

FAMU BOARD OF TRUSTEES
PRESIDENTIAL EVALUATION
FOR 2014 – 2015
RATING PERIOD

McKnight, Avery D.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 10, 2015 2:23 PM
To: McKnight, Avery D.
Subject: FW: Presidential Evaluations Due 7/8/15
Attachments: Mangum - Year 1 Evaluation.pdf

Forwarded Trustee Evaluation....

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



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



From: Torey Alston [mailto:████████████████████]
Sent: Wednesday, July 08, 2015 4:25 PM
To: Kim Moore
Cc: Linda F. Barge-Miles; Avery D. McKnight
Subject: Fw: Presidential Evaluations Due 7/8/15

Trustee Moore:

Please see my attached evaluation as requested as a one-way communication.

Torey

----- Forwarded Message -----

From: "Barge-Miles, Linda F." <linda.bargemiles@fam.u.edu>
To: Belinda Reed Shannon <████████████████████>; Cleve Warren <clwarren@fscj.edu>; "Grable, Bettye" <bettye.grable@fam.u.edu>; "Graham, Tonnette S." <tonnette1.graham@fam.u.edu>; Karl White 2 <████████████████████>; Kelvin Lawson <████████████████████>; Kimberly Ann Moore <mooreki@tcc.fl.edu>; Lucas Boyce <████████████████████>; Robert Woody <████████████████████>; Rufus Montgomery <████████████████████>; Spurgeon McWilliams <████████████████████>; Torey Alston <████████████████████>
Cc: "McKnight, Avery D." <avery.mcknight@fam.u.edu>; "Mangum, Elmira" <elmira.mangum@fam.u.edu>; "Hightower, Jacqueline D." <jacqueline.hightower@fam.u.edu>; "David, Marcella" <marcella.david@fam.u.edu>
Sent: Monday, July 6, 2015 8:22 AM
Subject: Presidential Evaluations Due 7/8/15

Good Morning Trustees:

This is a reminder that your evaluation of President Mangum's performance is due on **Wednesday, July 8, 2015**. Please send your completed evaluation forms to Trustee Kimberly Moore at mooreki@tcc.fl.edu .

Thanks,

Linda Barge-Miles, Esquire
Florida A&M University
Board of Trustees Liaison
(850) 412-5485

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.**

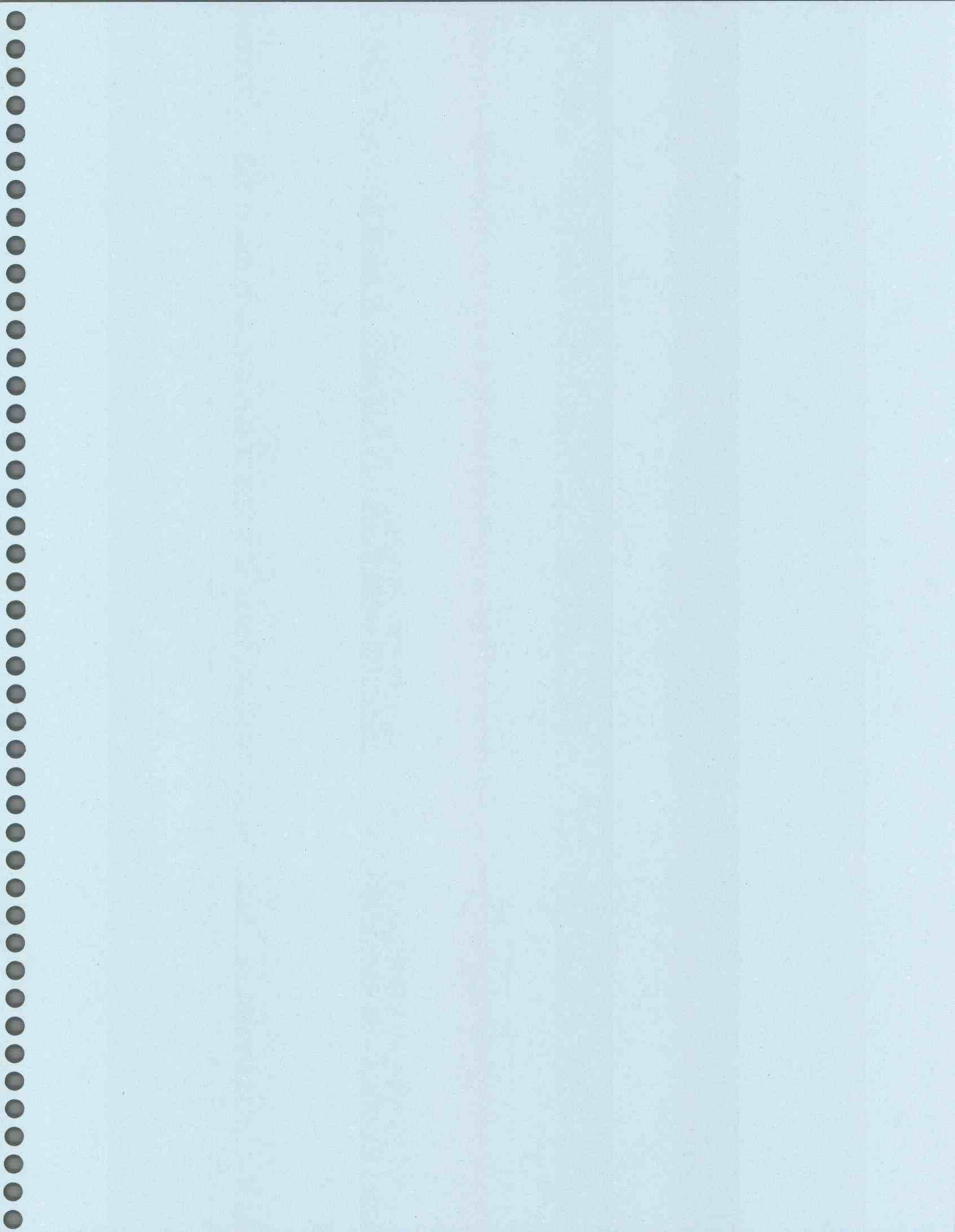
EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Annual Priorities and Goals - 2014/2015 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attained goals? 	<p>Comments: The President seems to have hit the agreed upon priorities. We still need to make improvement in the area of graduation rate, rate retention and other critical factors used by all universities in the SUS. Overall, I believe this meets my expectation and I commend the President for moving this forward.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? 	<p>Comments: The President attended an HBCU, worked for an HBCU and has worked at majority institutions. Based on this background, I believe there was a major adjustment period for the President. I believe the "vision" is taking shape and I'm hopeful to see a clearer picture. Early on, the decision to not move decisively on removing the former Athletic Director from his role created a major rift with various stakeholders. As the first Trustee to make public comments about this indecision and what appeared to be a total lack of understanding FAMU's culture and a real gap in management to make a critical HR decision during Homecoming week, this one decision did not tell the "right story" during the President's 1st Homecoming. In other moves, the President has moved clearly to select her Leadership Team. In short, the mix of new individuals and retaining institutional knowledge will serve Dr. Mangum well. I made previous comments to several Presidents to focus on advancement, legislative affairs and our finances. I commend the President for this culture change and aggressive staffing.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments: This area is tougher for me to assess, however, I am comfortable where things are to-date. Serving on the Board for more than 5 years now, at one point our academic programs and areas were dealing with major accreditation issues. In absence of those issues, going forward, I want to see a focus on real innovation and transforming our academic programs as truly best in class. Overall, this metric meets my expectation.</p>	<p>1 - Exceeds <input checked="" type="radio"/> 2 - Meets 3 - Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage - analyze, organize, plan, direct, evaluate, renew - basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fund raising, research, service, finances and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manager crises? Attract, retain and develop talented personnel? Build a leadership team and empower and motivate them to achieve beyond their expectations? 	<p>Comments: This area is tougher for me to assess, however, I will keep a watchful eye on this metric. As of now, I am not aware of any blatant issues, but I can only refer to how the release of the previous Athletic Director was handled. Going forward, I want to see tough and timely decisions and a real interest in performance university-wide. We have so much untapped potential and areas for growth.</p>	<p>1 - Exceeds <input checked="" type="radio"/> 2 - Meets 3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? Inform and engage the board appropriately? 	<p>Comments: Overall, I think the President, new CFO and other key administrators have provided major comfort in this area for me. There are still several findings the university is working on but, this is far different from financial/audit issues that plagued the university in recent years. I commend the President and entire team for moving forward.</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: This has been a historical area of concern for me and the university. I noticed the number of alumni giving to the university has increased, but the overall shift in the endowment hasn't been realized. My view of this metric is as a university and less on one person. We have struggled in this area in the last several years. The recent gift by FAMU alumnus John Thompson was superb and I am hopeful the President and new VP of Advancement will bring new large contributors to the university. I am hopeful new ideas, a "big picture approach" and other initiatives will be used to get us closer to our HBCU peers.</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? Provide leadership to local, regional and national higher education? Increase the visibility and reputation of the institution? Relate to alumni and gain their support? Build credibility and influence with the media, legislators and public officials? 	<p>Comments: The President can do a better job with all external relations. While there are competent staff in key places, they cannot substitute the role of direct engagement by the President to various stakeholder groups. The various alumni I talk to are "neutral" on the effectiveness of this President so far. In my opinion, "neutral" or "lukewarm" is not the FAMU way. While I have seen some collaboration with elected and appointed officials, moving the needle on other stakeholder groups will be key to the success of the Presidency. Several respected organizations have also commented on connecting with the President including the NAACP and Urban League.</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? 	<p>Comments: Based on feedback shared with me, this area needs major improvement. Interaction with students, faculty and staff must be enhanced by the President.</p>	<p>1 - Exceeds 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? 	<p>Comments: President Mangum needs major improvement in this area. During this period, the direct communication between the President and Board has been minimal on key important issues. For example, as a Trustee, I was not notified in advance that the university would not receive performance funding from the state. My source a local newspaper and local alumni, rather than the President. The posture between the President and Board has not been positive and it has impacted overall relations. My hope is for this to get better quickly, or this could have a major impact. We must operate under the "no surprises" mantra, but this has not been the case during this period.</p> <p>The President is very personable in one-on-one settings, but in larger settings that personality may not extend to larger audiences. The President's closest staff members are also not very warm and appear to view Board members as adversarial.</p> <p>Going forward, the newly created Governance Committee can serve as a vehicle to improve communication and ensure this is a part of the new President/Board culture.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

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:</p> <p>When the President interviewed with the President Search Committee and full Board, I was impressed with her thorough responses to our questions, experience in multiple settings and background in budget/financial management. I also had the chance to interact with the President at last year's FAMU Broward Alumni Banquet, and Dr. Mangum was thoughtful and gracious.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<p>I think the major accomplishment for Dr. Mangum was her work on day one working with FSU President Thrasher and other key stakeholders preserving the FAMU/FSU College of Engineering. There are still questions on collaboration and governance, but we are in a much better position than we were a year ago. My suggestion to the President going forward includes constant direct communication to the Board and operating under a "no surprises" mantra. I also want to see more innovation with our academic programs, increased engagement of stakeholders (students, faculty/staff, alumni, Governor, Legislature, BOG, etc.) and new initiatives to move FAMU from good to great. This could include new programs/initiatives focused on traditional and non-traditional students (Seminary/School of Divinity, focus and highlighting both undergraduate/graduate certificate programs, etc.)</p>	



McKnight, Avery D.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 10, 2015 2:24 PM
To: McKnight, Avery D.
Subject: FW: Lucas Boyce FAMU - EVAL Tool Response
Attachments: Lucas Boyce --FAMU - Board of Trustees Presidential Evaluation Tool - 2014 -2015 PY.docx

Forwarded Trustee Evaluation....

Kimberly A. Moore, MBA
Vice President – TCC's Division of Workforce Development
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Fax: 850-201-8617



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



From: Lucas Boyce [mailto:lboyce@orlandomagic.com]
Sent: Tuesday, July 07, 2015 4:05 PM
To: Kim Moore
Subject: Lucas Boyce FAMU - EVAL Tool Response

Please find attached my evaluation.

Lucas Boyce
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(407) 916-2985 Fax

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Orlando, Florida 32810-5915
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BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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

