. college/school meetings, regular updates to SLT and BOT) ○ Evaluating unit leaders against outcomes on key measures (e.g. evaluating performance against progress towards achieving unit-level goals) • Appointment of Chief Ethics and Compliance Officer in March 2018. This position is responsible for the establishment and implementation of a compliance and ethics program that will build a culture of compliance and ethical decision-making in the University community, which includes a focus on organizational structure and policy, communication of expectations, measurement, and accountability. The position provides guidance on matters of compliance and ethics that will strengthen and enhance the performance of the University and adherence to reporting requirements to the Board of Governors (BOG). | |
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| <p>Financial Management</p> <p>How effectively does the president:</p> | <p>Comments:</p> | |
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| <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would | <p>The following provides a summary of key achievements in the area of Financial Management:</p> <p><u>Manage the Organization's Financial Dynamics</u></p> <ul style="list-style-type: none"> • As a result of our efforts over the past year, Moody's Investors Service revised the outlook of the University to stable from negative. The outlook revision incorporates anticipated improvement in operating performance and revenue growth with reduced enrollment volatility combined with gains in base state funding. • I revamped the University's budgeting process by making strategic additions to the membership of the University Budget Council (e.g. VP for Strategic Planning, VP for Advancement) and by placing a greater emphasis on allocating resources in support of the University's strategic priorities. • Implemented a number of cost saving strategies. <p><u>Provide Supervision of the University's Buildings, etc.</u></p> <p>Under my leadership, the staff at the University has engaged in ongoing communications with the BOT, BOG, and the Division of Bond Finance, etc. They use various avenues available for appropriate communications and seeking necessary approvals for expenses including meetings, submission of biweekly reports for critical projects, and quarterly construction and financial updates presentations during Board meetings. FPCCS team continues to breakdown silos and build bridges to provide oversight and support for all campus facilities (E&G and Non E&G). A comprehensive Facility Condition Audit program has been implemented with housing facilities being a priority. A deferred maintenance plan for housing facilities has been developed. Ongoing collaboration meetings are occurring to address concerns related to facilities regardless of the type of building. As it relates to the University buildings, grounds, and infrastructure, the following provides some examples of the accomplishments:</p> <p style="padding-left: 40px;">Facilities Planning and Construction (FPC):</p> <ul style="list-style-type: none"> o New building signage across the campus o Completion of the debt management packet in support of the comprehensive housing plan o Center for Access and Student Success (CASS) building site finalization, o CASS ground breaking and underground utility work completion o Master Plan update o Capital Improvement Program approval for submission to the Board of Governors | <p>3 – Does Not Meet</p> <p>2 - Meets</p> |

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| <p>include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?</p> <p>Comments:</p> <p>This is another area where we are making some progress but not at the pace required. We continue to punt or avoid the difficult decisions required to significantly improve the financial health of the enterprise. The achievements highlighted illustrate progress but more aggressive cost savings and restructuring is required to facilitate financial health and to enable key growth investments that lead to greater self-sufficiency.</p> | <ul style="list-style-type: none"> o FAMU/FSU College of Engineering buildings A and B renovation and code upgrade project completion o Allied Health Simulation lab completion o Student Services addition o Stadium Repairs and Make Ready project completion o Additionally, numerous mid-size and smaller renovation projects were completed. These include renovations at (Library, Union, Rattlers Den, Career Center, Honors house, Smart classroom technology, Lucy Moten) <p>Plant Operations and Maintenance (POM):</p> <ul style="list-style-type: none"> o Cost saving initiatives for the boiler plant o Building energy management system installation for College of Law o Continual energy reduction and cost savings related to existing performance contract o Commenced with new initiative for the energy performance improvement o Multiple campus beautification projects completed o Successful completion of Storm preparation and response (hurricanes and winter storm) o Custodial Inspection program rollout o Maintenance and Safety training program rollout <p>Environmental Health and Safety (EHS):</p> <ul style="list-style-type: none"> o Sidewalk improvement project completed to reduce the risk of accident and injury on campus o Met or exceeded all standards for Environmental Health and Safety during program review by the Division of Risk Management o University Safety Committee met regularly and appropriately addressed occupational safety concerns o Reduction of occupational safety accidents (6% reduction) o Rolled out University Safety Recognition Program (7 employees recognized) o Maintain an effective accident and injury program o Established accident and injury tracking, investigation of accidents, initiate corrective actions o Implemented an online occupational safety and health training program o Significantly improve and enhance the occupational safety training programs such as Lockout/Tag out and Arc Flash for electrical workers, fall protection, confined space, fork lift, and shop and tool safety | |
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| | <ul style="list-style-type: none"> ○ Maintained a more efficient inspection and notification program ○ Implemented a job safety analysis program through the use of integrated safety management. <p><u>Fully Inform and Engage the Board on Fiscal Matters/Promote Informed Decision Making</u> I have worked to ensure that periodic financial status reports and other required financial data (such as Moody's, Housing, and capital finance reporting) are provided to our Board. We engage Trustees on an individual basis prior to each scheduled meeting to provide the opportunity for additional explanation and/or discussion surrounding all financial reports.</p> | |
| <p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? <p>Comments:</p> | <p>Comments:</p> <p><u>Provide On-Going and Timely Updates</u> The 2018 Accountability Plan (formally Work Plan and Accountability Report) was approved by the BOT and BOG at their respective June 2018 meetings. Over the past year, my leadership team and I have provided regular updates to the BOT on the progress achieving the goals outlined in the 2017 Work Plan and University Strategic Plan. Some examples of these updates are listed below:</p> <ul style="list-style-type: none"> • Updates on Institutional Goals (including the state's Performance Funding Model) were provided at the November, March and June BOT meetings • Updates on licensure examination pass rates were provided at the March and June BOT meetings • Updates on the number of 2+2 specialized articulation agreements (FAMU IGNITE Transfer program) were provided at the March and June BOT meetings (and BOG June 2018 meeting) • An update on initiatives to enhance the student advisement process was provided at the November BOT meeting • Status updates on the development of college/school improvement plans was provided at the March BOT meeting • An update on the Customer Service Initiative was provided at the June 2018 BOT meeting • Recommendations for a new PBF Choice Metric were provided at the August 2017 BOT retreat <p><u>Meeting the Goals Established by the BOT and Approved by the BOG</u></p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

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| | <p>Significant progress was made this past year in achieving institutional goals; specific examples include the following:</p> <ul style="list-style-type: none"> • The University showed improvement on seven of the 10 PBF metrics and earned its highest PBF score since the inception of the Performance Funding Model • The University improved on its retention and graduation rates • The University launched its Customer Service Initiative • The University's enrollment increased for the first time in several years • Enrollment in online courses increased by 73% | |
| <p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? <p>Comments:</p> <p>Since we missed the fundraising target it is difficult to consider this a "meets" expectations. This is particularly true since we experienced a decline in cash donations year over year. However, given some of the turnover within this area, I'm assuming the activities highlighted are</p> | <p>Comments:</p> <p>I have worked to strengthen and enhance our fundraising infrastructure over the past year, beginning with the appointment of Dr. Friday-Stroud as Interim Vice President in January of this year. Since that time, we have initiated several targeted fundraising campaigns, enhanced communication and engagement with the BOT and Foundation Board, and held several engagement events with alumni and corporate partners. Highlights of these activities are included below.</p> <p><u>Lead and Engage Others in the Fundraising Program</u></p> <p>In addition to meeting with our alumni groups on a regular basis in various venues each month, the University launched various initiatives and campaigns to guide donors and alumni in FAMU's giving priorities. These included:</p> <ul style="list-style-type: none"> • Initiating and providing leads for fundraising opportunities with alumni, friends, corporate partners, and foundations. • Launching the FAMU Rising Strategic Fundraising Campaign and companion website www.FAMURising.com. • Hosting an Athletics Investing in Champions celebration and Ice cream social. • Inviting Athletics leaders to promote fundraising needs at university events to encourage on-campus giving. • Hosting luncheons at Athletic classic events and annual faculty and staff giving events. • Launching a Seven Day Challenge and Giving Tuesday Campaigns on social media. <p><u>Build Relationships with Major Donors</u></p> <ul style="list-style-type: none"> • Engaged in relationship building with major alumni and corporate donors continuously throughout the year (e.g. visits to Dow, Intel). | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |

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| <p>laying the groundwork for a break-out year in 18-19. I would caution, however, managing the time required and overall usefulness for a capital campaign readiness study. We should ensure there is sufficient enough “new” information that will yield a different actions than what we’ve discussed ad nasum the last two years.</p> | <p><u>Obtain Gifts and Grants</u></p> <ul style="list-style-type: none"> • Obtained gifts, grants, and pledges totaling \$9.3M. <p><u>Provide Stewardship</u></p> <ul style="list-style-type: none"> • Ensured that the FAMU Foundation is appropriately staffed to provide effective oversight and stewardship of gifts received. <p><u>Inform and Engage the Board</u></p> <ul style="list-style-type: none"> • Provided regular updates to the Board on fundraising progress and worked to engage Board members in fundraising activities. | |
| <p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and | <p>Comments:</p> <p><u>Build Credibility and Influence with External Constituencies</u></p> <p><u>SACSCOC</u></p> <ul style="list-style-type: none"> • Fulfilled the requirements for SACSCOC reaffirmation of accreditation - Received no recommendations by the SACSCOC On-Site Review committee during its March 2018 visit. <p><u>National Level</u></p> <ul style="list-style-type: none"> • Hosted the Honorable Sonny Perdue, U.S. Secretary of Agriculture, to the campus to host a panel discussion regarding “Youth in Agriculture”. Discussion topics included how to ensure young people are well-informed about the multiple job opportunities that exist within the agriculture industry, as well as how to dispel myths about what agriculture means to our country. <p><u>Provide Leadership to Local, Regional and National</u></p> <p>In addition to meeting with our alumni groups on a regular basis in various venues each month, the University launched various initiatives and campaigns to guide donors and alumni in FAMU’s giving priorities. These included:</p> <ul style="list-style-type: none"> • Launched the FAMU Rising Strategic Fundraising Campaign and companion website www.FAMURising.com • Hosted an Athletics Investing in Champions celebration and ice cream social. | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |

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| <p>public officials? <ul style="list-style-type: none"> • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? <p>Comments: The President is an outstanding communicator and has done a fantastic job enrolling the university's stakeholders in the vision and strategy of the organization. This platform will facilitate the needed support, flexibility and runway to pursue the aggressive changes required for the long-term sustainability of the organization.</p> </p> | <ul style="list-style-type: none"> • Invited Athletics leaders to promote fundraising needs at university events to encourage on-campus giving. • Hosted giving luncheons at Athletic classic events and annual faculty and staff giving events. • Seven Day Challenge and Giving Tuesday Campaigns on social media. • Meeting with CEO of Intel to develop a relationship to recruit CIS majors from FAMU for employment. Intel has invested \$500K to expand pathways for more women and underrepresented minorities to enter and succeed in tech fields. • Partnership with Google in Google West initiative— Three FAMU students are participating in summer internship. • Met with the Chair of the Board of Farmers Insurance who wants to partner with FAMU. • University received more than \$1 million in federal funding to strengthen entrepreneurship and technology commercialization on campus and in the community. The funds were used to form the Research, Entrepreneurship and Commercialization Hub also known as REACH. The goal of the REACH program is to advance community development and create networks of facilities and support services that provide a sustainable commercialization pathway for entrepreneurs and innovators. <p><u>Increase the Visibility and Reputation</u> Multiple efforts were made to increase the visibility and reputation of the University, as well as build credibility, both among perspective students and employees, as well as stakeholders and the community. The efforts included:</p> <ul style="list-style-type: none"> • Participated in conference calls and activities with NCAA and NCAA compliance representatives on campus. • Participated in events and roundtable discussions at the MEAC Basketball Tournament, including interviews about FAMU Athletics with ESPN. • Attended and presented at Board of Governors meeting regularly and communications, calls and meetings with BOG members throughout the year. Along with key staff, presented accountability report and other presentations about ongoing efforts that impact FAMU's success in the Board's metrics during BOG meetings. • Participated in FAMU Foundation Board of Directors meetings and calls, engage with Board members frequently during out-of-town visits and via electronic communications. • Worked with on-campus accreditation team to prepare for SACSCOC visit and ensure compliance documents submitted in a timely, and acceptable fashion. Hosted | |
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| | <p>SACSCOC On-site committee members on campus in March 2018.</p> <ul style="list-style-type: none"> • Participated in Washington, D.C., Citizens Awareness video about the importance of health education and civic engagement and FAMU's role in these efforts • Engaged with members of the Rattlers Boosters and FAMU Quarterback club on a regular basis. • Participation in the nationally televised HBCU Rising Documentary on PBS. • Launched partnerships with the Boys and Girls Club, Healthier Campus Initiative and Jack and Jill. <p>Other key efforts included:</p> <ul style="list-style-type: none"> • Launched a customer service initiative • Launched video recaps of Leadership initiatives and efforts • Each quarter, enhanced the University's social media presence with strategic campaigns (e.g., Tallahassee Democrat Campus Notes, morning show appearances) • Re-launch of the annual President's Tour, launching the IGNITE campaign and hosting community discussions in various cities. • Enhanced the level of promotion of community events offered and participated in by the University, such as the Sound the Alarm health event, Harambee Festival, Discovery on Parade, Energy Water Food Nexus, Farm Fest, FAMU Day at the Capitol, etc. • Began preparations to overhaul the University website as well as releasing new web portals to modernize the admissions and onboarding process for new and potential students. • Revised the University's communications policy and style guide to strengthen and protect the brand. • Trained members of the University community on media relations and social media management to enhance the brand and how it is used • Shared University magazine and annual report with key and potential supporters • Launched a revised President's Website with links to a dashboard to show how the University is achieving its metrics • Promoted and engaged with more employment opportunities and hiring representatives throughout the year (e.g., Intel, Google West, Dow/Dupont) • Launched new initiatives to strengthen academic offerings such as 24 hour tutoring, academic maps, and action plans for programs that have licensure activities • Hosted delegations from Kenya, Ivory Coast, and India to solidify and strengthen research and training MOUs | |
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| | <p><u>Rankings:</u></p> <ul style="list-style-type: none"> FAMU continues to make strides in national and HBCU rankings in fall 2017, U.S. News & World Report released its 2018 "Best Colleges" rankings revealing two new top spots for Florida A&M University. While maintaining its spot as the No. 1 public historically Black college or university (HBCU) on the U.S. News & Report list of the top 311 national universities, FAMU climbed in the rankings – moving from the No. 7 best overall (public and private) HBCU in the country for 2017 to No. 6 out of the 80 HBCUs considered for the "Best Colleges" list in 2018. FAMU's ranking as the No. 207 overall university or college in the entire nation marks its first appearance in U.S. News & World Report's first tier "National Universities" ranking list. More than 1,660 four-year colleges and universities were surveyed to determine the rankings. In addition, the University appears on the U.S. News & World report list for the top overall 132 public schools in the nation and top 205 engineering programs with doctoral degrees in the nation through its joint college with Florida State University. The University was also listed among the top 254 colleges in the nation ranked by high school counselors. In the College Magazine (December 2017 edition), FAMU was listed among the top 10 notable Historically Black Colleges and Universities (HBCU) changing the world. Additionally, Florida A&M University is ranked 8th among Florida colleges and universities in the Market Position Index measuring awareness and image. Diverse: Issues in Higher Education published its annual list of the top bachelor's and doctoral degree granting institutions in the nation. FAMU was ranked by the publication as the No. 1 Historically Black College University (HBCU) for producing African-American bachelor's degree and the No. 4 overall institution in the nation for producing African-American bachelor's degrees. The University was also ranked the No. 2 institution in the nation among all universities for producing the most African-American professional doctoral degrees. "Diverse" also lists FAMU as the overall No. 19 institution for granting professional doctoral degrees for minorities among all of the nation's universities. FAMU is also ranked as the No. 9 Best Value College among both private and public institutions in the state by College Choice. <p><u>Build Credibility and Influence with Media</u> Throughout the year, multiple efforts were made to enhance the University's credibility and influence with the media. I participated in multiple positive interviews and meetings with</p> | |
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| | <p>editors and leading reporters at influential publications, such as:</p> <ul style="list-style-type: none"> • The Tampa Bay Times: <ul style="list-style-type: none"> ○ “FAMU President Larry Robinson Looks to Keep the Flame Burning http://www.tampabay.com/news/education/college/Sunday-Conversation-FAMU-president-Larry-Robinson-looks-to-keep-the-flame-burning_167730722 • The Journal of Blacks in Higher Education - “Larry Robinson Appointed the 12th President of Florida A&M University” https://www.jbhe.com/2017/12/larry-robinson-appointed-the-12th-president-of-florida-am-university/ • The Tallahassee Democrat <ul style="list-style-type: none"> ○ “Larry Robinson puts students first at FAMU” https://www.tallahassee.com/story/opinion/editorials/2017/11/30/ur-opinion-larry-robinson-puts-students-first-famu/911075001/ ○ “Robinson leads FAMU recruitment effort from Pensacola to Miami https://www.tallahassee.com/story/news/2018/03/09/robinson-leads-famu-recruitment-effort-pensacola-miami/410451002/ • ABC News Affiliate-WTXL - “FAMU receives great feedback from regional accrediting body” http://www.wtxl.com/news/famu-receives-great-feedback-from-regional-accrediting-body/article_02d33684-345b-11e8-af52-e7f3ce63a35c.html • Florida Public Radio/NPR affiliate (WFSU) - “Larry Robinson - We Can't Afford to Leave Anybody on the Sideline” http://wfsu.org/radio/voices-that-inspire/larry-robinson • Orlando Sentinel - “Bravo for a familiar, steadying influence at FAMU” http://www.orlandosentinel.com/opinion/os-ed-famu-president-misbehaving-legislator-bravo-boo-20171205-story.html • In addition, interviews were completed with publications and platforms that reach key stakeholder groups such as HBCU Research Magazine, Black Enterprise, TV One Cable Network, ESPN, NPR, Orlando's WESH TV and more. • Also, we worked directly with media to strengthen crisis communications, including such stories as: <ul style="list-style-type: none"> ○ “FAMU President Larry Robinson: We're getting it right at Palmetto North” https://www.tallahassee.com/story/opinion/2017/09/02/opinion-were-getting-right-palmetto-north/619981001/ ○ “FAMU Moves to Mitigate Mold at Student Housing Complex” http://news.wfsu.org/post/famu-moves-mitigate-mold-student-housing-complex | |
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| | <p align="center">○ FAMU's Robinson visits students; campus prepares to house Army part of the state's emergency response team to Hurricane Irma https://www.tallahassee.com/story/news/2017/09/08/famun-robinson-visits-students-campus-prepares-house-army-personnel/646565001/</p> <p><u>Influence Legislators and Public Officials</u></p> <ul style="list-style-type: none"> Based on 2017 legislation granting the University authority to address social concern that has plagued minority communities for decades, FAMU is taking a lead in educating Florida's minority communities on the use of medical marijuana as a health alternative through a series of public awareness campaigns. Legislators became advocates for student success, resulting in a \$6M increase in funding to support student success initiatives for faculty and students. <p><u>Provide Consensus Building. Focused Leadership on Matters Related to the University and BOT</u></p> <p>In leading the University, I am committed to building a consensus on matters affecting the University by making the Board and our constituent groups aware and gaining their insight on critical issues. My commitment to consensus building is displayed by:</p> <ul style="list-style-type: none"> Ensuring that the Board is immediately made aware of issues that either positively or negatively impact the University. Discussing critical issues with the Board and gaining their insight and support. Garnering the support of the Board and appearing jointly with members of the Board before the legislature and with meeting with the Board of Governors and its staff. Establishing a respect for the Board and utilizing the talents and expertise of each member in areas that benefit from their broad base of experiences. | |
| <p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> Develop a climate and programs that enhance diversity? Interact with students and demonstrate commitment to | <p>Comments:</p> <p><u>Develop a Climate and Programs that Enhance Diversity</u></p> <ul style="list-style-type: none"> Developed the framework of the University's first-ever formal Diversity & Inclusion initiative (D&I) that focus on the following seven key areas: <ul style="list-style-type: none"> Faculty, Students, Staff Engagement Organizational Development and Training | <p align="center">2 - Meets 3 - Does Not Meet</p> |