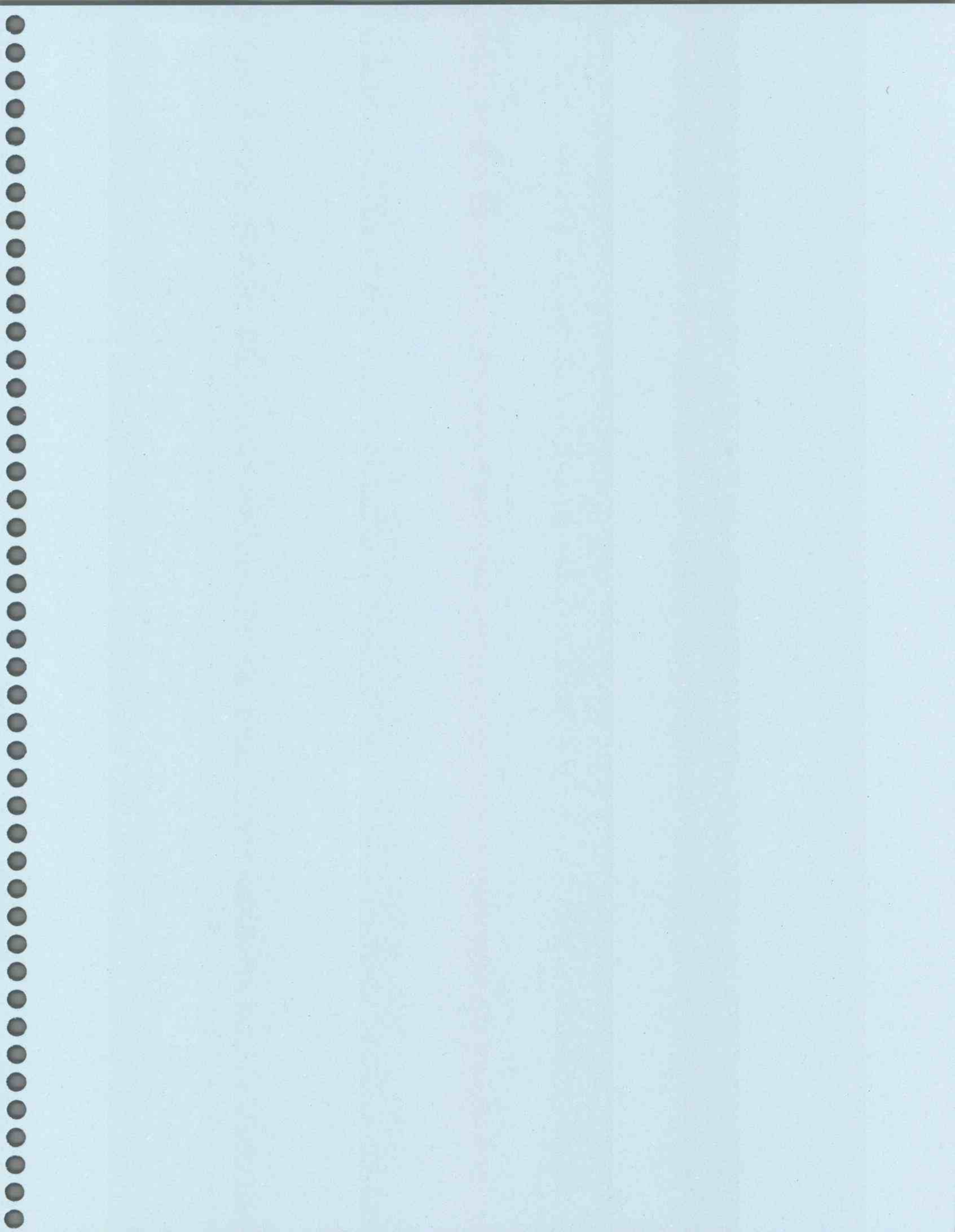
EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Annual Priorities and Goals - 2014/2015 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attained goals? 	<p>Comments:</p>	<p>1 - Exceeds</p> <hr/> <p>2 - Meets</p> <hr/> <p>3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? 	<p>Comments:</p> <p>Appreciate the President's diligence in seeking to affect a great amount of change over the course of the last year. Her vision to ensure FAMU is set up for success in the 21st Century while honoring core traditions and values of the storied university's history is laudable.</p> <p>I look forward to her renewed efforts to enhance collaboration, effective and efficient communication with internal and external stakeholders.</p> <p>One point of clarification that would be helpful is to receive more information related to FAMU's efforts to increase performance based funds from the Board of Governors.</p>	<p>1 - Exceeds</p> <hr/> <p>2 - Meets</p> <hr/> <p>3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments: This area has necessitated a great deal of energy and effort. With the number of transitional or temporary positions The President is to be lauded for key appointments to her leadership team that will ensure long term stability for University Operations.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fund raising, research, service, finances and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manage crises? Attract, retain and develop talented personnel? Build a leadership team and empower and motivate them to achieve beyond their expectations? 	<p>Comments: A great deal of effort has been expended in this area and I recognize and acknowledge the President and her team's hard work in this area.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? Inform and engage the board appropriately? 	<p>Comments:</p> <p>I look forward to proactive communication on a one-on-one level with respect to financial management decisions that would be appropriate for board level consent and collaboration.</p> <p>There are efforts under way to implement an online application but no reference to expected completion date and activation of this resource. I'd welcome a brief update on when this might be available for students.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> Lead and engage others in the fund-raising program? Build relationships with major donors? Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? Provide stewardship for gifts that have been received? Inform and engage the board appropriately? 	<p>Comments:</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> Build credibility and influence with external constituencies? Provide leadership to local, regional and national higher education? Increase the visibility and reputation of the institution? Relate to alumni and gain their support? Build credibility and influence with the media, legislators and public officials? 	<p>Comments:</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? 	<p>Comments: The President's listening tour upon being appointed is laudable and demonstrates a strong willingness to be flexible, enact change and be accountable for next steps.</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 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: I look forward to the President and Board's commitment to collaborate more effectively.</p> <p>I have offered on a few occasions to leverage relationships with both parties in the legislature in addition to asking for a comprehensive presentation "story" that outlines the need for new or enhanced Athletic facilities (weight room, locker room etc.) so that I might present this to those who might have resources to be of assistance to the University.</p> <p>I'm aware there was transition of Athletic Directors this year and look forward to this information as soon as applicable.</p> <p>I look forward to building a relationship with the President.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

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:</p> <p>I appreciate the President's resilience, focus, and determination to do what she feels is in the best interest of the University. In that respect I admire her integrity.</p> <p>I look forward to the President's continued development in building consensus, showing respect and demonstrating an acknowledgement of alternative viewpoints and perspectives with respect to University Governance</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<p>I concur that the maintaining the integrity of the Engineering Program is a major feat and the President is to be commended.</p> <p>I believe the issues associated with our collective board and president decision to reset in terms of collaboration and mutual respect will go a long way in improving both the board and the President's effectiveness.</p> <p>Change is hard and the President has endeavored to take on a very ambitious agenda during a unique time of transition and historical events in the University's journey toward excellence. I look forward to working and collaborating whenever and wherever possible to help her be successful in creating a culture and a university that is a shining example of what other universities could be.</p> <p>Our students and their experience and education are our first priority and I look forward to collaborating with the President to give them the best educational experience possible.</p>	



FW: Second Revised Presidential Evaluation Document

Kim Moore <MOOREKI@tcc.fl.edu>

Fri 7/10/2015 6:52 PM

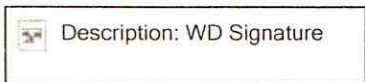
To: McKnight, Avery D. <avery.mcknight@fam.u.edu>;

1 attachment (32 KB)

Presidential Evaluation.docx;

Forwarded Trustee Evaluation.....

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



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



From: Grable, Bettye [mailto:bettye.grable@fam.u.edu]
Sent: Friday, July 10, 2015 6:33 PM
To: Kim Moore
Cc: Grable, Bettye
Subject: Second Revised Presidential Evaluation Document

Trustee Moore:

I was informed that one evaluation factor was not included in the first revised document that I sent to you. That evaluation factor was Fund Raising.

I have inserted that factor in its appropriate location within this Second Revised Presidential Evaluation document that you are now receiving from me as an attachment.

Bettye A. Grable, Ph.D.

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

TRUSTEE GRABLE'S EVALUATION OF PRESIDENT ELMIRA MANGUM

July 8, 2015

Annual Priorities and Goals 2014-2015

According to the "2014-2015 Annual Goals and Objectives" that the President agreed to and that was approved by the FAMU Board of Trustees three subheadings were featured: A) *21st Century Living and Learning Community*; B) *Excellence in Process and Procedures*; and C) *Develop, Enhance, Retain Resources to Achieve Mission*. The Goals and Objectives as updated by President Mangum in May of 2015 identifies only 4 of 27 specific goals and objectives as having been achieved.

The other 23 specific goals and objectives initiatives were described at that time as either:

1) Ongoing, 2) Underway or 3) In process. Ongoing, underway or In process terminology suggest that those specific goals were not completed per the established agreement between the President and the FAMU Board of Trustees.

In the Comments section narrative of her Self-Assessment/Evaluation, the President offers some good news and supporting numbers that suggest she has been effective in increasing the number of donors providing financial support to the University via gifts, pledges, cash donations and the \$10 for \$10 Giving Challenge.

However, there were three specific questions listed in the agreed upon evaluation tool that were designed to determine if the annual priorities and goals were being met. They are:

1) Attaining the goals approved by the FAMU Board of Trustees?

The President identified the following 4 of 27 specific goals as "completed".

- a) Reorganization of the student success center and its effectiveness—no comparative data, trends, nor ratio analyses of metrics were offered to

support the completion of this initiative, and if completed where does she plan to go from here.

- b) Restore campus to a full-service, year-round learning environment by ending the four-day work week in the summer—no comparative data, trends nor ratio analyses of metrics were offered to support the completion of this initiative.
- c) Enhance employee relations by activating the campus ombudsman's function for staff –no comparative data, trends, nor ratio analyses of metrics were offered to support the completion of this initiative.
- d) Redesign budget and planning process to enable completion of strategic plan by integrating long-range plans with financial plan—no comparative data, trends, nor ratio analyses of metrics were offered to support the completion of this initiative.

Two initiatives not listed as completed on the May 2015 Update of Annual Goals and Objectives supporting document, now appear to have data supporting their partial completion:

- e) Expansion of online learning and distance educational offerings—comparative data was provided to support the completion of this initiative.
- f) Design and stage-setting for increased annual giving program—Comparative data was provided to support the completion of this initiative.

2) Demonstrating the attainment of the goals?

The President's Self-Assessment/Evaluation Form provided comparative data, trends and ratio analyses of metrics for 4 of 27 Annual Priorities and Goals that align with the Annual Goals and Objectives approved by the FAMU Board of Trustees.

3) Communicating the attainment of the goals?

The Annual Goals and Objectives May 2015 Update would be considered a communication to the FAMU Board of Trustees of the attainment or non-attainment of the President's Annual Priorities and Goals. Yet this is not the only means for the communicating of goals.

Overall, I would rate the President's effectiveness in: 1) attaining the goals approved by the Board; 2) demonstrating the attainment of the goals set (e.g. comparative data, trends, and ratio analyses of metrics); and communicating the attainment of the goals as a "3"--*Does Not Meet*.

Strategic Leadership

In her comments to this section's question on culture, I found no explanation about culture other than that she talked with unnamed stakeholders and her presentation of nine (9) letters, labelled as community letters, but only featured three (3) letters from members of local community organizations. Letters from other supportive members of the FAMU campus community, including faculty, staff, students, etc., who work on a daily basis inside the FAMU campus community culture could have been included to better support her belief that she has learned and understands the FAMU culture.

Most of the comments related to this section's Performance Comments offered no real documentation other than statements such as "Many strategies have been implemented to make things happen and to achieve a competitive advantage." Yet only three examples were offered to support this statement and only two of the examples offered detailed supporting facts.

Examples regarding her strategic leadership included the result as to the Joint Engineering program, and possibly the "detailed legislative strategy", to which she alludes. However, some of the other items mentioned like the U.S. News & World Report and The Princeton Review rankings are great as they were for previous administrations. Therefore, there is a question as to what strategic leadership did she offer to garner such rankings?

Additionally, how can she as President leverage those rankings to improve our Performance Metrics?

On this evaluation factor, I would give the President a rating of "3" — *Does Not Meet the expectations.*

Educational Leadership

This section of the evaluation again makes reference to various stakeholders without identifying these stakeholders. More detail and evidentiary documentation would have provided concrete support for many of the statements offered. For example, when the President writes that she has conducted an employee survey to better understand the concerns of faculty and staff, a snapshot of the survey's findings would have been helpful to review as well as information about the date of the survey and potentially a follow-up survey to see if her understanding of the concerns had been addressed or if new concerns had arisen.

Another example of a statement that does not offer explanatory detail or supporting documentation would be the statement that reads "We targeted \$3.9 million from a Title III grant program to support the retention, progression, and graduation of students in STEM." Exactly how did we use the targeted funds? What goals were set and what did we achieve in terms of changing the student population?

Many very good positive goals and intentional statements are made that have no documented support or proof that these excellent thoughts and ideas have come to fruition.

Due to the sparse and undocumented opinions presented, I would give the President a rating of "3" — *The President does not meet the expectations of this evaluation factor.*

Organizational Management

I believe that Dr. Mangum has great experiences that she brought to the job as President and that she has also hired some excellent senior management/vice presidents to her team.

In her Performance Comments regarding organizational management she says, "I am reorganizing the University's organizational structure to help improve efficiency, reduce costs, eliminate overlapping and duplicative functions, and enable senior leadership to create solutions and accept responsibility for outcomes...". Several questions immediately come to mind about this, including:

- 1) "I am reorganizing...". After more than a year, one would expect the President would at least have completed reorganizing. Furthermore, when will the University be ready to move forward to accomplish the initiatives that are still listed as ongoing, underway or In process. FAMU's organizational management needs to reach the stage of being able to say that we have completed and achieved the agreed upon initiatives that we say we plan or want to do.
- 2) Does senior leadership understand that they must be inclusive in all of their decisions? All constituencies on campus must play a role in making decisions about the University's future.
- 3) What is the current status of the university's efficiency, cost reductions, overlapping and duplicitous functions? Have we effectively tackled those concerns during the past year?
- 4) If she has "followed transformational change, transactional change models and other theoretical frameworks and strategic plans to shape her efforts and communicate the impact" of the leadership's efforts, then what results has the university netted? No evidence has been presented.

Overall, these are outstanding written thoughts and ideas, but have we implemented them and seen any positive outcomes and what were those outcomes? Where is the supporting data/documentation?

On this evaluation factor, I would give the President a rating of “3”—*She does not meet the expectations of this evaluation factor.*

Financial Management

As indicated above, the President has hired some excellent, experienced senior leadership team members—Mr. Dale Cassidy and Dr. Timothy Moore are examples of the President’s excellent hires.

In reading Performance Comments offered by President Mangum on her Self-Assessment/Evaluation Form, there are statements such as “We have asked all managers, leaders, and employees to evaluate opportunities to eliminate waste and excessive processing so that FAMU runs more effectively.” What were some of the most doable and effective opportunities suggested that resulted in the University running more effectively? Moreover, how can an evaluation be completed when the Self-Assessment/Evaluation Form is incomplete.

The President stated that the University is working to implement an online application form that will help increase the number of student applicants while improving the turnaround time for decisions. This a positive accomplishment if data on the exact status of this initiative were given?

These are all great statements about what the University will do under her leadership, but the question becomes what have we done with these initiatives and ideas over the last 15 months?

Based on reports made to the FAMU Board of Trustees, it seems that the President and her financial management leadership team members have managed resources well and shown great capacity in building long-term financial stability at the University. But she does not expand upon this as a positive result of her management.

On this evaluation factor, I would give the President a rating of “2”—*Meets.*

Fund Raising

This specific evaluation factor appears to have been missed as a subheading in President Mangum's Self-Assessment/Evaluation Form, but included as a major subheading in the template of the Board of trustees Evaluation Form For The President. With that said, the President offered some yearly comparative data about her outcomes related to constituency giving under the self-assessment factor labelled Annual Priorities and Goals 2014/2015 Performance Comments, but very little about her fundraising activities during the past year.

Her comments state that she "set the stage for a comprehensive giving campaign through a series of initiatives" that included:

- 1) Increased the *number of donors* making gifts by 51 percent from 3, 728 to 5,633—over the previous year.
- 2) Increased the amount of gifts and pledges by 237 percent from \$2.6 million to \$8.8 million—over the previous year.
- 3) Increased the number of cash donors by 126 percent from 2,331 to 5,258 donors—over the previous year.
- 4) Increased the amount of cash donations by 90 percent - from \$2.3 million to \$4.4 million—over the previous year.

No specific trends or ratio analyses of metrics was provided to help one reading the aforementioned statements to elucidate what role the President actually played in the increase of these new gift/pledge/cash donors nor what sector of the FAMU constituency contributed to the increase in number and type of donations. This would be helpful to better understand the President's personal actions and influence on these types of donations. Such information would also assist the University and the President in planning for a major fundraising campaign.