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| <p>their welfare?</p> <ul style="list-style-type: none"> • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? <p>Comments:</p> <p>The President must continue to drive speed as the success factor that will enable the team to achieve its aspirations. We must implement initiatives like success planning, we must practice what we preach regarding the value of diversity and be intentionally more deliberate in our actions, and we must move faster in our customer/student experience initiatives. The president and team has to ensure alignment with our internal staff and faculty with our goals and their roles in achieving them in the best interest of the university and beyond their individual perspectives.</p> | <ul style="list-style-type: none"> ○ Recruitment Development and Retention ○ Communication ○ Community and Global Engagement ○ Policy and Program Development ○ Measurement and Reporting <ul style="list-style-type: none"> • Conducted internal benchmarking to identify D&I activities underway at FAMU for integration into D&I go-forward strategies. • Conducted external benchmarking as it relates to D&I best practices to include the Association of American of Universities (AAU), CEB now Gartner, Education Advisory Board, College and University Professional Association (CUPA) for Human Resources and the Society for Human Resource Management (SHRM). Best practices will be integrated into the University's D&I initiative. • Established web page on Human Resources website for transparency and communication of the D&I initiative. <p>Plans are in place to establish a University-wide Diversity and Inclusion Council (by August 2018) with representatives from faculty, staff, students and other key stakeholders with a goal of developing actions plans for each key focus area, ready to begin implementation in January 2019.</p> <p><u>Interact with Students and Demonstrate Commitment to Their Welfare</u></p> <p>I want our students to know that they matter. I try to speak to every student that I pass on campus, asking their name, major and how they are doing. I believe that this small gesture lets student know immediately that I care. FAMU is a student centered campus and we have shown support through the following activities:</p> <ul style="list-style-type: none"> • Hosted Ice Cream social to welcome new students to FAMU • Hosted Fireside chats with student leaders to discuss the strategic plan and get their feedback and other students to provide campus updates and to listen to any issues and concerns. • Conducted meetings with Student Government Association (SGA) President, SGA Senate and the Graduate Student Association. • Scheduled University-wide Convocations (Back to College, Homecoming, Black History Month) • Visited the Student Café by having lunch on Wednesdays, making myself available to students. | |
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| | <ul style="list-style-type: none"> • Conducted Town Halls focused on student housing. • Ensured University readiness for students during hurricane season (on-campus housing, meal preparedness and regularly updates via Campus Emergency Alert System and University website. • Conducted a meeting with students to focus on FAMU Day at State Capital. • Attended student concerts, plays and other scheduled student performances • Supported students by attending Honda Campus All-Star Challenge (HCASC) National Championship Tournament held in Torrance, California. • Maintained an open door policy for students; and with students and parents, when requested. • Continued to support graduate students by serving on thesis and dissertation committees. • Reached agreement with the Graduate Assistants Union (GAU) regarding a bonus, an enhanced minimum hourly rates and a minimum stipend rate. • Hosted periodic meetings with the GAU to address their concerns. <p><u>Work with Faculty</u></p> <p>Over the past year various initiatives were provided to faculty in support of their teaching, research and service. These initiatives included:</p> <ul style="list-style-type: none"> • New Faculty Orientation: Forty-one (41) new faculty participated in the 2017-2018 academic year with ongoing training and support provided throughout the year. • Digital Learning Initiative (DLI): Twelve (12) faculty were provided monetary support in the Course Redesign Summer Institute. <ul style="list-style-type: none"> ○ 2018 Digital Learning Initiative provided monetary support and technology upgrades for 10 faculty during their participation in the course redesign summer institute. ○ Members of the 2017 DLI Cohort have an approved book contract with IGG Global Book Publishers. Final publication due spring 2019. • Professional Development: Thirty (35) professional development workshops offered through the Teaching and Learning Center, which is funded by World Class Faculty funds. <ul style="list-style-type: none"> ○ More than 380 faculty participated in a variety of professional development workshops sponsored by the Teaching and Learning Center. • On-line (distance education): Forty-two (42) submitted utilized the newly adopted online platform to submit all tenure and promotion applications. | |
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| | <p><u>Work with Staff</u></p> <p>Under the direction of the Human Resources department, Division of Finance and Administration, the following initiatives were implemented:</p> <ul style="list-style-type: none"> • <u>Career Development/Succession and Replacement Planning</u> Developed a comprehensive Staff Career Development process; piloted by the Office Human Resources. Comprehensive process supports the development and implementation of Succession and Replacement Planning for staff within the University, in support of Transition Planning (change in leadership) throughout all levels. • <u>Organizational Development and Training</u> <ul style="list-style-type: none"> ○ Facilitated and coordinated training for over 2,530 staff and faculty through 168 training sessions as of June 2018 ○ Through Supervisor Boot Camps, conducted staff development and refresher training for first time and current supervisors. ○ Continued to serve as an active participant in the HBCU Leadership Exchange sponsored by TIAA in the development and delivery of various leadership webinars, and annual meeting curriculum for Presidents, CFOs, VPs and HR Leaders at HBCUs. <p><u>Ensure Strong Faculty and Community Relations</u></p> <p>As president, the concept of shared governance is vital to decisions made at the university, and its practice is integral to FAMU's success. The following provides evidences of my support:</p> <ul style="list-style-type: none"> • Two faculty representatives on my senior leadership team who attend weekly Senior Leadership Team meetings. • Attending all Faculty Senate meetings (when I am in town) and encourage the members of the senior leadership team to do so as well. • Hosted a reception for new faculty during faculty pre-planning • Hosted Fireside chats to gain faculty perspective on the new strategic plan and other pressing issues. • Invited deans, associate/assistant deans and department chairs to participate in the President's Leadership Retreat focus on customer service, performance and accountability. <p>Throughout the year, faculty, staff and students, as well as the surrounding campus community were engaged through several events and activities. These events included:</p> <ul style="list-style-type: none"> • Toy drive for the Tallahassee community during the Christmas season with over 400 | |
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| | <ul style="list-style-type: none"> • toys and 50 bicycles/helmets were donated by faculty, administrators and staff • Gooden-Steepe Prayer Breakfast at Goodwood Manor • University Sponsored Harambee Festival • Tallahassee Memorial Hospital Gala • Brickler-Anderson Art Gallery located near the campus • Jake Gaither House • Community Christian School 40th Anniversary Gala • Meetings with the Tallahassee Chamber of Commerce • Served as keynote speaker for several local organizations, sharing the University's vision and the great things that are happening at FAMU: <ul style="list-style-type: none"> ○ <u>Local churches</u> <ul style="list-style-type: none"> ▪ Bethel A.M.E. Church ▪ St. Eugene ▪ Flipper Chapel A.M.E. Church ○ <u>Local Organizations/Clubs</u> <ul style="list-style-type: none"> ▪ Links Club of Tallahassee ▪ Rotary Club of Tallahassee ▪ Leadership Tallahassee • <u>Students</u> <ul style="list-style-type: none"> ○ Freshman Pinning Ceremony/ SGA Inauguration (September) ○ Speaking at Undergraduate Student Success Center (September) ○ Speaking at Freshman Orientation (June) ○ Attending the Graduate Feeder Conference Reception and Career Expo (September) <ul style="list-style-type: none"> ○ Attending the Honda All Stars competition (February and April) ○ Supported the FAMU Bridges Program (March) ○ Conducted weekly visits to Café, student areas or walked the campus ○ Attending student musician performances (April) ○ Participating in Veteran Students' Chord Ceremony) May ○ Hosting the Graduate Reception (May) ○ FAMU-FAU Medical Scholars Program Reception (May) ○ Town hall meetings with students attending the College of La (November, March) • <u>Faculty</u> <ul style="list-style-type: none"> ○ Faculty Retreat ○ Faculty Research Awards | |
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| <p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? • Involve the board in strategy | <p>Comments:</p> <p><u>Build Relationships with the Board</u></p> <p>Maintaining a strong relationship with the BOT and BOG and securing their support will continue to be a high priority. The following provides examples of initiatives and/or engagements to strengthen the relationship with the BOT:</p> <ul style="list-style-type: none"> • <u>Communication with FAMU BOT:</u> <ul style="list-style-type: none"> ○ Conducted one-on-one meetings regarding critical issues confronting the University ○ Continued to keep trustees abreast regarding the great things that are happening at FAMU ○ Empowered and encouraged senior staff converse with the BOT regarding issues that need their feedback and approval. ○ Encouraged the BOT attendance at University related events: <ul style="list-style-type: none"> ▪ University Convocations ▪ Athletic Events ▪ Grape Harvest Festival ▪ Commencements ▪ College of Law Hooding Ceremony ▪ College of Education Pinning Ceremony | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |
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| <p>in productive and appropriate ways?</p> <ul style="list-style-type: none"> • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision-making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? | <ul style="list-style-type: none"> ○ Recognized and applauded the accomplishments of members of the Board ○ Supported the Board in its self-evaluation process by providing University assessment experts to assist in the process and report ○ Briefed and provided support for Board Chair for presentations to BOG regarding athletics, annual accountability plan and housing plan. ○ Supported the participation of the BOT in trainings: <ul style="list-style-type: none"> ▪ Association of Governing Board Annual Conference ▪ P3 Workshop – George Mason University ○ Participated with BOT members in other professional development opportunities: <ul style="list-style-type: none"> ▪ BOT Annual Retreat (August) ▪ BOG Annual training for University trustees • <u>Communication with Florida Board of Governors:</u> <ul style="list-style-type: none"> ○ Meeting with BOG, the Chancellor and his staff, along with fellow colleagues within the SUS Council of Presidents. | |
| | <p><u>Gain Support from the Board</u></p> <p>As stated earlier, having an established positive relation with the FAMU BOT and BOG is essential in the success and sustainability of the University. In 2017-18, the following provides evidence of significant strides/accomplishments:</p> <ul style="list-style-type: none"> • Housing Enhancement Plan • New Degree Programs • Accountability Plan <ul style="list-style-type: none"> ○ Includes information on University's strategy, key initiatives, performance based funding (PBF) metrics and other key performance metrics outcomes and projections, enrollment projections and proposed new programs under consideration. • Budget/Legislative Budget Requests (LBR) <ul style="list-style-type: none"> ○ Received \$6M in new funding in the 2018 Legislative Session • Food Vendor Contract approval • Re-organization of the Rattler Boosters • Amending several BOT regulations and policies, including: <ul style="list-style-type: none"> ○ Freedom of Expression and Assembly regulation ○ Direct Support Organizations (DSO) policy ○ Campus No Smoking Policy ○ Revised Textbook Affordability regulation | |

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| | <ul style="list-style-type: none"> • Mental health counseling enhancement plan • Florida College System specialized 2+2 Articulation Agreements • Athletics Debt Reduction Plan <p><u>Involve Board to Facilitate Relationships, Especially in Fundraising and Community Relations</u> Trustees were engaged in recruitment efforts of top scholars throughout the year, as well as fundraising efforts and interfacing with influential community members and leaders. Members of the Board were consistently invited to key events and asked to speak or participate in several community-facing events/programs. Activities included:</p> <ul style="list-style-type: none"> • Board members were solicited and encouraged to participate during the 2018 Legislative Session to lobby in support of initiatives identified in the 2018-19 LBR. Individual Board member went to the Capital with me and our director of governmental relations to advocate for our issues. • Board members' participation in events where funds were raised in support of FAMU (e.g., Annual National Alumni Association Convention, regionally hosted events by NAA chapters such as Polk County Florida Gala). • BOT members' contributions in support of the University (e.g., Stadium renovations and Investing in Champions Campaign). • Board members engagement with legislators who became advocates for student success, resulting in a \$6M increase in funding to support student success initiatives for faculty and students. • Involved Board members to facilitate friend-raising and fundraising activities. <p><u>Good Working Understanding of Roles in Decision-Making</u></p> <ul style="list-style-type: none"> • Attended Faculty Senate meetings • Include two faculty members • Utilizing a vetting process for policies and regulations that requires a review and recommendation by the Faculty Senate, a BOT committee, and finally the Board of Trustees. • Revised Textbook Affordability regulation • Freedom of expression and assembly regulation • DSO policy • No smoking policy <p><u>Involve the Board in Strategy in Productive and Appropriate Ways</u></p> <ul style="list-style-type: none"> • Worked jointly with the Board to develop a new strategic plan | |
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| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
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| <p>Personal Characteristics and Values</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? | <p>Engaged Board members in the development and implementation of a 2 + 2 program with Florida's state colleges.</p> <p>Administer the <u>Affairs of the University</u> Consistent with the Documented Board policy In accordance with BOT regulation 1.001 – Authority of the President, the following provides examples of my administration of affairs as consistent with BOT policy:</p> <ul style="list-style-type: none"> • Periodic reviews of the operations of the University (e.g., weekly meetings with senior leadership team on divisional updates on accomplishments, challenges, etc.). • Worked closely with BOT to ensure that the policies, regulations and plan are aligned with the Florida Board of Governors' system- wide strategic plan and regulations. • Consulted regularly with the FAMU Board of Trustees on any matters that affect its policy-making and fiduciary responsibilities. • Ensured that the BOT policies are consistent with pertinent rules, regulations and laws. An example is the DSO policy approved changes that were mandated by a change in Florida law, requiring the Board of Trustees to approval. <p>Comments: As the leader of this great institution, it has been my goal since becoming the 12th President to make myself visible and accessible to all FAMU constituents. My personal characteristics and values as president are evidenced in the following examples:</p> <p><u>Demonstrate Persistence in Reaching Goals</u></p> <ul style="list-style-type: none"> • Ongoing monitoring of institutional goals by the Division of Strategic Planning, Analysis and Institutional Effectiveness • Regular updates to Board of Trustees on progress made on institutional goals (e.g., President Goals, Performance Based Funding metrics, and Strategic/Work Plan Goals) • Development of Dashboard and Scorecards website that provides the status of the BOT identified institutional goals. Visit http://president.famu.edu (click on Goals). • Development of academic scorecards to provide progress on metrics/goals established for each college/school. <p><u>Use Political Skills to Negotiate Agreements, Create Coalitions and Build Consensus</u></p> <ul style="list-style-type: none"> • 2018 Legislative session (e.g., LBR) – received \$6M in new funding to support student | <p>1 - Exceeds</p> <p>2 – Meets</p> <p>3 – Does Not Meet</p> |