It is also not clear if there is a University capital campaign in the works at all based on the information provided by the President in her self-assessment. The Athletic Department goal to raise \$100,000 was reduced from the original goal. What were the circumstances surrounding the lowering of that goal?

The President did however indicate that the University “Raised almost \$150,000 through a highly successful “10-for-\$10 Giving Challenge.” Per information shared with the Board during the past year, that \$10-for \$10 Giving Challenge was created and promoted by an alumnus and not the President.

Under another evaluation factor, Educational Leadership, the President said “... I consulted with focus groups and other athletic supporters to review options and fundraising efforts were initiated.” Who are these focus group and athletic supporters, what were some of the fundraising options suggested and what fundraising efforts were initiated as a result of her consultation with the groups?

Under the Organizational Management evaluation factor, the President writes “Thanks to our fundraising initiatives, significant increases have been realized from April 1, 2014, to present.” Following that statement, her self-assessment reiterates the increase in number of donors, etc., that was stated under the Annual Priorities and Goals evaluation factor. Again that comparative data was lacking in supporting evidence such as reports or other documentation, no trend data nor ratio of analyses metrics.

On this evaluation factor, I would give the President a rating of “3”— *Does Not Meet Expectations*.

External Relations

I believe Dr. Mangum has created more visibility of FAMU and its programs via her excellent record of building credibility and influence with external constituencies. At the same time, she needs to create better positive connections with the FAMU Alumni Association and other organization's that serve the immediate FAMU campus community and the alumni.

Additionally, the President must provide documentation and other supporting evidence for the many statements she makes regarding her meetings with "as many alumni as I can." Visiting dignitaries is not enough, what is the possible return on investment of these visits?

Much more could have been done in this year to improve external relations as the President made local, state, national and international visits.

Whenever possible, a more multi-faceted face of the good things that are happening at the university should have involved her relations with faculty, students and especially alumni and their connections.

On this evaluation factor, I would give the President a rating of "3"—
Does Not Meet.

Internal Relations

This is one area of the President's responsibility that is mixed and controversial. Based on the views of various letters received by the Board and letters shared by the President in her Self-Assessment/Evaluation, a full assessment on this issue is not possible. The Self-Assessment/Evaluation avoids major issues that are ongoing on campus:

- 1) Controversy within the faculty, staff and students on campus.

- 2) Although President Mangum offers examples of interactions with students that may appear to be positive, the documentation evidence to support her views are missing. For example, she has not surveyed the students about her performance during the past year?
- 3) Public relations with faculty is mixed.
- 4) She has attended 2 or 3 meetings of the Faculty Senate during the past year out of the nine (9) Faculty Senate Meetings that were held and has not set up the constitutionally accepted two (2) meeting per year with the full faculty.

Dr. Mangum must keep in mind that the internal audience has the greatest capacity to influence the external audiences.

On this evaluation factor, I would give President Mangum a rating of "3"—*Does Not Meet*.

Board and Governance Relations

The last FAMU Board of Trustees Meeting indicates that the President has to improve her Board and Governance Relations. The BOT Governance Committee has made some recommendations that the President has agreed to review.

On this evaluation factor, I would give the President a rating of "3"—*Does Not Meet*.

Personal Characteristics and Values

The President brings many excellent personal and professional qualities to her job. Her outstanding past job experiences led to her being named President of Florida A&M University.

The challenge of leading FAMU according to her comments at one point in her Self-Assessment/Evaluation "demonstrates her persistence in the face of conflict, while trying to lead to change..." and later she suggests "To lead this change, I will

engage faculty, staff, students and other stakeholders in coming up with solutions that serve the best interests of FAMU.”

The latter comment above appears to embrace the belief that one leads by consent. Thus, she must be respectful to her constituency, show improvement to her interpersonal and listening skills in order to improve her effectiveness with her FAMU constituencies. Better understanding her new regional, cultural and type of institutional change is a good starting point.

She mentions only a little about conflict and resolution as a part of her job. Finding a way to look at conflict and shared resolutions as opportunities to create a strong team that respects shared governance between the Presidency and the FAMU Board of Trustees and the faculty, students and staff can enhance her evaluation.

On this evaluation factor, I would give President Mangum a rating of “2”—*Meets*.

Summary Questions

Maintaining the Joint Engineering School was an achievement the President and her leadership constituency guided to a positive end. However, the decision to move the joint school’s budget control to FSU was based on a unilateral approval without the prior approval by the Board of Trustees and other constituents.

Although the establishment of the FAMU Sustainability Institute is laudable, the concern regarding this accomplishment is that the protocol expressed in the FAMU Constitution and By-Laws was not followed. Does the President plan not to follow agreed upon procedures in the creation of such entities?

President Mangum has stated “I have not modified my initial objectives. However, adjustments will need to be made as needed, depending upon the resources available to accomplish the objectives,” then, she did have to make modifications/adjustments based on available resources. What were they?

Why in the Self-Assessment/Evaluation report no comparative data, trends, and ratio analyses of metrics regarding any sound and plausible ideas and initiatives were included, although the evaluation tool asked that such information be

included? The FAMU Board of Trustees is interested in effective, evidentiary results.

On this evaluation factor, I would give the President a rating of "2" — *Meets*

McKnight, Avery D.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 10, 2015 2:21 PM
To: McKnight, Avery D.
Subject: FW: REVISED Copy of Trustee Grable's Evaluation of the President
Attachments: Presidential Evaluation.docx

Forwarded Trustee Evaluation....

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



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



From: Grable, Bettye [mailto:bettye.grable@fam.u.edu]
Sent: Thursday, July 09, 2015 12:34 PM
To: Kim Moore
Subject: REVISED Copy of Trustee Grable's Evaluation of the President

Trustee Moore:

I found approximately 10 misspellings/grammatical errors in my Presidential Evaluation document that I emailed to you last night.

Please accept this corrected copy as my final President evaluation document.

Thank you.

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

TRUSTEE GRABLE'S EVALUATION OF PRESIDENT ELMIRA MANGUM

July 8, 2015

Annual Priorities and Goals 2014-2015

According to the "2014-2015 Annual Goals and Objectives" that the President agreed to and that was approved by the FAMU Board of Trustees three subheadings were featured: A) *21st Century Living and Learning Community*; B) *Excellence in Process and Procedures*; and C) *Develop, Enhance, Retain Resources to Achieve Mission*. The Goals and Objectives as updated by President Mangum in May of 2015 identifies only 4 of 27 specific goals and objectives as having been achieved.

The other 23 specific goals and objectives initiatives were described at that time as either:

1) Ongoing, 2) Underway or 3) In process. Ongoing, underway or In process terminology suggest that those specific goals were not completed per the established agreement between the President and the FAMU Board of Trustees.

In the Comments section narrative of her Self-Assessment/Evaluation, the President offers some good news and supporting numbers that suggest she has been effective in increasing the number of donors providing financial support to the University via gifts, pledges, cash donations and the \$10 for \$10 Giving Challenge.

However, there were three specific questions listed in the agreed upon evaluation tool that were designed to determine if the annual priorities and goals were being met. They are:

1) Attaining the goals approved by the FAMU Board of Trustees?

The President identified the following 4 of 27 specific goals as "completed".

- a) Reorganization of the student success center and its effectiveness—no comparative data, trends, nor ratio analyses of metrics were offered to

support the completion of this initiative, and if completed where does she plan to go from here.

- b) Restore campus to a full-service, year-round learning environment by ending the four-day work week in the summer—no comparative data, trends nor ratio analyses of metrics were offered to support the completion of this initiative.
- c) Enhance employee relations by activating the campus ombudsman's function for staff—no comparative data, trends, nor ratio analyses of metrics were offered to support the completion of this initiative.
- d) Redesign budget and planning process to enable completion of strategic plan by integrating long-range plans with financial plan—no comparative data, trends, nor ratio analyses of metrics were offered to support the completion of this initiative.

Two initiatives not listed as completed on the May 2015 Update of Annual Goals and Objectives supporting document, now appear to have data supporting their partial completion:

- e) Expansion of online learning and distance educational offerings—comparative data was provided to support the completion of this initiative.
- f) Design and stage-setting for increased annual giving program—Comparative data was provided to support the completion of this initiative.

2) Demonstrating the attainment of the goals?

The President's Self-Assessment/Evaluation Form provided comparative data, trends and ratio analyses of metrics for 4 of 27 Annual Priorities and Goals that align with the Annual Goals and Objectives approved by the FAMU Board of Trustees.

3) Communicating the attainment of the goals?

The Annual Goals and Objectives May 2015 Update would be considered a communication to the FAMU Board of Trustees of the attainment or non-attainment of the President's Annual Priorities and Goals. Yet this is not the only means for the communicating of goals.

Overall, I would rate the President's effectiveness in: 1) attaining the goals approved by the Board; 2) demonstrating the attainment of the goals set (e.g. comparative data, trends, and ratio analyses of metrics); and communicating the attainment of the goals as a "3"--*Does Not Meet*.

Strategic Leadership

In her comments to this section's question on culture, I found no explanation about culture other than that she talked with unnamed stakeholders and her presentation of nine (9) letters, labelled as community letters, but only featured three (3) letters from members of local community organizations. Letters from other supportive members of the FAMU campus community, including faculty, staff, students, etc., who work on a daily basis inside the FAMU campus community culture could have been included to better support her belief that she has learned and understands the FAMU culture.

Most of the comments related to this section's Performance Comments offered no real documentation other than statements such as "Many strategies have been implemented to make things happen and to achieve a competitive advantage." Yet only three examples were offered to support this statement and only two of the examples offered detailed supporting facts.

Examples regarding her strategic leadership included the result as to the Joint Engineering program, and possibly the "detailed legislative strategy", to which she alludes. However, some of the other items mentioned like the U.S. News & World Report and The Princeton Review rankings are great as they were for previous administrations. Therefore, there is a question as to what strategic leadership did she offer to garner such rankings?

Additionally, how can she as President leverage those rankings to improve our Performance Metrics?

On this evaluation factor, I would give the President a rating of "3" — *Does Not Meet the expectations.*

Educational Leadership

This section of the evaluation again makes reference to various stakeholders without identifying these stakeholders. More detail and evidentiary documentation would have provided concrete support for many of the statements offered. For example, when the President writes that she has conducted an employee survey to better understand the concerns of faculty and staff, a snapshot of the survey's findings would have been helpful to review as well as information about the date of the survey and potentially a follow-up survey to see if her understanding of the concerns had been addressed or if new concerns had arisen.

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Many very good positive goals and intentional statements are made that have no documented support or proof that these excellent thoughts and ideas have come to fruition.

Due to the sparse and undocumented opinions presented, I would give the President a rating of "3" — *The President does not meet the expectations of this evaluation factor.*

Organizational Management

I believe that Dr. Mangum has great experiences that she brought to the job as President and that she has also hired some excellent senior management/vice presidents to her team.

In her Performance Comments regarding organizational management she says, "I am reorganizing the University's organizational structure to help improve efficiency, reduce costs, eliminate overlapping and duplicative functions, and enable senior leadership to create solutions and accept responsibility for outcomes...". Several questions immediately come to mind about this, including:

- 1) "I am reorganizing...". After more than a year, one would expect the President would at least have completed reorganizing. Furthermore, when will the University be ready to move forward to accomplish the initiatives that are still listed as ongoing, underway or In process. FAMU's organizational management needs to reach the stage of being able to say that we have completed and achieved the agreed upon initiatives that we say we plan or want to do.
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- 4) If she has "followed transformational change, transactional change models and other theoretical frameworks and strategic plans to shape her efforts and communicate the impact" of the leadership's efforts, then what results has the university netted? No evidence has been presented.

Overall, these are outstanding written thoughts and ideas, but have we implemented them and seen any positive outcomes and what were those outcomes? Where is the supporting data/documentation?

On this evaluation factor, I would give the President a rating of “3”—*She does not meet the expectations of this evaluation factor.*

Financial Management

As indicated above, the President has hired some excellent, experienced senior leadership team members—Mr. Dale Cassidy and Dr. Timothy Moore are examples of the President’s excellent hires.

In reading Performance Comments offered by President Mangum on her Self-Assessment/Evaluation Form, there are statements such as “We have asked all managers, leaders, and employees to evaluate opportunities to eliminate waste and excessive processing so that FAMU runs more effectively.” What were some of the most doable and effective opportunities suggested that resulted in the University running more effectively? Moreover, how can an evaluation be completed when the Self-Assessment/Evaluation Form is incomplete.

The President stated that the University is working to implement an online application form that will help increase the number of student applicants while improving the turnaround time for decisions. This a positive accomplishment if data on the exact status of this initiative were given?

These are all great statements about what the University will do under her leadership, but the question becomes what have we done with these initiatives and ideas over the last 15 months?

Based on reports made to the FAMU Board of Trustees, it seems that the President and her financial management leadership team members have managed resources well and shown great capacity in building long-term financial stability at the University. But she does not expand upon this as a positive result of her management.

On this evaluation factor, I would give the President a rating of “2”— *Meets.*

External Relations

I believe Dr. Mangum has created more visibility of FAMU and its programs via her excellent record of building credibility and influence with external constituencies. At the same time, she needs to create better positive connections with the FAMU Alumni Association and other organization's that serve the immediate FAMU campus community and the alumni.

Additionally, the President must provide documentation and other supporting evidence for the many statements she makes regarding her meetings with "as many alumni as I can." Visiting dignitaries is not enough, what is the possible return on investment of these visits?

Much more could have been done in this year to improve external relations as the President made local, state, national and international visits.

Whenever possible, a more multi-faceted face of the good things that are happening at the university should have involved her relations with faculty, students and especially alumni and their connections.

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Does Not Meet.

Internal Relations

This is one area of the President's responsibility that is mixed and controversial. Based on the views of various letters received by the Board and letters shared by the President in her Self-Assessment/Evaluation, a full assessment on this issue is not possible. The Self-Assessment/Evaluation avoids major issues that are ongoing on campus:

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Dr. Mangum must keep in mind that the internal audience has the greatest capacity to influence the external audiences.

On this evaluation factor, I would give President Mangum a rating of "3"—*Does Not Meet*.

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The last FAMU Board of Trustees Meeting indicates that the President has to improve her Board and Governance Relations. The BOT Governance Committee has made some recommendations that the President has agreed to review.

On this evaluation factor, I would give the President a rating of "3"—*Does Not Meet*.

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The President brings many excellent personal and professional qualities to her job. Her outstanding past job experiences led to her being named President of Florida A&M University.

The challenge of leading FAMU according to her comments at one point in her Self-Assessment/Evaluation "demonstrates her persistence in the face of conflict, while trying to lead to change..." and later she suggests "To lead this change, I will engage faculty, staff, students and other stakeholders in coming up with solutions that serve the best interests of FAMU."

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Maintaining the Joint Engineering School was an achievement the President and her leadership constituency guided to a positive end. However, the decision to move the joint school's budget control to FSU was based on a unilateral approval without the prior approval by the Board of Trustees and other constituents.

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McKnight, Avery D.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 10, 2015 2:23 PM
To: McKnight, Avery D.
Subject: FW: Evaluation of President Mangum's Performance
Attachments: Presidential Evaluation.docx

Forwarded Trustee Evaluation....

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



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



From: Grable, Bettye [mailto:bettye.grable@fam.u.edu]
Sent: Wednesday, July 08, 2015 9:38 PM
To: Kim Moore
Subject: Evaluation of President Mangum's Performance

Good Evening Trustee Moore:

Please find my evaluation of President Mangum's Performance attached to this e-mail message.

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

TRUSTEE GRABLE'S EVALUATION OF PRESIDENT ELMIRA MANGUM

Annual Priorities and Goals 2014-2015

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Strategic Leadership

In her comments to this section's question on culture, I found no explanation about culture other than that she talked with unnamed stakeholders and her presentation of nine (9) letters, labelled as community letters, but only featured three (3) letters from members of local community organizations. Letters from other supportive members of the FAMU campus community, including faculty, staff, students, etc., who work on a daily basis inside the FAMU campus community culture could have been included to better support her belief that she has learned and understands the FAMU culture.

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Examples regarding her strategic leadership included the result as to the Joint Engineering program, and possibly the "detailed legislative strategy", to which she alludes. However, some of the other items mentioned like the U.S. News & World Report and The Princeton Review rankings are great as they were for previous administrations. Therefore, there is a question as to what strategic leadership did she offer to garner such rankings?

Additionally, how can she as President leverage those rankings to improve our Performance Metrics?

On this evaluation factor, I would give the President a rating of "3" — *Does Not Meet the expectations.*

Educational Leadership

This section of the evaluation again makes reference to various stakeholders without identifying these stakeholders. More detail and evidentiary documentation would have provided concrete support for many of the statements offered. For example, when the President writes that she has conducted an employee survey to better understand the concerns of faculty and staff, a snapshot of the survey's findings would have been helpful to review as well as information about the date of the survey and potentially a follow-up survey to see if her understanding of the concerns had been addressed or if new concerns had arisen.

Another example of a statement that does not offer explanatory detail or supporting documentation would be the statement that reads "We targeted \$3.9 million from a Title III grant program to support the retention, progression, and graduation of students in STEM." Exactly how did we use the targeted funds? What goals were set and what did we achieve in terms of changing the student population?

Many very good positive goals and intentional statements are made that have no documented support or proof that these excellent thoughts and ideas have come to fruition.

Due to the sparse and undocumented opinions presented, I would give the President a rating of "3" — *The President does not meet the expectations of this evaluation factor.*

Organizational Management

I believe that Dr. Mangum has great experiences that she brought to the job as President and that she has also hired some excellent senior management/vice presidents to her team.

In her Performance Comments regarding organizational management she says, "I am reorganizing the University's organizational structure to help improve efficiency, reduce costs, eliminate overlapping and duplicative functions, and enable senior leadership to create solutions and accept responsibility for outcomes...". Several questions immediately come to mind about this, including:

- 1) "I am reorganizing...". After more than a year, one would expect the President would at least have completed reorganizing. Furthermore, when will the University be ready to move forward to accomplish the initiatives that are still listed as ongoing, underway or In process. FAMU's organizational management needs to reach the stage of being able to say that we have completed and achieved the agreed upon initiatives that we say we plan or want to do.
- 2) Does senior leadership understand that they must be inclusive in all of their decisions? All constituencies on campus must play a role in making decisions about the University's future.
- 3) What is the current status of the university's efficiency, cost reductions, overlapping and duplicitous functions? Have we effectively tackled those concerns during the past year?
- 4) If she has "followed transformational change, transactional change models and other theoretical frameworks and strategic plans to shape her efforts and communicate the impact" of the leadership's efforts, then what results has the university netted? No evidence has been presented.

Overall, these are outstanding written thoughts and ideas, but have we implemented them and seen any positive outcomes and what were those outcomes? Where is the supporting data/documentation?

On this evaluation factor, I would give the President a rating of "3"—*She does not meet the expectations of this evaluation factor.*

Financial Management

As indicated above, the President has hired some excellent, experienced senior leadership team members—Mr. Dale Cassidy and Dr. Timothy Moore are examples of the President's excellent hires.

In reading Performance Comments offered by President Mangum on her Self-Assessment/Evaluation Form, there are statements such as "We have asked all managers, leaders, and employees to evaluate opportunities to eliminate waste and excessive processing so that FAMU runs more effectively." What were some of the most doable and effective opportunities suggested that resulted in the University running more effectively? Moreover, how can an evaluation be completed when the Self-Assessment/Evaluation Form is incomplete.

The President stated that the University is working to implement an online application form that will help increase the number of student applicants while improving the turnaround time for decisions. This a positive accomplishment if data on the exact status of this initiative were given?

These are all great statements about what the University will do under her leadership, but the question becomes what have we done with these initiatives and ideas over the last 15 months?

Based on reports made to the FAMU Board of Trustees, it seems that the President and her financial management leadership team members have managed resources well and shown great capacity in building long-term financial stability at the University. But she does not expand upon this as a positive result of her management.

On this evaluation factor, I would give the President a rating of "2"—*Meets.*

External Relations

I believe Dr. Mangum has created more visibility of FAMU and its programs via her excellent record of building credibility and influence with external constituencies. At the same time, she needs to create better positive connections with the FAMU Alumni Association and other organization's that serve the immediate FAMU campus community and the alumni.

Additionally, the President must provide documentation and other supporting evidence for the many statements she makes regarding her meetings with "as many alumni as I can." Visiting a dignitaries is not enough, what is the possible return on investment of these visits?

Much more could have been done in this year to improve external relations as the President made local, state, national and international visits.

Whenever possible, a more multi-faceted face of the good things that are happening at the university should have involved her relations with faculty, students and especially alumni and their connections.

On this evaluation factor, I would give the President a rating of "3"—
Does Not Meet.

Internal Relations

This is one area of the President's responsibility that is mixed and controversial. Based on the views of various letters received by the Board and letters shared by the President in her Self-Assessment/Evaluation, a full assessment on this issue is not possible. The Self-Assessment/Evaluation avoids major issues that are ongoing on campus:

- 1) Controversy within the faculty, staff and students on campus.
- 2) Although President Mangum offers examples of interactions with students that may appear to be positive, the documentation evidence to support her views are missing. For example, she has not surveyed the students about her performance during the past year?

- 3) Public relations with faculty is mixed.
- 4) She has attended 2 or 3 meetings of the Faculty Senate during the past year out of the nine (9) Faculty Senate Meetings that were held and has not set up the constitutionally accepted two (2) meeting per year with the full faculty.

Dr. Mangum must keep in mind that the internal audience has the greatest capacity to influence the external audiences.

On this evaluation factor, I would give President Mangum a rating of "3"—*Does Not Meet*.

Board and Governance Relations

The last FAMU Board of Trustees Meeting indicates that the President has to improve her Board and Governance Relations. The BOT Governance Committee has made some recommendations that the President has agreed to review.

On this evaluation factor, I would give the President a rating of "3"—*Does Not Meet*.

Personal Characteristics and Values

The President brings many excellent personal and professional qualities to her job. Her outstanding past job experiences led to her being named President of Florida A&M University.

The challenge of leading FAMU according to her comments at one point in her Self-Assessment/Evaluation "demonstrates her persistence in the face of conflict, while trying to lead to change..." and later she suggests "To lead this change, I will engage faculty, staff, students and other stakeholders in coming up with solutions that serve the best interests of FAMU."

The latter comment above appears to embrace the belief that one leads by consent. Thus, she must be respectful to her constituency, show improvement to her interpersonal and listening skills in order to improve her effectiveness with her FAMU constituencies. Better understanding her new regional, cultural and type of institutional change is a good starting point.

She mentions only a little about conflict and resolution as a part of her job. Finding a way to look at conflict and shared resolutions as opportunities to create a strong team that respects shared governance between the Presidency and the FAMU Board of Trustees and the faculty, students and staff can enhance her evaluation.

On this evaluation factor, I would give President Mangum a rating of "2"—*Meets*.

Summary Questions

Maintaining the Joint Engineering School was an achievement the President and her leadership constituency guided to a positive end. However, the decision to move the joint school's budget control to FSU was based on a unilateral approval without the prior approval by the Board of Trustees and other constituents.

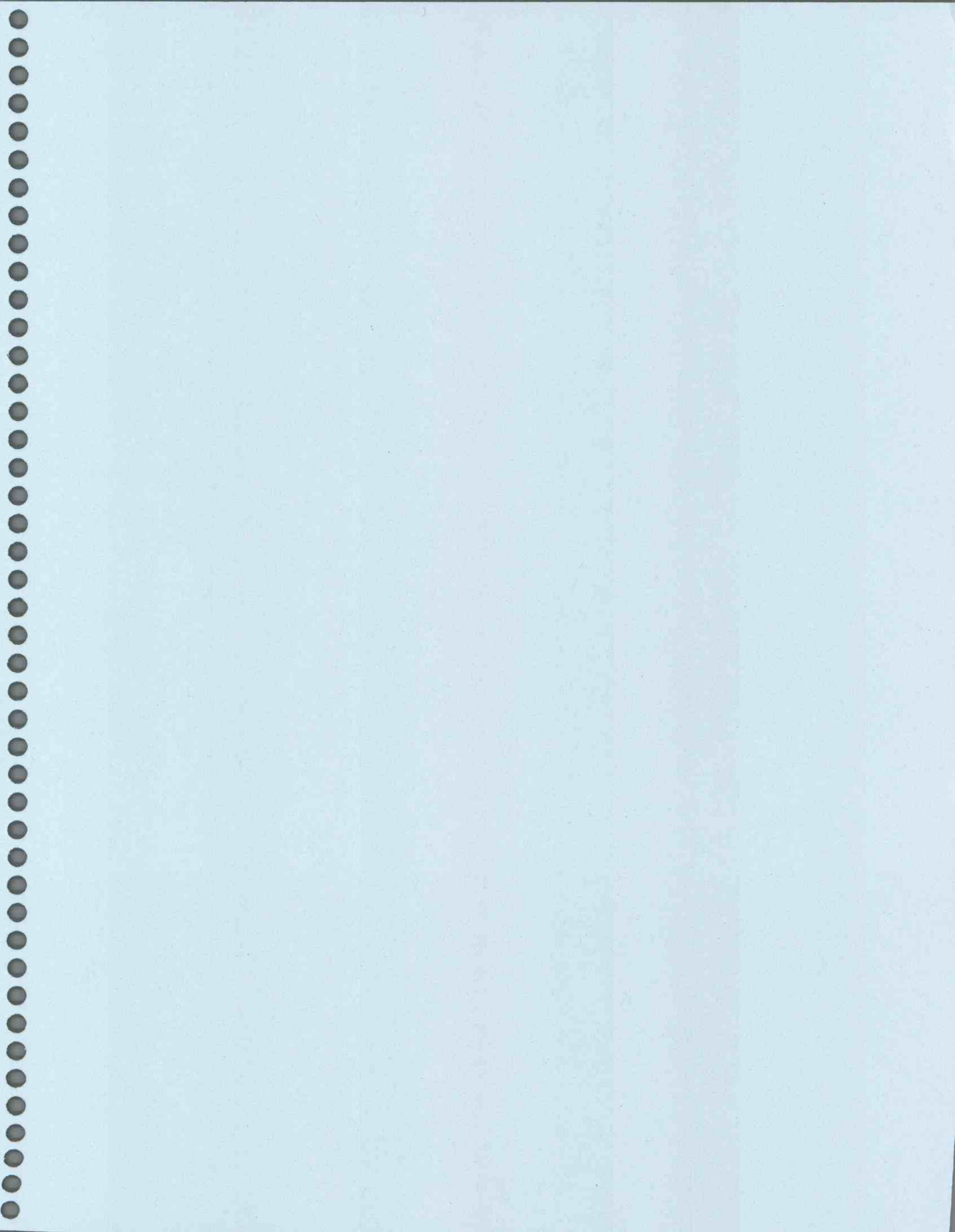
Although the establishment of the FAMU Sustainability Institute is laudable, the concern regarding this accomplishment is that the protocol expressed in the FAMU Constitution and By-Laws was not followed. Does the President plan not to follow agreed upon procedures in the creation of such entities?

Because President Mangum has stated "I have not modified my initial objectives. However, adjustments will need to be made as needed, depending upon the resources available to accomplish the objectives," then, she did have to make modifications/adjustments based on available resources. What were they?

Why in the Self-Assessment/Evaluation report no comparative data, trends, and ratio analyses of metrics regarding any sound and plausible ideas and initiatives were included, although the evaluation tool asked that such

information be included? The FAMU Board of Trustees is interested in effective, evidentiary results.

On this evaluation factor, I would give the President a rating of "2" — *Meets*



McKnight, Avery D.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 10, 2015 2:21 PM
To: McKnight, Avery D.
Subject: FW: Evaluation of President Mangum
Attachments: Trustee **Tonnette S. Graham** FAMU BOT President's Evaluation.pdf

Importance: High

Forwarded Trustee Evaluation....

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



From: Graham, Tonnette S. [mailto:tonnette1.graham@famuedu]
Sent: Thursday, July 09, 2015 7:45 PM
To: Kim Moore
Cc: SGA President
Subject: Evaluation of President Mangum
Importance: High

Trustee Moore,

Thank you for the opportunity to put forth the attached performance evaluation of Dr. Elmira Mangum, President of Florida A&M University.

Please forgive my delay in responding. Between a very busy travel schedule and responsibilities I have assumed as chairperson of the Florida Student Association and member of the Florida Board of Governors, I have been inundated with a number of priorities; and it was important to me that I gave this matter the appropriate attention and thought that it deserved.

As always, it is a pleasure to work alongside you on behalf of FAMU. Thank you in advance and I look forward to seeing you at our board committee meetings at the months end.

Rattler Regards,

Tonnette S. Graham

Student Body President & University Trustee | Florida A&M University
Chairperson | Florida Student Association
Governor | Florida Board of Governors
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Please note: Florida has a very broad public records law. Most written communications to or from state officials regarding state business are public records available to the public and media upon request. Your e-mail communications may therefore be subject to public disclosure.