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| <ul style="list-style-type: none"> • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? | <ul style="list-style-type: none"> • success initiatives and academic programs. • Increased the number of 2+2 specialized articulation agreements from five (5) to nine (9). • Signing of MOU to foster a new international partnership with Anand Agricultural University in India to promote water quality. • Partnership with Jacksonville's KIPP Charter School to increase college completion rates for KIPP alumni from educational underserved communities. FAMU and KIPP will work together to develop systems and processes to assist KIPP students with FAMU's college application and recruitment process, including assistance with financial aid paperwork and scholarship identification; pre-enrollment outreach to ensure a smooth transition to college; and the promotion and enrollment in pre-college opportunities. • Joined forces with Boys & Girls Clubs of America to increase the number of teens attending college by helping alleviate financial barriers for its members. FAMU is the newest partner to join Boys & Girls Clubs of America's nationwide initiative to secure scholarships and pre-collegiate experiences to improve college access for Club teens. <p><u>Display Interpersonal and People Skills</u></p> <ul style="list-style-type: none"> • Communicator and a listener (e.g., relationship building - meeting with students, faculty, staff, alumni, BOT, BOG, Chancellor and other stakeholders). Activities included: <ul style="list-style-type: none"> ○ Fireside chats ○ Town Hall meetings ○ Ongoing meetings with students, faculty, staff, community organizations, alumni and other stakeholders of the university. <p><u>Communicate Clearly and Convincingly in Various Forms and Contexts</u></p> <ul style="list-style-type: none"> • Participated in a panel discussion hosted by Intel in California. During this discussion, the perspective on the significant investments was shared that addresses the public and private partners should be prepared to make to impact HBCUs. HBCU presidents and administrators from 34 schools and industry leaders met with congressmen and senior staff from both parties and in both chambers. <ul style="list-style-type: none"> • Invited speaker and panelist <ul style="list-style-type: none"> ○ HBCU Roundtable ○ Intel ○ Local churches | |
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| | <ul style="list-style-type: none"> ▪ Bethel A.M.E. Church ▪ St. Eugene Catholic Church ▪ Flipper Chapel A.M.E. Church <ul style="list-style-type: none"> ○ Local Organizations/Clubs <ul style="list-style-type: none"> ▪ Links Club of Tallahassee ▪ Rotary Club of Tallahassee ▪ Leadership Tallahassee <p><u>Show Respect for Others/Listen</u></p> <ul style="list-style-type: none"> • Making myself available to others and listening to their concerns, views, and perspectives (e.g., College of Law faculty and students, students during hurricane season, housing issues, students and parents). <p><u>Examine and Challenge Assumptions</u></p> <ul style="list-style-type: none"> • Advocate for best-practices (e.g., encourage senior leadership to explore and communicate trends in higher education that can have an impact on the University. <p><u>Demonstrate Honesty and Integrity</u></p> <ul style="list-style-type: none"> • Transparency on ongoing issues (pros and cons) (e.g., emails to BOT members to keep them abreast of happenings at the University). <p><u>Inspire Trust and Confidence</u></p> <ul style="list-style-type: none"> • Demonstrated my ability to be transparent, responsive and responsible to the Board, alumni, students, faculty, staff, legislature and other stakeholders. <p><u>My personal characteristics include:</u></p> <ul style="list-style-type: none"> • A strong and engaged communicator and listener. • Commitment to the University's mission. • Commitment to the highest standards of learning, teaching and scholarship. • Open and accessible leadership style that inspires trust and collaboration at all levels of the University. • A promoter of working together. • A transparent administrator. • A goal setter, ensuring and promoting a shared vision. • Able to identify and hire strong, competent leaders. • Able to develop strategies to enhance the quality and integrity of our academic degree | |
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| | <ul style="list-style-type: none"> • programs. • Able to effectively manage human, financial and capital assets; and • Responsible and responsive to Board, alumni, students, faculty, staff, legislators and other stakeholders. | |
| <p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? | <p><u>President's Major Accomplishments in Leadership</u></p> <p>Since being selected as the 12th President of this great institution in November 2017, it is evident that over the past several months, the University's focus has been on the success of FAMU, particularly in student success. Through my leadership, various initiatives have been implemented that demonstrate the importance and success of FAMU and its role in higher education. My focus continues to be on the success of our students. Examples of initiatives include:</p> <p><u>Student Success</u></p> <ul style="list-style-type: none"> • Increased the Performance Funding Metrics overall score (72 total points from 65 in 2017). This includes increases in four- and six-year graduation rates; academic progress of First-time-in-College (FTICs) returning the second fall with at least a 2.0 GPA; post-graduation employment; graduate degrees awarded in areas of strategic emphasis; students graduating without excess credit hours. • Secured funding through FAMU's legislative agenda to support student success - \$6M received in 2018 (plans to hire up to an additional 25 advisors). • Recruitment initiatives to recruit and attract the best and brightest. • Increase in the number of 2+2 specialized articulation agreements with Florida College System. • Development of Dashboard and Scorecards to monitor progress on Institutional Goals. • Development of Housing Enhancement Plan to address on-campus availability of on-campus residential facilities. • Garnering of scholarship funds to support student scholarships (E.g., \$500,000 from Intel, \$600,000 National Alumni Association). <p><u>Faculty and Staff</u></p> <ul style="list-style-type: none"> • Unifying the campus community (e.g. 2018 President's Retreat – focused on customer service, performance and accountability with over 180 managers/administrators participating, fireside chats, faculty senate meeting, faculty representation on senior leadership team). | |

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| | <p><u>Engagement</u></p> <ul style="list-style-type: none"> • Building a strong relationship with BOT, BOG, Chancellor's office, faculty, students, staff, alumni, elected officials, parents, community, civic and business leaders and other key stakeholders. • Initiated a new approach to advancing FAMU's legislative agenda (e.g., hosting of legislators on campus). • Ensured FAMU's consistent presence at the State Capitol before and during 2018 Legislative Session. <p><u>Accountability</u></p> <ul style="list-style-type: none"> • Southern Association of Colleges and Schools Commission on Colleges (SACSCOC): Successful SACSCOC On-Site Review. University was successful in receiving no recommendations or follow-up on 94+ plus standards. SACSCOC will release the official results during its December 2018 meeting. • Hiring of the Compliance Officer. • Developed action plans to support efforts focused on the following: <ul style="list-style-type: none"> ○ Implementation of the Strategic Plan "<i>FAMU Rising</i>" initiatives ○ Athletics Deficit ○ Housing Enhancement Plan • Revision to DSO policy to align with state of Florida legislation. <p><u>Improve the President's Effectiveness</u></p> <p>The single most important thing to improve my effectiveness is garnering resources that are needed to support the success of our students, faculty, staff and the campus infrastructure needs (e.g., scholarship funds, need-based aid, residential facilities, athletics, faculty research labs, campus technology upgrades, faculty and staff incentives to support and promote exceptional performance, etc.).</p> <p>It is an honor to be selected to serve as the 12th President of Florida Agricultural and Mechanical University (FAMU). My broader vision is to encourage our faculty and staff to be nimble and collaborative in ways that will allow us to better compete, sustain and transform FAMU for future generations to come. I am here to serve and I am open to any feedback that is provided to make FAMU a "first-choice" University.</p> | |
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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.