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 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 - 2014/2015 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: Recognizing this is a long term process, there is a chief concern that remains about the University's retention rate and how best to tackle this issue. The graduation rate and FTIC yield rate will be an issue that must remain atop the University's highest priorities.</p> <p>It is encouraging to see the organizational changes that have taken place to date. Those changes have been largely confined to senior level administration and there exists a continued need to look at similar changes at the department/unit levels moving forward. The University should look closely at the 2011 Restructuring Plan adopted by the Board to determine if the guiding principles and metrics of that plan are relevant and if we are meeting the metrics set out at that time. I would be interested in a report back to the Board in the near future that details if that plan has relevance in where we are today and if we can build upon it.</p> <p>Customer service levels in a number of area's still need improvement-the improvements need to be advanced more rapidly.</p> <p>The MOU's signed with various international partners are welcomed and those efforts should be communicated across the University community, specifically to students, and made part of our recruiting efforts as soon as possible.</p> <p>On the communication front, I appreciate that our efforts better include the usage of the vernacular of today's college students- social media. However, Dr. Mangum needs to expand the communication infrastructure to control the conversation. We are still not the driver of our narrative. I'm not certain FAMU's current communication efforts are influencing opinion or dialogue, instead the majority of the conversation around the University is neutral in tone, which leads me to believe the University is not influencing the conversation- going forward this must change.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

Strategic Leadership

How effectively does the president:

- 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?

Comments:

Dr. Mangum's leadership was tested in her first hours after taking over as FAMU's President when she was faced with a proposal to separate the FAMU-FSU College of Engineering. Her response was tough, wise, and pragmatic. Ultimately, that plan was abandoned and I attribute it in part to the grace and grit she displayed. Kuddos!

In the months since, I have been pleased with the "best in class" refrain often used by Dr. Mangum and her team. It signals a new direction and approach to how FAMU progresses in this young century.

While refrain is positive, there does exist a disconnect on how we will actually achieve this new strategy. During my first meeting as a member of the Florida Board of Governors (BOG) several weeks back, that disconnect was on full display in the response to our proposed work plan. The University and BOG's vision of FAMU as a public good are not aligned from my perspective- and we must work hard to fix this. These differences have existed for some time, and are now coming to a head. Some of the issues are self-inflicted, both past and present. Others result from resource allocation levels beyond the University's control. Then there are some that are rooted in fundamental differences in the direction of today's HBCU. All in all, Dr. Mangum has to find a way to bridge these differences moving forward. Indeed, solving these problems will likely provide an answer that will reverberate beyond the walls of FAMU and serve as a model sought after by others. This is a lofty and long term goal, and the Board would do well to remember that moving forward.

In providing the strategic leadership needed, Dr. Mangum must consider the following: **prioritization is imperative, exploiting real opportunities is necessary, and trimming dead weight is required.** In considering performance thus far, missteps have been made. But then again, this is part of the process, particularly in the early stages. I believe there needs to be more time to assess execution and follow through.

1 - Exceeds

2 - Meets

3 - Does Not Meet

EVALUATION FACTORS

Educational Leadership

PERFORMANCE

Comments:

EXPECTATIONS
(Please circle one)

<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>Several of the factors in weighing the performance of Dr. Mangum in this metric area are long term and thus making it difficult to provide a full assessment; I will offer a few general thoughts:</p> <ul style="list-style-type: none"> The reorganization of the Student Success Center was a positive step in the right direction. Now, it is imperative that data collection and tracking of student success be a priority. Further, the President needs to communicate better with students and faculty what this approach is and what the wrap around services include. Dr. Mangum must outline a comprehensive approach to improving on the metrics included in the BOG's Performance Base Funding Model. The current lack of a coherent strategy will not suffice. The focus on STEM education continues to be a strength of Dr. Mangum. Dr. Mangum's efforts to find a balance with respect to Academic Opportunity Success (profile admit) students is commendable Dr. Mangum's approach to academic governance and collaborative decision making can use enhancement. 	<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, fund raising, research, service, finances and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manager crises? Attract, retain and develop talented personnel? Build a leadership team and empower and 	<p>Comments: Reorganizing of the University's organizational structure has an important step in providing stability moving forward and I commend Dr. Mangum for it. Evaluation of whether individuals hired to serve on the leadership team is difficult to assess with many of them being on the job an average of months. Dr. Mangum's selections on the whole seem to be appropriate. However, there has not been a seamless integration of certain said individuals, particularly in relation to the Board.</p> <p>Dr. Mangum and her team would do well to provide more clear and timely decisions, particularly on external issues that arise. I have been at times baffled by what I characterize as a "slow" response on matters that did not in my estimation require lengthy consideration.</p> <p>The President seems laser focused on moving the needle on key performance areas which will position the University for the long term. As I previously stated, while the message is good, I think further development of that focus is needed. I appreciate that this is a long term effort.</p> <p>The FAMU-FSU College of Engineering separation proposal indicates that Dr. Mangum can manage the University through a crises.</p> <p>The setting of high standards is beginning to take hold in some areas, in</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

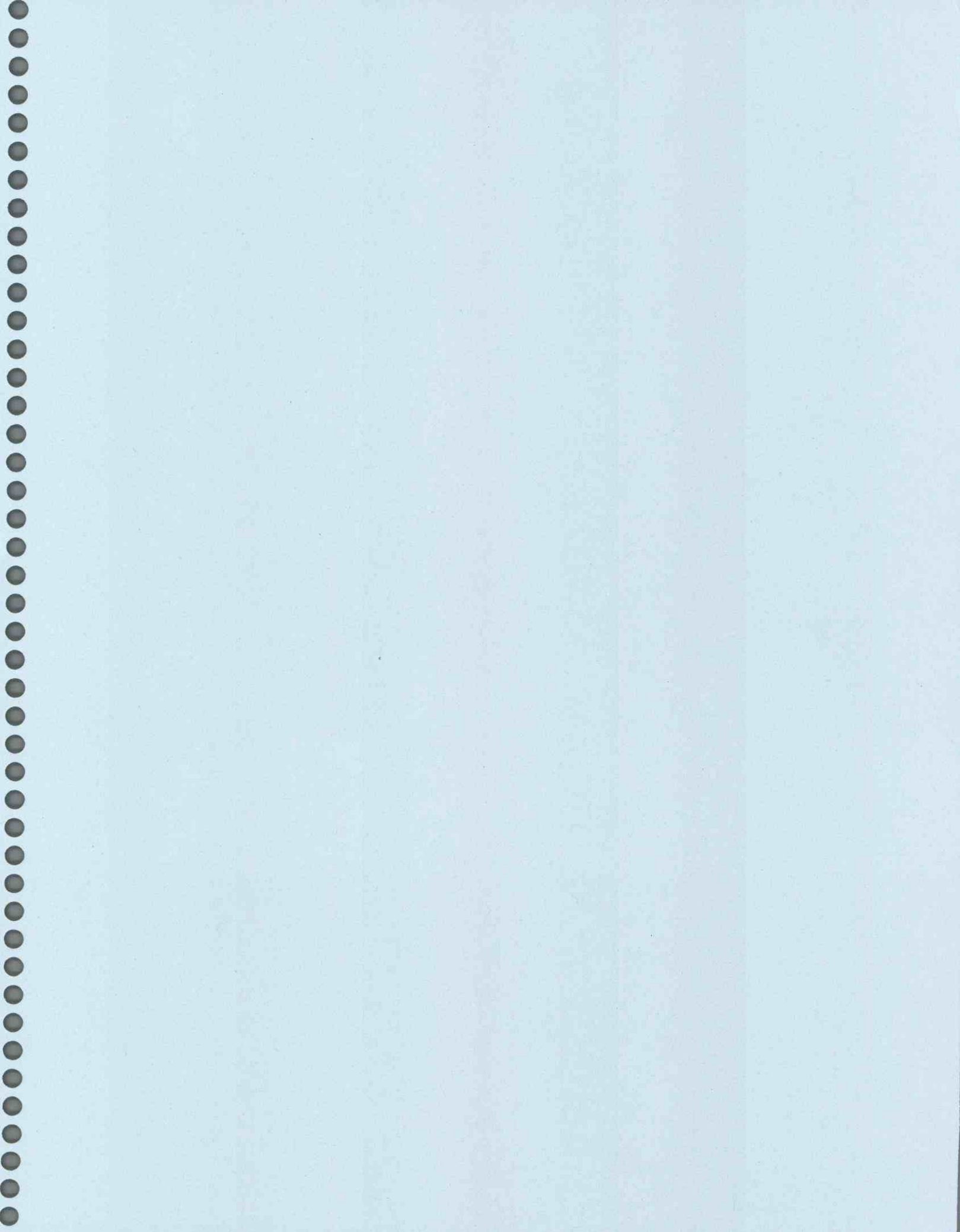
motivate them to achieve beyond their expectations?	others it lacks.	
EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? Inform and engage the board appropriately? 	<p>Comments: Reflective of her professional career, Dr. Mangum earns high marks in the area of financial management.</p> <p>I am pleased with her efforts to reform the budgeting process and get a handle on the finances of the University. I think the most recent financial audit of the University echoes this sentiment.</p> <p>The Athletics Department deficit remains of great concern. A strong plan for reducing this deficit remains elusive.</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: A comprehensive approach to increasing giving to the University appears to have had much success; this metric is headed in the correct direction.</p> <p>Congratulations on the successful "10-for-\$10 Giving Challenge" campaign and single largest private donation in FAMU's history received last Fall.</p> <p>Would be interested on where Dr. Mangum is on advancing a capital campaign.</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? Provide leadership to local, regional and national higher education? Increase the visibility and reputation of the institution? 	<p>Comments: In reviewing Dr. Mangum's self-appraisal in this metric area, I was encouraged by the activities she has been involved in during her tenure. It appears her reach has been far and wide.</p> <p>With respect to alumni relations I think there is more work to be done. While generally received well amongst alumni, Dr. Mangum's reception has not been extended to many on her team. Early missteps with several key personnel is at the root of some of the issues. I recognize the changes</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<ul style="list-style-type: none"> • Relate to alumni and gain their support? • Build credibility and influence with the media, legislators and public officials? 	<p>that have been made.</p> <p>As previously stated, Dr. Mangum must do more to better influence the media and control the narrative.</p> <p>The relationships described in the self-appraisal with respect to public officials is welcomed.</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? 	<p>Comments:</p> <p>The general perception of Dr. Mangum among students is high. My constituents by in large remain upbeat about the Presidents tenure. While the lines of communication between student leaders and the President are open, a commitment to shared governance issues directly related to and affecting us is sorely lacking. This should be fixed swiftly in order to facilitate reform not often realized by Dr. Mangum. The opportunity is ripe for candid conversations about the Division of Student Affairs and our role in this division.</p> <p>Among other stakeholders in the University community, the feelings are more mixed. Morale while not at an all-time low, could use a boost. Faculty raises are at the root of some these issues, though this is a complex issue.</p> <p>The recognition activities of faculty and staff by Dr. Mangum have been welcome. Dr. Mangum has not been able to fully get these groups to buy into her shared vision.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> <p>*Note: Numerical rating is withheld.</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? 	<p>Comments:</p> <p><i>Preface:</i></p> <p>Of all the metrics for which to consider, this has obviously been the most difficult in light of our most recent board of trustees meeting.</p> <p>I know that sometimes the line between policy and operation is very thin and the differences are subtle. Nonetheless, I believe those lines must be respected. As a general belief, I believe overreach of board's is not constructive and inappropriate.</p> <p>-----</p> <p>Those things said, I have at times been disappointed with the relationship between Dr. Mangum and this board. I believe that some- not all-of the issues are self-inflicted. It should be noted that some of the issues do stem from direct reports to Dr. Mangum, and she as the leader has been held responsible.</p> <p>I reserve further comment, and await the report of Dr. Mangum due to</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p> <p>*Note: Numerical rating is withheld.</p>

<ul style="list-style-type: none"> Focus the board's attention on decision making and governance systems that need improvement? 	<p>this board soon on her efforts to improve board relations and communications. That response will certainly be timely.</p>
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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 believe Dr. Mangum to be an individual of sound integrity and character. Her education and professional experiences has informed how she views the world and Florida A&M University.</p> <p>At her core, Elmira Mangum the individual has not lost sight of the importance of working to extend the blessings and opportunities she enjoys to others. Dr. Mangum as part of her core values, understands and continues to advance the belief that education is the "great equalizer" in our nation.</p> <p>Dr. Mangum's approach is not always understood and received well. She would do well to take time for introspection and consider her interactions and reactions with individuals who differ in opinion and approach than she.</p> <p>I appreciate her no nonsense approach and disruptive change in culture. I'm hopeful moving forward the differences can be reconciled.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

Summary Questions	
<ol style="list-style-type: none"> What have been the president's major accomplishments in the leadership of the institution over the last year? What single thing would you suggest to improve the president's effectiveness? What other points need to be covered? 	



McKnight, Avery D.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 10, 2015 2:24 PM
To: McKnight, Avery D.
Subject: FW: FAMU - Board of Trustees Presidential Evaluation Tool - 2014 -2015 PY.docx
Attachments: FAMU - Board of Trustees Presidential Evaluation Tool - 2014 -2015 PY.docx

Forwarded Trustee Evaluation....

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From: Kelvin Lawson [mailto:████████████████████]
Sent: Wednesday, July 08, 2015 1:51 PM
To: Kim Moore
Subject: FAMU - Board of Trustees Presidential Evaluation Tool - 2014 -2015 PY.docx

Thank you.