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

TRUSTEE KIMBERLY MOORE

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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) |
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| <p>Annual Priorities and Goals - 2017/2018 (See attached)</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? | <p>Comments: The efforts surrounding goal attainment have been presented consistently in a report format and briefly touched on during the Board meetings with the opportunity for questions. In terms of detailed discussion there is still an opportunity for this to occur in a group setting or individual conversation with Board members at set intervals to ensure awareness.</p> | <p>1.5 1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Strategic Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? | <p>Comments: Dr. Robinson has demonstrated a tireless commitment to telling the story of FAMU and the value that it affords our students, local community, state and nation. His messaging has been consistent and carried throughout Florida and beyond. With respect to outlining a compelling reason for FAMU's continued existence and relevancy, he has served as a premier ambassador.</p> <p>In terms of strategic planning, this continues to be an area of evolution. Note much progress has been made towards ensuring that Board members, staff and other key stakeholders are engaged in the visioning process which is evidenced by the action steps that are discussed during our Board meetings.</p> <p>Though currently identified as a key priority, focused effort must be placed on ensuring that FAMU is able to attract and retain students using an online platform as the vehicle. This is an opportunity that should be capitalized on in the short-term.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

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| <p>Educational Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? | <p>Comments:</p> <p>It is evident that the President has a vision for where he sees our academic progress evolving. He has a keen focus on better aligning resources to support moving the needle in the key areas of academic performance while ensuring quality. However, there is a noticeable gap in the program licensure/passage rates seen in first time test takers. Over the course of the year there have been many program presentations with varying degrees of readiness for discussion. It is very clear the need for a permanent provost to assume the reigns of oversight and engagement. We have been entrusted with the honor of guiding our students to their future success and we must not waver. Having said that, we don't have an option for our student outcomes to be less than stellar. Overall, there has been much talk about plans and efforts to improve; however, our actions must align from the highest level and cascade down with the levels of accountability being enforced.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve | <p>Comments:</p> <p>As it pertains to organizational management, there are pockets of tremendous growth as evidenced in our strategic efforts and planning. By establishing a position with a focus on performance and strategic direction it's apparent that Dr. Robinson values and understands the critical nature of maintaining a keen focus in these areas.</p> <p>There is an area of opportunity as it pertains to the connectivity among the other areas of oversight to ensure that the direction is not seen in silos but inclusive of the entire enterprise. There still continue to be instances during Board meetings where Board members are quickly noticing the gaps and are making the request that the different committees, led by members of the leadership team, communicate with one another to ensure that the information presented to the Board for approval represents the full and coordinated input of all stakeholders.</p> | <p>2.5</p> <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

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| <ul style="list-style-type: none"> • problems? • Plan for and manage crises? (e.g. anti-hazing) • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)? | <p>In terms of setting high standards and ensuring accountability, it is dependent upon the area being discussed. To that end, further attention is needed in the area of academic oversight (i.e. program passage rates), Athletic operations (finances and internal systems) and the operations at the Law School.</p> <p>There has been traction to identify talent to fill the positions that were vacant or were being led by interim leadership. However, this was all done prior to seeking out a permanent and progressive leader in the Provost role. There is concern that this critical position was not advertised during the 12-month evaluation period and that it occurred afterwards. The same holds true for the Office of the General Counsel where the interim status of the leadership continues. It's imperative that the University operate with a strong and permanent leadership structure that can be counted on to carry out the work of the University. Additionally, that in those instances where an outside candidate would best meet the needs of the University that this action be taken and not limited to an internal appointment.</p> | |
| <p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? | <p>Comments:</p> <p>Over the course of the year there have been great strides made in this area and that speak to the staff's commitment of operating in a manner that leads to greater efficiency and overall accountability. However, achieving a level of consistency in communicating our current position and ensuring that there is full awareness of the current climate to support informed decision making is very important and a recognized area of continued growth.</p> <p>Establishing a plan to address existing and planned housing is an area that I am most complimentary of when taking into account the amount of time this area had gone unaddressed under previous administrations. This effort though originally Board driven has been fully adopted as an area of importance and focus, as it should be.</p> <p>Though we have moved in the direction of multi-year planning for our priorities, this has not happened with our budgeting process. The Board is very amenable to this occurring as evidenced by the selection of this item for inclusion in the President's review tool.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

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| <ul style="list-style-type: none"> • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? | | |
| <p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? | <p>Comments: The President has provided progress and milestone updates during the Board Meetings and via a resource portal. With regard to performance, the President has in large part attained the goals set. There are a handful that are left to be achieved; however, progress is being made.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the Board appropriately? | <p>Comments: The President has actively sought additional support for the University. Efforts to identify and cultivate prospective donors have been hampered to some degree with the performance issues noted by the Board with the prior leadership in this area and then later with identifying an interim. However, it should be noted that the effort to move the needle is evident in the selection of an interim who has brought renewed energy. It will be incumbent upon the President to continue the momentum with the selection of permanent leadership. Additionally, it will be important that we manage the donor relationships in a way that demonstrates our strong stewardship, encourages future giving and attracts new gifts.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

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| <p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? | <p>Comments:</p> <p>The President has excelled in the area of building bridges and nurturing the relationships among the many constituencies. Over the course of the year, there have been many points of positive recognition and efforts made to ensure that traction was being made.</p> <p>In the coming year it will be important to have the support convert into a stronger position in the legislative arena, where monetary support is needed to advance the priorities of the institution in way that mirrors the results seen by other institutions operating in the SUS. Note the latter comment acknowledges that consistent and ongoing conversations must continue to occur in the area of our governmental affairs section both at the state and federal level during and after the session.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? | <p>Comments:</p> <p>The President has worked in partnership with the internal groups to identify and create opportunities that support a climate of continued growth, accountability and consensus building. There have been many instances where their collaborations have led to their collective work being highlighted.</p> <p>Areas where continued focus is needed include the following: resources and tools that aid the student leadership in SGA with enhancing their leadership skills and their understanding of governance.</p> | <p>1.5</p> <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

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| <p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the Board? • Gain support from the Board, especially on controversial issues? • Involve and call on the Board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the Board's, the administration's and the faculty's respective roles in decision-making? • Involve the Board in strategy in productive and appropriate ways? • Focus the Board's attention on issues related to the president's professional development and personal welfare? • Focus the Board's attention on decision-making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? | <p>The area of governance has not been fully developed as it pertains to levels of engagement and efforts that are necessary to ensure the full understanding and confidence among all members. The effort has been targeted among specific Board members but not the full Board. This has led to in some instances fragmented coordination and a lack of awareness regarding matters of importance. This is not seen as an intentional action to not engage but more of a gap in recognizing the value of all members being aware of issues in a timely manner. By placing additional effort in this area, there would be little need for individual Board members to seek out information that should be readily available to the full body. In some instances efforts to gain general information on the institution's current progress has been considerably delayed. Communicating the operational status is key to building an awareness and confidence among the membership in matters of importance. Note an example includes our efforts to fill over the last year key/critical positions that were vacant or currently filled by interims and the communication surrounding it.</p> <p>A carryover item from the last review cycle includes the internal governance operations and efforts to ensure that there are time standards, expectation regarding the quality of the information produced prior to receipt by the Board for review. We continue to see a breakdown with respect to providing full meeting information in a timely manner as well as any consistency with engaging members in a well-coordinated manner to review and discuss the items being brought forward. There must be an elevated focus and attention to detail placed in this area in the coming year so that committee chairs are not being engaged in levels of review and instruction that should be addressed at the operations level led by the President and his cabinet.</p> | <p>2.5</p> <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
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**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
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| <p>Personal Characteristics and Values</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? | <p>The President has demonstrated a strength in being able to work with other individuals and groups to reach consensus or build coalitions. He is seen throughout the system as a calming force that is committed to improving the progress of the University. In the majority of the situations faced over the prior year, a willingness to explore other viewpoints has been demonstrated.</p> <p>There have not been any known instances where the President's honesty or integrity have been questioned. As a result, he has inspired the trust and confidence needed to move forward on a multitude of issues.</p> | <p align="center">1.5</p> <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? | <ol style="list-style-type: none"> 1. A major accomplishment seen over the last year includes the laser focus placed on improving the University's standing with regard to Board and BOG established goals. Another accomplishment seen has been the strategic focus placed on planning and executing our priorities. 2. A key area that can be looked upon to improve effectiveness is reviewing and seeking feedback from the Board members regarding their perception of the current process in place for receiving general communication as well as committee information. | |

2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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| 3. What other points need to be covered? | |
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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.