Kelvin Lawson

BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Annual Priorities and Goals - 2014/2015 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: We received zero dollars in performance based funding, with no clear plan to address and manage process in the future.</p> <p>Work plan was not approved by BOG/meaning it lacked details needed for approval</p>	<p align="center">3 – Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? 	<p>Comments: President has a clear vision and has worked to communicate that vision to other.</p> <p>The opportunity is to gain more broad based feedback in shaping that vision.</p> <p>The vision today lacks the strategic outlook to help define the 5 to 10 year future of the University.</p>	<p align="center">2 - Meets</p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments: Without fail the faculty at FAMU continues to work to deliver outstanding results and work with a student population that is not always prepared for the challenges of Post-Secondary Education.</p>	<p>2 - Meets</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fund raising, research, service, finances and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manager crises? Attract, retain and develop talented personnel? Build a leadership team and empower and motivate them to achieve beyond their expectations? 	<p>Comments: Clear opportunities exist to improve hiring process. Challenging Hires: Provost VP of Communication Athletic Director Funding Raising targets have not been achieved. We asked that fund development be a major focus on the office of the President. The COE process was a complete and outright example of making decisions in a tunnel. Key Results in the areas of Quality Hires, Relationship with Board, Relationship with BOG, Fund Raising, Strategic Planning, Athletic Budget Reduction have not been addressed to the appropriate levels.</p>	<p>3 – Does Not Meet</p>
<p>EVALUATION FACTORS</p>	<p>PERFORMANCE</p>	<p>EXPECTATIONS (Please circle one)</p>

<p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? Inform and engage the board appropriately? 	<p>Comments:</p> <p>Our CFO is highly qualified and has done a tremendous job of managing and providing visibility to all financial resources.</p> <p>However, we still have an opportunity to limit Executive Level Spending.</p> <p>We have increased Sr. Leadership at faster rate than we have grown Student Headcount.</p>	<p>1 - Exceeds</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> Lead and engage others in the fund-raising program? Build relationships with major donors? Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? Provide stewardship for gifts that have been received? Inform and engage the board appropriately? 	<p>Comments:</p> <p>We had one major gift that the team is holding as a fund raising success. This is great however; we have real opportunities to develop a holistic fund development /capital approach.</p> <p>We have not fully leveraged technology to communicate with our potential donor base. We have yet to invest in programs that will enhance our effectiveness in this area.</p>	<p>2.5 Rating</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> Build credibility and influence with external constituencies? Provide leadership to local, regional and national higher education? Increase the visibility and reputation of the institution? Relate to alumni and gain their support? Build credibility and influence with the media, legislators and public officials? 	<p>Comments:</p> <p>Lobbying Efforts have been fluid; we have changed firms and need a clear understanding of expectations from new representation.</p> <p>President has personnel offended a number of local organizations and key leaders in the Community namely the Local Urban League Chapter.</p> <p>As a whole the University still has a strong reputation in the local and national community.</p>	<p>2.5 Rating</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 	<p>Comments:</p> <p>Clear opportunities exist to improve the relationship and communication with the Board on all fronts.</p> <p>I believe we/the administration has an opportunity to build ties and respect with the faculty</p>	<p>3 - Does Not Meet</p>

- 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?

Provost will have to develop a different process to relate to and gain the respect of key faculty members

Board and Governance Relations

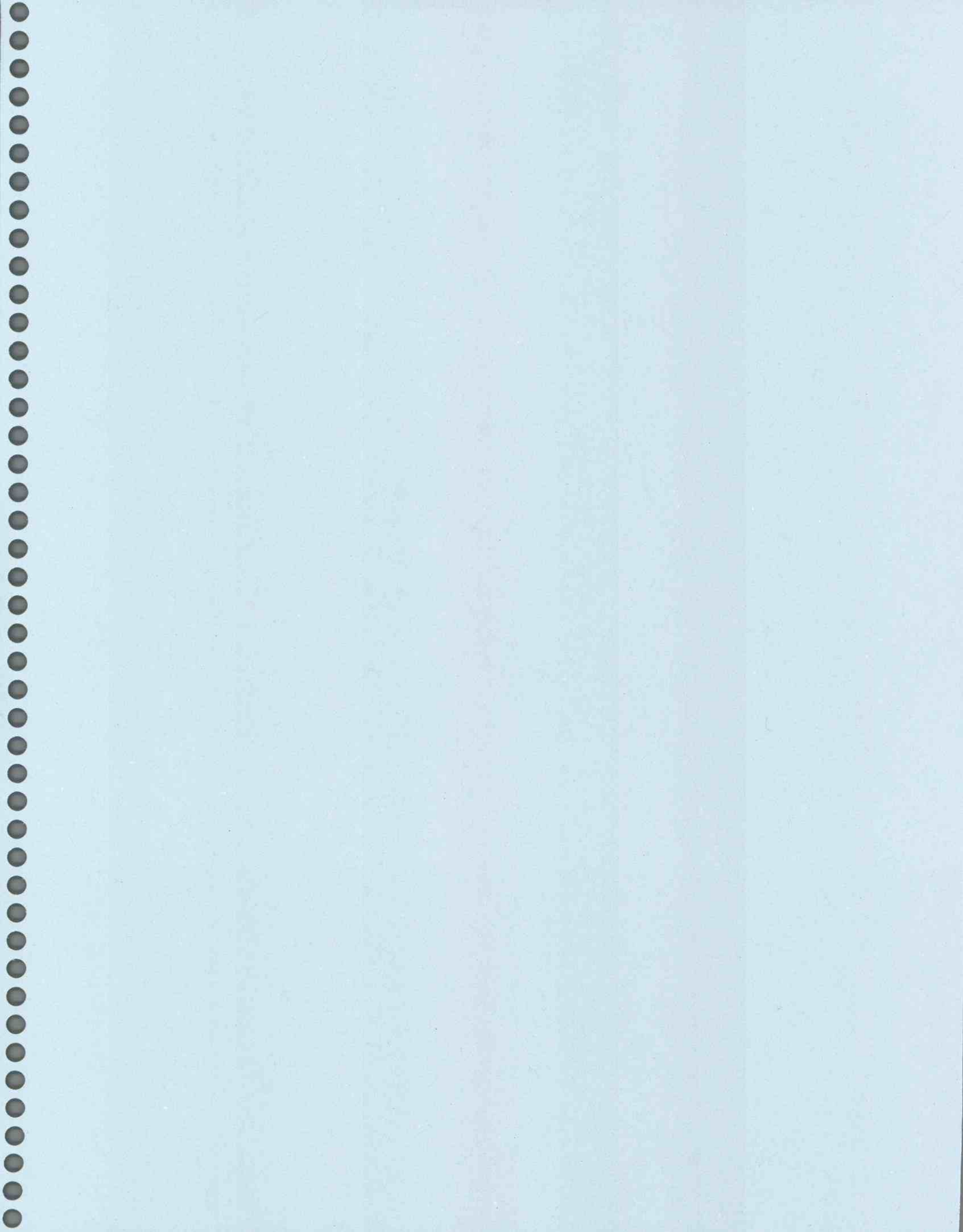
How effectively does the president:

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

Comments:

3 – Does Not Meet

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:</p> <p>President will need to demonstrate a willingness to compromise. The President is highly intelligent and driven. However, she will need to be more open to discuss and two way exchange of ideas in order to succeed in the role.</p> <p>She is a woman of high integrity and has persistence in reaching her goals.</p> <p>Listing will be a key opportunity area moving forward.</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>Gaining the large individual give of \$5.0 Million</p> <p>Willing to engage in open debate and consider alternative points of view.</p>	



McKnight, Avery D.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 10, 2015 2:24 PM
To: McKnight, Avery D.
Subject: FW: Trustee McWilliams' Evaluation
Attachments: Eval_McWilliams.PDF

Forwarded Trustee Evaluation....

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



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



From: Barge-Miles, Linda F. [mailto:linda.bargemiles@famu.edu]
Sent: Tuesday, July 07, 2015 4:13 PM
To: Kim Moore
Cc: Spurgeon McWilliams
Subject: Trustee McWilliams' Evaluation

Trustee Moore,

Trustee McWilliams asked me to scan his evaluation and send it to you.

Thanks,

*Linda Barge-Miles, Esquire
Florida A&M University
Board of Trustees Liaison
(850) 412-5485*

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 - 2014/2015 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 2 - Meets 3 - <u>Does Not Meet</u></p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - <u>Does Not Meet</u></p>

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

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? Inform and engage the board appropriately? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - <u>Does Not Meet</u></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 - <u>Does Not Meet</u></p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> Build credibility and influence with external constituencies? Provide leadership to local, regional and national higher education? Increase the visibility and reputation of the institution? Relate to alumni and gain their support? Build credibility and influence with the media, legislators and public officials? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - <u>Does Not Meet</u></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? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - <u>Does Not Meet</u></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:</p>	<p>1 - Exceeds 2 - Meets 3 - <u>Does Not Meet</u></p>

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:</p>	<p>1 - Exceeds 2 - Meets 3 - <u>Does Not Meet</u></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. The president made a credible selection of a head football coach. The selection was preceded by her appointment of a well structured Search Committee that operated in "the Sunshine", and whose functional integrity was verified through BOT monitoring consistent with Association of Governing Board (AGB) guidelines. 2. This president's ineffectiveness is serious and broad based. No one "Single Thing" would likely have major corrective impact. 3. (See attachment). 	

Attachment

Summary Question #3 - What other points need to be covered?

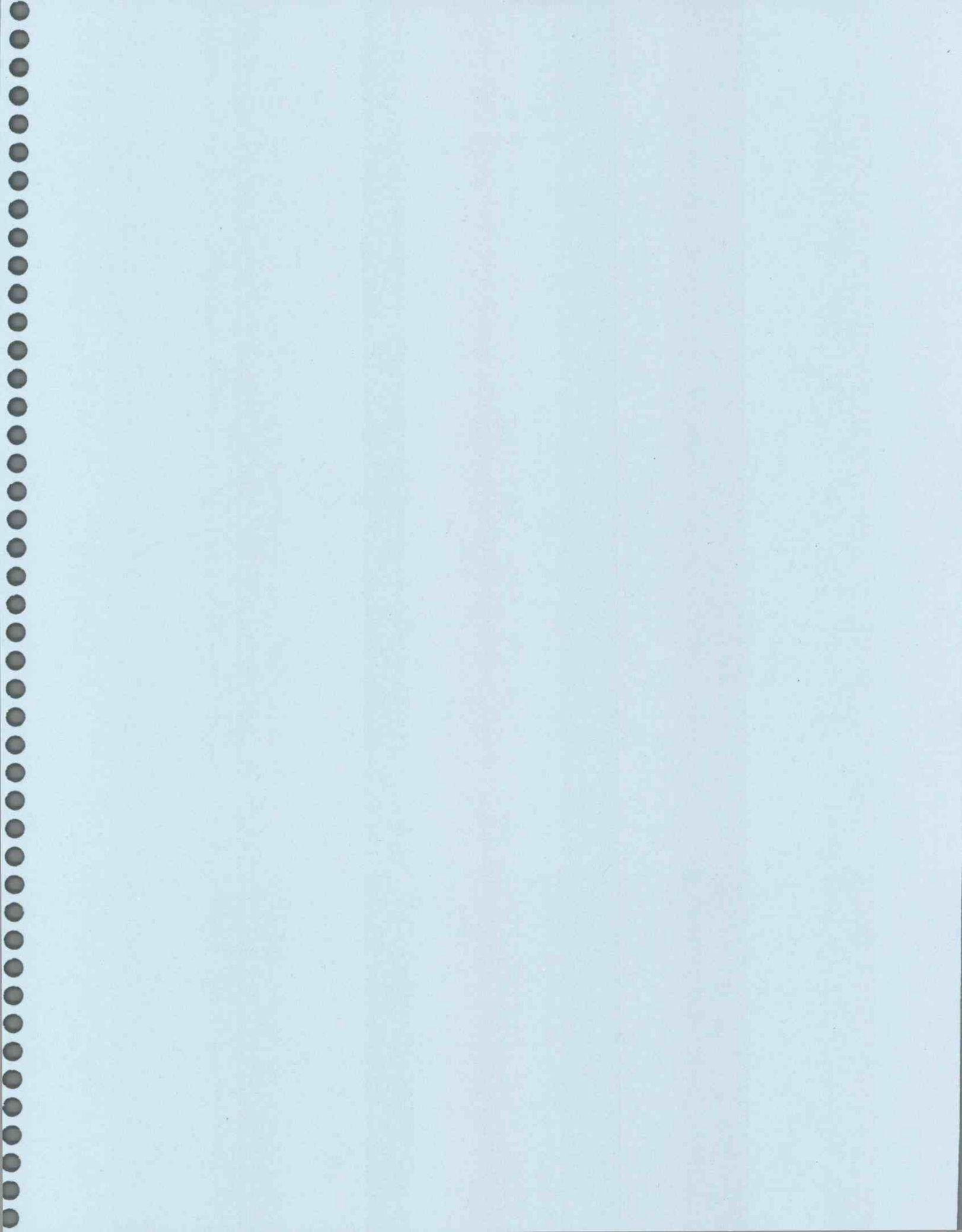
The president has struggled to gain and display sound footing through the first 12-14 months of a tenure characterized by high profile missteps and controversies. No visible trend toward improving proficiency is identified. Below average grades are assigned throughout the broad spectrum of parameters in this document. The amount of improvement that can reasonably be expected to accrue from dedicated effort by the president, and /or BOT directive is subject to conjecture.

This presidency is the product of a high risk hire by a BOT that disregarded the value of prior executive experience and success in projecting presidential effectiveness, at a time when FAMU was emerging from the negative effects of (2) probationary stints within a five year span. While some of this president's problems may be attributable to a "learning curve", others may not. Among the latter are her difficulties with interpersonal relations, and her propensity for making high profile hires that trend more toward personal and/or institutional ties than toward merit. The most visible and most concerning example of this hiring practice was the selection of a chief academic officer (provost) for the University, after a "Nationwide Search", who had institutional ties to the president but no experience related to the position.

Problems abound for this president. Major among these has been her reluctance to demonstrate appropriate respect for the BOT, and her difficulty with forming a comfortable, effective working relationship with the Board. Strained relationships with faculty, and with alumni and community leaders are concerning and ongoing. The president's fundraising skills remain non-reassuring.

But for those who would submit that definitive BOT actions should be compelled by more objective indicators of competence and performance, two indicators are defining. First, FAMU's descent to the bottom of the SUS on the BOG's performance funding scale over the past year (by a nine point margin) is a cause for great focus and concern. Second, the BOG's recent rejection of President Mangum's work plan for FAMU, while citing unacceptably low student performance expectations, and the absence of a vision for the University's growth and transformation was a clear indicator of the seriousness of the BOG's concern about FAMU's status and leadership. All other university work plans were accepted, including that of FAU president, John Kelly who was confirmed by the BOG in March 2014, along with Dr. Mangum; but whose performance over the past year contrasts sharply with hers (see attached *Florida Trend*, June 2015 edition).

In summary, President Mangum has sporadically presented evidence of vision and progression. These presentations, however, have fallen far short of being consistent, sustained, or strong enough, given the dominance of negatives, to propel the projection of a leadership profile that supports confidence.



McKnight, Avery D.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 10, 2015 2:22 PM
To: McKnight, Avery D.
Subject: FW: FAMU BOT Presidential Evaluation
Attachments: RM - FAMU - Board of Trustees Presidential Evaluation Tool - 2014-2015 PY.pdf

Forwarded Trustee Evaluation....

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



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



From: Rufus Montgomery [mailto: [REDACTED]]
Sent: Thursday, July 09, 2015 2:10 AM
To: Kim Moore
Subject: FAMU BOT Presidential Evaluation

Chair Moore,

Please see attached.

Yours for FAMU,

RM

Be Awesome Today!