TRUSTEE BELVIN PERRY, JR.

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
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) |
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| <p>Annual Priorities and Goals - 2017/2018 (See attached)</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? | <p>Comments: Overall Dr. Robinson did an outstanding job considering the task that was placed before him. Now that Dr. Robinson has begun to place his team in place I think better things are on the way.</p> <p>There needs to be greater attention paid to the school of law. The school reputation in the Orlando legal community is not good. Students still have to search for their own external/internship opportunities.</p> | <p>1 - Exceeds</p> <p>2 – Meets XX</p> <p>3 – Does Not Meet</p> |
| <p>Strategic Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? | <p>Comments:</p> | <p>1 - Exceeds</p> <p>2 – Meets XX</p> <p>3 – Does Not Meet</p> |

2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
 BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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| <p>Educational Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? | <p>Comments:</p> | <p>1 - Exceeds 2 - Meets XX 3 - Does Not Meet</p> |
| <p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises? (e.g. anti-hazing) | <p>Comments:</p> | <p>1 - Exceeds 2 - Meets XX 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <ul style="list-style-type: none"> • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)? | | |
| <p>Financial Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include | <p>Comments:</p> | <p>1 - Exceeds 2 - Meets XX 3 - Does Not Meet</p> |

2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
 BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? | <p>Comments: 1)</p> | <p>1 - Exceeds 2 - Meets XX 3 - Does Not Meet</p> |
| <p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? | <p>Comments:</p> | <p>1 - Exceeds 2 - Meets XX 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision-making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? | <p>1 - Exceeds XX</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
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**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
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| <p>Personal Characteristics and Values</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? | | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
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| <p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? | <p>Dr. Robinson has brought the entire FAMU Family together and he has taken major steps in improving the image of FAMU.</p> | |

2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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| 3. What other points need to be covered? | |
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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.

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

- 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 CRAIG REED

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
|--|---|--|
| <p>Annual Priorities and Goals - 2017/2018 (See attached)</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? | <p>Comments:</p> <p>The president met over half of his goals while coming very close to achieving others. In light of the circumstances and numerous other accomplishments I would rate the president as meets expectation in this area.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Strategic Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? | <p>Comments:</p> <p>President Robinson demonstrates role model behavior in this area. Has done a great job building the vision and strategy of the University along with communicating this to key stakeholders. Making them a part of the process and getting support to deliver on key initiatives.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Educational Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? | <p>Comments:</p> <p>The president has rolled out new curricula and courses in support of strategic initiatives. New faculty has been brought on board and well as training increased for education staff. Opportunity exist to get key Dean positions filled as well as increase licensure rate in key schools.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises? (e.g. anti-hazing) | <p>Comments:</p> <p>President is making progress in this area but some key area's still need attention such as audit finding compliance and follow-up.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <ul style="list-style-type: none"> • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)? | | |
| <p>Financial Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include | <p>Comments:</p> <p>President has managed the budget YTD with a few exceptions due to unplanned expenses in Athletics. Need to tighten up the process to give deeper insight into budget management process to ensure these types of items don't happen in the future. Key concern is that this is an area that we have been monitoring and still this was missed.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?</p> | | |
| <p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? | <p>Comments: Presidential scorecard developed to provide transparency and routine updates on performance to goals that are aligned to Workplan and its progress to achieve.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? | <p>Comments: Although the goal as defined has not been met the progress in this area has been extraordinary. Great job with new leadership providing focus and delivering results despite the change in staff.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? | <p>Comments:</p> <p>1) As listed by the President his work speaks for itself. He has been extremely active in support of the University and its strategic plan and goals. Working more closely with BOT, BOG, SACS, community, NAA and government affairs. His efforts has yielded stronger support by its constituents and is leading to higher collaboration in support of delivering the University goals.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? | <p>Comments:</p> <p>President gets high remarks from faculty, staff and students. Always accessible and engaged.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision-making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? | <p>President is making good progress in this area but there is still opportunity to cultivate deeper relationships and understanding of the challenges and opportunities of FAMU with a broader set of the BOG.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
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**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
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| <p>Personal Characteristics and Values</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? | <p>The president has taken on a lot important initiatives for the University including a successful SACS audit. The president has continued to exhibit leadership and change management skills in a dynamic environment. Continuing to get results, keeping the team motivated all while dealing with some unpopular topics while and events.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? | | |
| <p>1 Enrollment Growth 2 New funding in support of CASS project 3 New strategy in support of student housing and success 4 PBF score increase 5 Passing SACS Audit</p> <p>Get all key positions staffed. Reduce number of interim positions in leadership in the institution and launch the Fundraising/Capital Campaign.</p> | | |

2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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| 3. What other points need to be covered? | |
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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.

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

- 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 NICOLE WASHINGTON

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
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) |
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| <p>Annual Priorities and Goals - 2017/2018 (See attached)</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? | <p>Comments: I applaud President Robinson for responding to the Board of Trustees' request for a set of streamlined performance metrics that provide substantive evidence of the strategies and activities implemented to increase student success, campus climate, and institutional stability. However, it is disappointing that to date less than 50 percent of the goals have been met. Realizing that President Robinson has been in the role less than a year, I hope that this will create a renewed sense of urgency to meet the remaining goals, including critical areas such as first-time licensure passage rate. President Robinson should continue to update the board on progress towards these goals, including in September when the data for the two financial metrics are available.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |
| <p>Strategic Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change | <p>Comments: President Robinson does a great job communicating Florida A&M University's story and engaging a broad range of stakeholders.</p> <p>Regarding strategic vision, I applaud President Robinson's increased focus on data and metrics to drive university performance. Using data to drive decision-making will help the University develop and implement high-impact strategies to respond to institutional and external trends.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p> |

2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
 BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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| <p>and competition?</p> <ul style="list-style-type: none"> • Lead the creation of a long-range strategic plan that engages all stakeholders? <p>Educational Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Propose educational directions and priorities that motivate others? • Assure academic quality by expecting the use of evidence to improve performance? • Mobilize resources to support educational programs? • Encourage and enable educational and curricular change and innovation? • Understand and participate in academic governance and collaborative decision-making? • Attract and retain strong faculty? | <p>Comments:</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? • Set high standards and hold people responsible for results? • Make clear and timely decisions? • Make tough decisions? | <p>Comments: I applaud President Robinson's leadership in increasing Florida A&M University's overall points on the Board of Governor's performance funding metrics. This has taken a lot of diligence on the part of administration, faculty, staff, and students.</p> <p>President Robinson has also made some key hires in the past few months that will hopefully continue to move the direction of FAMU forward. I am concerned that we have not been able to fill some key positions, including the Provost, who is key to providing stability, leadership and support to faculty and the academic side of the enterprise.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <ul style="list-style-type: none"> • Use analytical and creative thinking to solve problems? • Plan for and manage crises? (e.g. anti-hazing) • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)? | | |
| <p>Financial Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? • Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of | <p>Comments: While I applaud the Board Chair and administration's efforts to mitigate the situation regarding athletics, I am disappointed that the athletics budget again was an area of concern. While only one example, this speaks to the ability of the university to manage resources effectively and build long-term financial equilibrium.</p> <p>I applaud President Robinson for committing to reduce expenditures in his goals, but disappointed that that information is not yet available. I look forward to an update on those goals. I am still unsure whether implementing a university-wide strategy to identify cost savings and reduce expenses in order to maintain a healthy budget has yet to be fully embraced. Given the trends in performance funding and an increases emphasis on four-year graduation rates, these issues could have significant impact on university revenues.</p> | <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?</p> | | |
| <p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? | <p>Comments: Under President's Robinson's leadership, workplan updates have been incorporated into the overall institutional scorecard, so the Board receives quarterly progress updates. This has allowed the Board to actively engage with senior leadership in conversations about the future strategic direction of the institution. These goals have also been incorporated into the FAMU Forward Strategic Plan and departmental and administrative goals to ensure maximum alignment across Florida A&M University.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? | <p>Comments:</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? | <p>Comments: I applaud the administration for the work they have done to build visibility of the university and re-engage alumni. The university could benefit from acquiring additional representation to influence legislative leadership and secure additional resources to increase our facilities and expand student success initiatives.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? | <p>Comments: It is clear that President Robinson has a great relationship with faculty and a passion for the students that FAMU serves.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision-making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? | <p>Comments: President Robinson and the administration does keep the Board apprised of university issues. It would be helpful for the administration to proactively reach out to Board members to provide comprehensive board briefings and vet questions prior to meetings.</p> | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
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**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
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| <p>Personal Characteristics and Values</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? | | <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? | | |
| | <ol style="list-style-type: none"> 1. President Robinson is increasing data-driven accountability and performance across the institution. 2. Hire key staff that can support the president and drive change and improvement across the institution. | |

2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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.

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
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- 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 ROBERT L. WOODY

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
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) |
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| <p>Annual Priorities and Goals - 2017/2018 (See attached)</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? | <p>Comments: I'm becoming more comfortable with the direction we are going as a University. It appears that the President is progressing towards the goals set by the Board. He has:</p> <ul style="list-style-type: none"> > Increased total headcount enrollment by 5%; > Developed a Comprehensive Housing Plan; > Increased R&D Expenditures by 1%; > Strengthened the University's financial health by achieving or exceeding a minimum debt ratio of 0.84%; > Met its goal of developing a specialized 2+2 Articulation Agreement between members of the Florida College System, which include; <ul style="list-style-type: none"> • Gulf Coast • Palm Beach State College • St. Petersburg College • Valencia College • Santa Fe College, and • Tallahassee Community College > Made progress towards increasing the number of students graduating in 6 years; > Made progress towards the Performance Matrix outlined by the Board of Governance. | <p align="center">1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>*Please refer to the President's Self-Assessment for additional information pertaining to his goal progress.</p> | | |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? • Lead the creation of a long-range strategic plan that engages all stakeholders? | <p>Comments: The President has articulated the historical culture and benefits to the students and the community. Throughout his travel he consistently promoted the University's story, successes and needs. This contributed to the increase in student enrollment.</p> <p>President Robinson established an office of Institution Effectiveness to monitor management and oversight of critical academic programs and business operations. This proved to be an effective tool to measure compliance of the University's mission.</p> <p>*To support this Trustee's "exceeds" rating, please review the President's 2017-2018 Self-Assessment for additional information pertaining to Strategic Leadership.</p> | <p align="center">1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |
| <p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Propose educational directions and priorities that motivate others? • Assure academic quality by expecting the use of evidence to improve performance? • Mobilize resources to support educational programs? • Encourage and enable educational and curricular change and innovation? • Understand and participate in academic governance and collaborative decision-making? • Attract and retain strong faculty? | <p>Comments: This Trustee defers to the President's 2017-2018 Self-Assessment to support my "exceeds" rating.</p> | <p align="center">1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? • Set high standards and hold people responsible for results? • Make clear and timely decisions? • Make tough decisions? • Use analytical and creative thinking to solve problems? • Plan for and manage crises? (e.g. anti-hazing) • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)? | <p>Comments: The President's creation of the Strategic Planning Analysis & Institutional Effectiveness Office has strengthened his ability to focus on the following areas:</p> <ul style="list-style-type: none"> > Cost saving strategies; > Customer service; > Response time to situations. > Increase student enrollment; > Fundraising strategies. <p>However, it's strongly suggested that special attention be given to some of the University's Licensure Programs to specifically address the number of student failing first time state exams after graduation.</p> <p>It appears that the University's strategy to increase fundraising for student scholarships and the attention to the infrastructure, i.e. dorms, lacks momentum and this concerns this Trustee.</p> <p>Accordingly, the President has developed excellent relationships with FAMU's National Alumni Association who has raised a sufficient amount of money for student scholarships. Perhaps efforts could be made by the University to match or exceed the funds raised by the National Alumni Association.</p> <p>*Please refer to the President's Self-Assessment for additional information concerning the president's Performance in this area.</p> | <p align="center"> 1 - Exceeds 2 - Meets 3 - Does Not Meet </p> |
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**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? | <p>Comments: The President appears to be performing a good job managing the University's financial health.</p> <p>The President does an excellent job keeping the board abreast of fiscal matters and apprising the Board of Trustees prior to major purchases. Finally, the President was well prepared to make the case about additional funding to the Florida Legislature.</p> | <p align="center">1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
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| <p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? Meet the goals established by the Board and | <p>Comments: Under the President's leadership, the 2017-2018 Work Plan was approved by the Board of Trustees and the Board of Governors in a timely manner. However, this Trustee is concerned with some of the University's Licensure Programs, specifically the Law School and Nursing graduates failing to pass State Exam the first time.</p> | <p align="center">1 - Exceeds 2 - Meets</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>approved by the BOG?</p> | | <p>3 – Does Not Meet</p> |
| <p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? | <p>Comments: Due to the commitment of the National Alumni Association's fundraising activities, the Athletic Department and scholarships for students has been greatly enhanced.</p> <p>However, it is the opinion of this Trustee that until the President hires a permanent Vice-President of Advancement & Engagement, raising funds for student scholarship will continue to be a concern. Additionally, there must be a comprehensive plan to raise funds needed to accomplish our goal.</p> | <p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p> |
| <p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? | <p>Comments: The President has displayed an excellent job in the following subject areas:</p> <ul style="list-style-type: none"> > Displayed leadership in local, regional and national higher education, as evidence of being appointed to the National Science Foundation with the Department of Education; Successfully built credibility with external constituents; > Does an excellent job at increasing the visibility & reputation of the University; > Developed a positive rapport with the alumni by having an open panel of communication; > Continued developing workable relationships with elected/public officials, media and the board of Trustees. | <p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p> |

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? | <p>Comments: This Trustee agrees with the President's Self-Assessment. Please refer to it for specifics.</p> | <p align="center">1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| <p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision-making and governance systems that need improvement? | <p>Comments: The President appears to have maintained a workable relationship with the Board of Trustees. He includes the Board in discussions or strategies to raise money for student scholarships. He excels in soliciting the support of the Board of Trustees when decision-making is needed.</p> | <p align="center">1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |

Evaluator Robert L. Woody

**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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| <ul style="list-style-type: none">• Administer the affairs of the University consistent with the documented Board policy? | | |
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**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

| EVALUATION FACTORS | PERFORMANCE | EXPECTATIONS (Please circle one) |
|--|---|---|
| <p>Personal Characteristics and Values</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate persistence in reaching goals? • Lead change? • Use political skills to negotiate agreements, create coalitions and build consensus? • Display interpersonal and people skills? • Communicate clearly and convincingly in various forms and contexts? • Show respect for others? • Listen? • Examine and challenge his or her assumptions and show a willingness to explore other viewpoints? • Understand his or her and others' feelings? • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? | <p>Comments: I am impressed with the President's personal characteristic and values. He carries himself in a professional manner and represents the University in a positive light. He is very knowledgeable of the history of the University.</p> <p>Also, the faculty, staff and his leadership team appear to respect his leadership. As the leader, he reconciles conflict in a constructive matter. Most persons who meet him sense his integrity and tack.</p> | <p align="center">1 - Exceeds 2 - Meets 3 - Does Not Meet</p> |
| Summary Questions | | |
| <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? | <p>1. This Trustee agrees with the President's Self-Assessment in the areas of:</p> <ul style="list-style-type: none"> ➤ Leadership Accomplishments <ul style="list-style-type: none"> • Competent • Student enrollment • Unifying the campus community ➤ Building a stronger relationship with: <ul style="list-style-type: none"> • Board of Trustee • Board of Governors • University System Chancellor & Office | |

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| | | |
|---|---|--|
| <p>3. What other points need to be covered?</p> | <ul style="list-style-type: none"> • Faculty & Staff • Students & Parents • Elected Officials • Community • Business Leaders • Key Stakeholders • Alumni | |
| | <p>2. The President must immediately appoint a Provost & Deans of Several Departments.</p> <p>It is imperative that a Provost with an understanding of the University's Performance Metric Concept, in-depth understanding of the operations of higher learning education facility and a background how to run a corporation be appointed expeditiously. This Trustee contributes the low "1st time pass rate" of several Licensure Programs, Law, Pharmacy, Physical Therapy and Nursing to the lack of permanent leadership. Therefore, once, the Provost and Deanships are confirmed, the Licensure Program 1st Time Pass Rates will improve.</p> <p>Fundraising – It is strongly suggested that the President become more involved with prioritizing fundraising efforts and increased partnerships. Also, it is requested that the Office of Advancement develop a more comprehensive strategic plan to raise funds. This will prove to be encouraging to the National Alumni Association's fundraising role.</p> <p>The University has an excellent history; therefore we should be doing a better job raising funds. During the next rating period, this Trustee will be monitoring the President's fundraising efforts.</p> | |

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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.

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- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the 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.