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.**

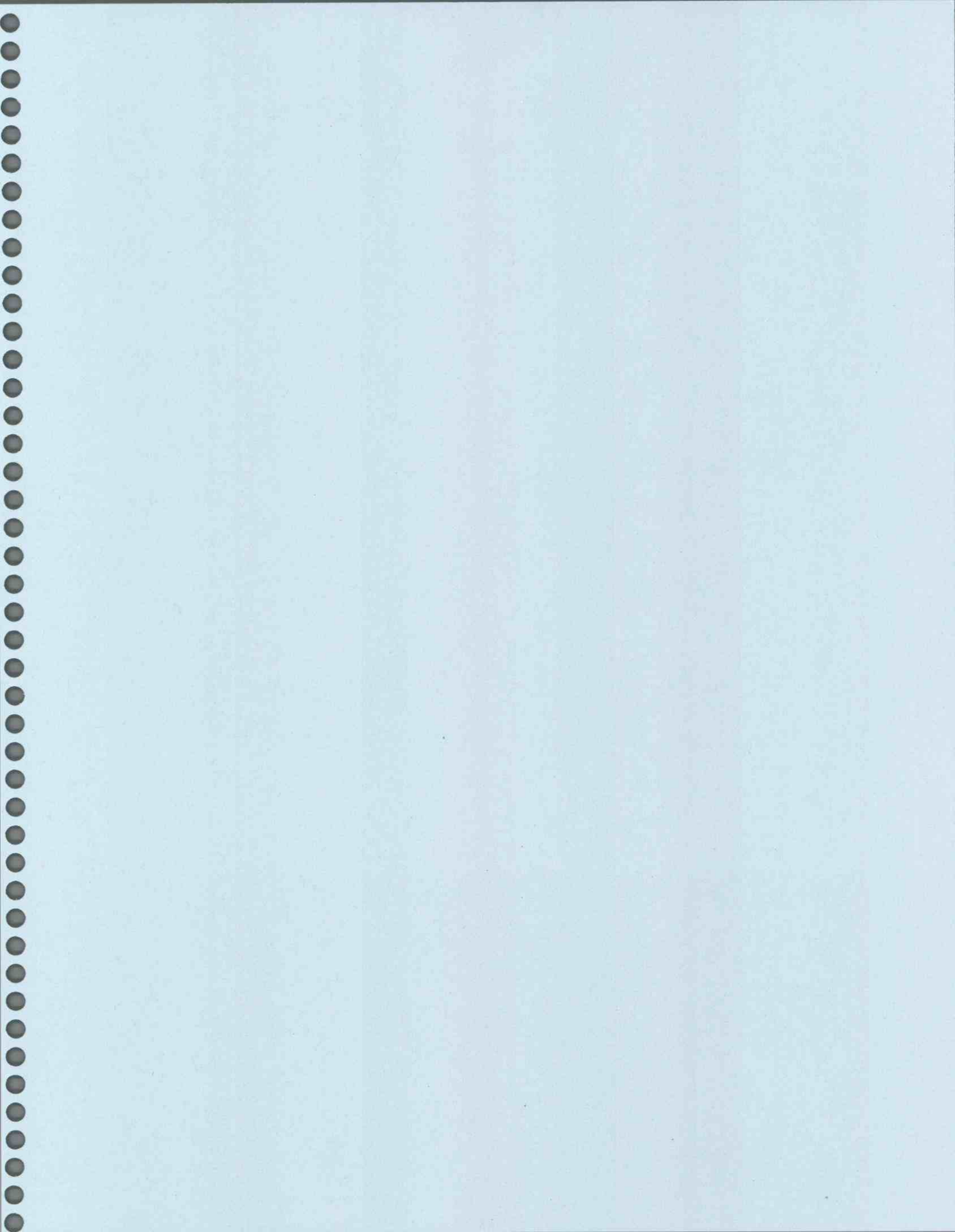
EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)												
<p>Annual Priorities and Goals - 2014/2015 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attained goals? 	<p>Comments: As part of the presidential evaluation process, the Board received a document titled "Annual Goals and Objectives 2014-2015 Updated May 2015." The document shows approximately 53 goals and objectives. Totals for each status are indicated below:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>7</td> <td>Completed</td> <td>34</td> <td>Ongoing</td> <td>6</td> <td>Underway</td> </tr> <tr> <td>2</td> <td>In progress</td> <td>3</td> <td>Delayed</td> <td>1</td> <td>No response</td> </tr> </table> <p>With 7 completed tasks out of 53, the percentage of completed goals and objectives would generally be perceived as unacceptable.</p>	7	Completed	34	Ongoing	6	Underway	2	In progress	3	Delayed	1	No response	<p>Further development needed</p> <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
7	Completed	34	Ongoing	6	Underway									
2	In progress	3	Delayed	1	No response									
<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? 	<p>Comments: Dr. Mangum provided weekly notes with items of interest to her office for six months of the 12-month evaluation period. The notes were not helpful in obtaining an understanding of the status of achieving the annual goals and objectives.</p> <p>Communication of the attainment of goals has been mostly limited to the information provided as a result of the evaluation process. A better method of communication would include communication on a quarterly basis.</p> <p>Several issues highlight what I characterize as failure to understand the culture of FAMU. Failure to embrace, promote and expand areas of prior success (SBI, Engineering, Marching 100, Pharmacy, etc.) is first and foremost. The leader of the University should also refrain from making negative public comments about prominent FAMU stakeholders when the goal is to convincingly tell the University's story.</p> <p>Dr. Mangum effectively communicates her interpretation of the meaning of external trends and the institution's strategic situation. She has not effectively articulated a compelling vision or shaped a productive strategy process involving the entire Board. FAMU is in dire need of implementation of a strategy to achieve competitive advantages it had in previous years.</p>	<p>Further development needed</p> <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>												

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Propose educational directions and priorities that motivate others? • Assure academic quality by expecting the use of evidence to improve performance? • Mobilize resources to support educational programs? • Encourage and enable educational and curricular change and innovation? • Understand and participate in academic governance and collaborative decision-making? • Attract and retain strong faculty? 	<p>Comments: Will defer to my colleagues who have a better understanding of the Dr. Mangum's performance in this area. I do not have enough information to respond objectively.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet N/A <u>Not enough information to respond objectively</u></p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fund raising, research, service, finances and facilities? • Set high standards and hold people responsible for results? • Make clear and timely decisions? • Make tough decisions? • Use analytical and creative thinking to solve problems? • Plan for and manager crises? • Attract, retain and develop talented personnel? • Build a leadership team and empower and motivate them to achieve beyond their expectations? 	<p>Comments: Dr. Mangum hired an athletic director who had a public profile detailing past challenges that were clearly barriers to success at FAMU. His tenure was marked by negative publicity and actions that brought negative attention to FAMU. An investigation found 16 workdays where the employee's University-related work could not be documented over the employee's initial 47 days in the position. <i>Resigned after 8 months</i></p> <p>Given the complexities associated with the operation and management of FAMU, Dr. Mangum selected an individual responsible for operations at an elementary charter school in New York to be the University's chief of-staff. The previous position holder is currently a university president. <i>Resigned after approximately 7 months</i></p> <p>A significant number of individuals who have experience as university presidents, provosts, and deans were passed over in the selection of a professor and associate dean (who lacks a Ph.D.) as FAMU's provost, chief academic officer and second ranking administrator. Board members were not afforded the basic courtesy of consultation prior to the hire and extension of a salary more befitting of previous university presidents.</p> <p>Several additional hires have been questionable, particularly with regard to competency in the area of written communication. On numerous occasions I presented written concerns and examples to Dr. Mangum. A concern remains in the area of how the FAMU brand is impacted when peers and external stakeholders receive documents with grammatical errors.</p>	<p>Further development needed</p> <p>1 - Exceeds 2 - Meets <u>3 - Does Not Meet</u></p>

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? Inform and engage the board appropriately? 	<p>Comments: I've spent a significant amount of time with the University's CFO discussing budgets, financial operations and the University's overall financial health.</p> <p>I appreciate the level of financial management demonstrated by extension of this hire.</p> <p>Given the budgetary challenges faced by the institution, student-centered expenditures would be more appropriate for the money currently spent on chauffeur-driven Lincoln Navigators, a leased current-year Cadillac, a detached garage at the President's Residence and international travel expenses.</p>	<p>Satisfactory performance</p> <p>1 - Exceeds</p> <p><u>2 - Meets</u></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: Dr. Mangum has reported significant progress in this area.</p> <p>Highlights include year over year increases in several areas:</p> <p>51 percent increase in the number of donors</p> <p>237 percent increase in the amount of gifts and pledges</p> <p>91 percent increase in the amount of cash donations</p>	<p>Strong performance</p> <p><u>1 - Exceeds</u></p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> Build credibility and influence with external constituencies? Provide leadership to local, regional and national higher education? Increase the visibility and reputation of the institution? Relate to alumni and gain their support? Build credibility and influence with the media, legislators and public officials? 	<p>Comments: FAMU experienced a decrease in funding from the Florida Legislature this year after a significant increase in expenditures for contract lobbyists. The Administration failed to duplicate successes from the previous year after making significant changes.</p> <p>It's my understanding that members of the FAMUNAA did not respond favorably to requests to provide recommendation letters for this evaluation. While Dr. Mangum has forged relationships with prominent alumni by extension of her office, she would be well served by an effort to court broader groups of alumni who want to contribute in various ways. We all want our president to succeed.</p>	<p>Further development needed</p> <p>1 - Exceeds</p> <p>2 - Meets</p> <p><u>3 - Does Not Meet</u></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? 	<p>Comments: Will defer to my colleagues who have a better understanding of the Dr. Mangum's performance in this area. I do not have enough information to respond objectively.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet N/A Not enough information to respond objectively</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: Dr. Mangum has failed to gain support and build an effective relationship with the Board.</p> <p>She has not developed a good working understanding of the Board's and the Administration's respective roles in decision-making. She also continues to fail in the area of involving the Board in strategy in productive and appropriate ways.</p> <p>The transcript from the June 2015 Board meeting reflects more specific concerns.</p>	<p>Further development needed</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

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: Dr. Mangum demonstrates persistence in reaching goals and she is attempting to lead change at FAMU. However, out of 100+ college and university presidents I've met, her interpersonal and people skills rank near the bottom.</p>	<p>Further development needed</p> <p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<p>Positive, dynamic interaction between the University's chief executive officer and its governing body is essential to becoming a world-class institution.</p> <p>At this point, Dr. Mangum has failed to demonstrate a required level of understanding of the employee/employer relationship that exists between the FAMU President and the FAMU Board of Trustees.</p> <p>The single thing I would suggest to improve the president's effectiveness is a commitment to consulting with Board leadership prior to making major decisions that will eventually come before the Board.</p>	



McKnight, Avery D.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 10, 2015 2:27 PM
To: McKnight, Avery D.
Subject: Trustee Evaluation
Attachments: FAMU Board of Trustee Evaluation - KM.pdf

Good afternoon Attorney McKnight,

Please find attached my completed evaluation for your records.

Trustee Moore

Kimberly A. Moore, MBA
Vice President – TCC's Division of Workforce Development
444 Appleyard Drive
Tallahassee, FL 32304
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BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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

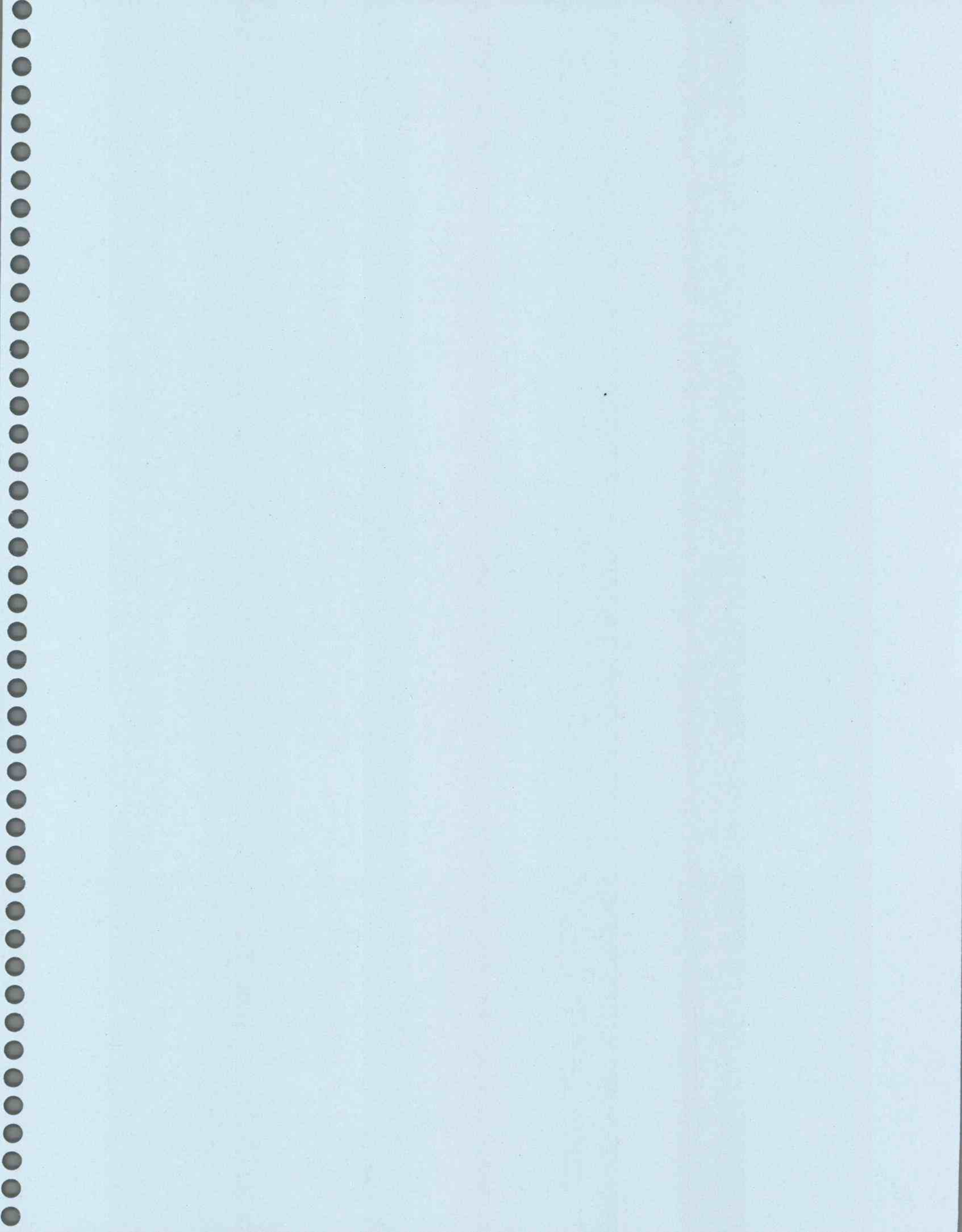
EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Annual Priorities and Goals - 2014/2015 How effective was the president:</p> <ul style="list-style-type: none"> Attaining the goals approved by the Board? In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? In communicating the attained goals? 	<p>Comments: There has been adequate progress demonstrated towards the attainment of the goals set. In instances where a goal was not met, the current status/progress was documented. With respect to communication of the attained goal(s); requests were made to gain clarity around the deliverables or results to be measured since this was not established during the Board approval process. Moving forward, President Mangum working in concert with the Board should work to clearly define the goal and metrics to avoid issues of ambiguity. Additionally, efforts should be engaged to ensure that the Board has a grasp and knowledge of the key challenges and areas of opportunities when establishing the next set of annual goals.</p>	<p>1 - Exceeds <u>2 - Meets</u> 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the culture of the organization and convincingly tell its story? Discern and communicate the meaning of external trends and the institution's strategic situation? Renew the mission and articulate a compelling vision? Shape a productive strategy process and enlist the participation and confidence of others in it? Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? 	<p>Comments: In terms of strategic leadership, this is an area of opportunity for President Mangum. Over the course of the last year there has been minimal discussion led by the president that would facilitate strategic conversation or opportunities for the Board to weigh in. As a result, the Board has been limited to addressing operational requirements versus being engaged in dialogue led by the president regarding the strategies being implemented to advance the mission of the University. Moreover, conversations regarding the implementation of systems that will lead to FAMU gaining a competitive edge in areas such as our performance, enrollment and retention, resource development and recruitment and retention of quality talent at all levels have been minimal. Without a strategic vision being articulated and consistently shared it is impossible to gain a level of confidence around the direction being pursued. It's important to note that the level of leadership, direction and open-dialogue being sought can't be relegated to a weekly distribution of highlights.</p>	<p>1 - Exceeds 2 - Meets <u>3 - Does Not Meet</u></p>
<p>EVALUATION FACTORS</p>	<p align="center">PERFORMANCE</p>	<p align="center">EXPECTATIONS (Please circle one)</p>
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? 	<p>Comments: In the area of educational leadership, there have been general comments offered during reports to the Board. However, current program performance and efforts underway to address academic quality and</p>	<p>1 - Exceeds</p>

<ul style="list-style-type: none"> • 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>enhancements to existing curricular have not been a major point of dialogue with the Board. Additionally, the program outcome data and information regarding new programs or curriculum updates have been communicated as part of the body of work led by other members of the administrative team. Note it is evident based on the media releases and publications distributed that there are great programs in place. However, increased emphasis should be placed on educating the Board about the positives as well as any areas of concern.</p>	<p>2 - Meets 3 - Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fund raising, research, service, finances and facilities? • Set high standards and hold people responsible for results? • Make clear and timely decisions? • Make tough decisions? • Use analytical and creative thinking to solve problems? • Plan for and manage crises? • Attract, retain and develop talented personnel? • Build a leadership team and empower and motivate them to achieve beyond their expectations? 	<p>Comments: President Mangum has successfully sought after and secured individuals that make-up her leadership team. She has addressed the high number of interim filled positions by replacing them with permanent leadership. These individuals are diverse in their ethnicity, backgrounds and prior work experiences.</p> <p>In regards to maintaining or establishing institutional processes that support continuous improvement, the president has not fully articulated the strategies in place or being considered for implementation. For example at the onset of her tenure, it was discussed that a 3-year budgeting model would be followed as this had been determined as a best practice in her previous role. To date, no additional communication has been received to alert the Board of why this task was not carried out.</p> <p>Moreover, any form of comprehensive discussion regarding key result areas remains absent from the information being presented. Note there has been a limited amount of information shared during committee reports. However, this is often generated at the request of a Board member which falls contrary to a model where the president would open and lead the Board in this discussion. With respect to decision making, over the course of the year there have been a variety of situations that can be categorized as crises. In the majority of these instances President Mangum has risen to the occasion and offered clear and decisive leadership. However, it is very important that President Mangum recognize the importance of securing the guidance/position of the Board before unilaterally making a decision that the Board is left to answer for. It is not appropriate for the media outlets to serve as the first line of notification. Having said that, steps should be taken immediately to establish a process that takes into account the following: 1).How decisions are made 2).How the Board will be proactively informed or engaged regarding important issues.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>EVALUATION FACTORS</p>	<p>PERFORMANCE</p>	<p>EXPECTATIONS (Please circle one)</p>

<p>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)? Inform and engage the board appropriately? 	<p>Comments: President Mangum in addressing the fiscal component of her responsibilities has deferred to the VP responsible for this area to provide the overall messaging. As a result, the scope of conversation has for the most part been limited to addressing the required activity for approval purposes. A plan or metric hasn't been presented to address the direction that will be followed to move the University into a solid position with a diversified portfolio of revenue streams.</p> <p>In terms of Board engagement, additional steps should be taken to inform the Board of the long-term financial planning underway while taking into account variables outside of the University's control.</p> <p>Additionally, it's very important that President Mangum be responsive to the commitment made to the Board early on to implement a 3-year budget model. Note this is in recognition that there may be factors beyond her control that can and will impact the numbers forecasted/projected.</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: President Mangum has identified fund raising and resource development as a strategic priority. Additionally, she has cited over time the dollars that have been given to the University. A number of these gifts were initiated by individuals outside the University. To date, a formal fundraising plan or campaign has not been introduced or launched. Furthermore, the Board has not been engaged in high level conversations around this topic.</p> <p>However, it is vital that the Board be engaged as an ambassador/champion of the University's message. In an effort to nurture the relationships with our current donors President Mangum should seek out opportunities to highlight those who have made an investment in the University and specify the impact their gift is making to support our goal of life-long giving as well as attracting new donors.</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? Provide leadership to local, regional and national higher education? Increase the visibility and reputation of the institution? Relate to alumni and gain their support? Build credibility and influence with the media, legislators and public officials? 	<p>Comments: President Mangum from a local, national and global perspective has sought out ways to increase the visibility of the University among a variety of current and prospective stakeholders. Additionally, she has engaged in activities that promote the standing of FAMU as an HBCU and land grant institution. Her efforts have served us well in this regard.</p> <p>With respect to the alumni, there have been mixed reviews shared regarding their support of the president. This has varied based upon the issue being presented or raised at the time. Therefore, it is recommended that a mechanism or tool be implemented to gauge the support of this group in a more objective manner. Additionally, that a proactive strategy be developed to promote continuous engagement with our loyal alumni.</p> <p>President Mangum's credibility and influence among the media, legislators and public officials has increased tremendously. However, steps should be taken to avoid either inadvertently or advertently characterizing</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? 	<p>situations as the Board versus President Mangum or vice versa, President Mangum versus the Board. This is not healthy for the University, our alumni, current students or prospective students. Note the same principle/rule is applicable to the Board.</p> <p>Comments: A key initiative and priority identified by President Mangum at the onset of her tenure was improving customer satisfaction throughout the campus community and externally with our stakeholders. This initiative was described as a vehicle meant to foster improved relations at all levels. The overall concept of engaging stakeholders in a manner that encouraged mutual respect offered hope that work was underway to dispel some of the negative perceptions that she was greeted by upon her arrival to the institution. To ensure the successful implementation of this initiative a staff person (i.e. former chief of staff) was identified. Unfortunately, with the abrupt departure of this individual this initiative has not been broached again.</p> <p>At this juncture, I am unaware of any efforts underway to improve and encourage open communication among the campus stakeholders. However, every effort should be engaged to ensure that this previously stated priority remains a priority, with an assurance that the work will be carried out. Note relationships are vitally important to the University's overall success.</p>	<p>1 - Exceeds 2 - Meets 3 -- Does Not Meet</p>
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision making and governance systems that need improvement? 	<p>Comments: One of the most important priorities and roles for any president is to ensure that there is a good working relationship with the Board. This type of relationship can only be created and fostered through mutual trust, respect and a willingness to invest in each other as evidenced through our time and through our actions.</p> <p>When I reflect over the last program year, board and governance relations continues to rise to the top as the area with the greatest need for improvement. While taking into account that your role as president is a new experience, this does not lessen the expectation that you will work individually and collectively with the Board to bring to fruition the desired outcomes. Note there are many ways to facilitate relationship building. However, choosing not to initiate contact with your individual board members and overall body and leaving it to the board members to create contact or pose questions on areas that we haven't been briefed on leads to strife, division and mistrust.</p> <p>Therefore, it is imperative that the expectation that we have in place for our students to represent the University in a manner that we can all be proud of, first be modeled by the administration tasked with leading the University. When a poor working relationship exists between the Board and president, it has a rippling effect that cascades down to the administration, deans, faculty and others. This is evidenced by the poor response time and perceived disrespect demonstrated by some, not all.</p>	<p>1 - Exceeds 2 - Meets 3 -- Does Not Meet</p>

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:</p> <p>Having served as a CEO for nearly a decade, I understand the weight and sometimes burden attached to a president's role. In order to be effective, there are key skills and characteristics that are paramount to the success of the individual and the organization that he/she has been tasked with leading. To that end, President Mangum has demonstrated a large majority of the desired skills when working with external groups. However, the same emphasis must be placed in demonstrating these skills internally, starting with the Board. Note the aforementioned statement does not call into question the president's honesty, integrity or her desire to achieve great things. Instead it reflects the level of importance that is being placed on the need to establish relationships that will lend way to consensus building and consideration of various viewpoints.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<ol style="list-style-type: none"> 1. The president's major accomplishments have included the following: filling key leadership positions, expanding our footprint to include sustainability as an area of focus and lastly increasing our overall outreach to establish global partnerships. 2. There are a couple of areas that would enhance the president's overall effectiveness. They include the following: board and governance relations and revisiting the priority previously established around customer service (internally and externally). 3. There is much work to be done for the students that we have been entrusted to serve. The only way that we can fulfill our joint commitment is to communicate and work together. 	



McKnight, Avery D.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 10, 2015 2:22 PM
To: McKnight, Avery D.
Subject: FW: FAMU Pres EVAL_BRS
Attachments: FAMU Pres EVAL_BRS.docx

Forwarded Trustee Evaluation....

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



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



From: Belinda Shannon [mailto:██]
Sent: Thursday, July 09, 2015 7:40 AM
To: Kim Moore
Subject: FAMU Pres EVAL_BRS

Trustee Moore:

Please find attached, my evaluation and feedback for Pres. Mangum.

Kind regards,

Trustee Shannon

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 - 2014/2015 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. Mangum has successfully lead the university in achievement of many of the goals set, and is continuing to make progress – in the right direction, for others. It will be critical to identify those that are of highest priority or facing highest risk factors and ensure that appropriate focus and resources are provided not only by the President, but also by her leadership team and staff.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? 	<p>Comments: Dr. Mangum has made strong effort to learn and embrace the FAMU culture, proactively reaching out to all key stakeholders. It will be important that she also ensure her leadership team do likewise, as they will more often than not, be called upon to represent her as the "face" of FAMU. There is clear evidence that Dr. Mangum has taken proactive steps to position FAMU as a premier institution by virtue of the achievement of external relationships she has built, particularly in STEM related areas. Recognizing that our key stakeholders are the students themselves, it is important that we be positioned as a go-to school for talent in these areas. I wholeheartedly applaud President Mangum's work early in her tenure to withstand the attack against the COE from the now sitting FSU President. However, the gains have almost been obliterated because of the lack of collaboration in the subsequent agreements around exchange of power re: fiscal control and the deanship. This is a prime example of an instance where Dr. Mangum failed to enlist the participation and confidence of others in making a key decision. Dr. Mangum needs to do a much better job of recognizing those decisions, etc. where it is more prudent to get BOT or other important stakeholder "buy-in" before making a decision. Clearly consensus and/or buy-in is not recommended or expected for all decisions, but just the critical ones that have macro implications and/or can affect the reputation of the university. That being said, I do believe that Dr. Mangum has made progress in enough other areas to indicate strong strategic thinking and planning as it relates to the mission of the university.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>



EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Propose educational directions and priorities that motivate others? Assure academic quality by expecting the use of evidence to improve performance? Mobilize resources to support educational programs? Encourage and enable educational and curricular change and innovation? Understand and participate in academic governance and collaborative decision-making? Attract and retain strong faculty? 	<p>Comments:</p> <p>I think Dr. Mangum has worked to address the most important academic priorities relating to faculty appointments and student improvement. The overall academic profile of students has increased and moves have been made to address key academic needs. Clearly a key accomplishment has been the hiring of a new provost, which has and will continue to bring an increased level of performance and accountability in the academic area of the university, which is critical in today's environment. However, there continues to be unrest in the faculty ranks over a number of issues, and it is important that those matters be addressed as soon as is feasible.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fund raising, research, service, finances and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manager crises? Attract, retain and develop talented personnel? Build a leadership team and empower and motivate them to achieve beyond their expectations? 	<p>Comments:</p> <p>Given what she had to work with when she stepped into her role, I believe Pres. Mangum has done a great job in setting expectations for a higher standard of operations throughout the university, making the necessary staff changes, and seeking to shift to a stronger culture of customer service, addressing matters with urgency and accuracy and improving the overall professionalism of how staff and faculty undertake their respective roles on a daily basis. I had no expectation that she, in one year, fix operational and cultural problems that have been years in the making. Clearly there is more work to be done in ensuring every level of the organization is raising their game. However I did expect to see that she recognized the right priorities to focus on take leadership action to make the tough decisions. I believe she has done so in a visible and impactful manner.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)

Financial Management

How effectively does the president:

- Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders?
- Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)?
- Inform and engage the board appropriately?

Fund Raising

How effectively does the president:

- 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?

External Relations

How effectively does the president:

- Build credibility and influence with external constituencies?
- Provide leadership to local, regional and national higher education?
- Increase the visibility and reputation of the institution?
- Relate to alumni and gain their support?
- Build credibility and influence with the media, legislators and public officials?

Internal Relations

How effectively does the president:

- Develop a climate and programs that enhance diversity?
- Interact with students and demonstrate commitment to their welfare?
- Work with the faculty to develop initiatives

Comments:

This is an area of expertise and strength for Dr. Mangum, and I believe we have seen evidence of her knowledge and skill applied in her management and realignment of resources to ensure that FAMU remains fiscally stable even in the face of some rather daunting challenges around funding, revenues, etc.

1 - Exceeds

2 - Meets

3 - Does Not Meet

Comments:

The statistics and numbers speak for themselves – there have been significant increases in fundraising, and Dr. Mangum has been a visible and active leader in seeking and acquiring financial support for the university.

1 - Exceeds

2 - Meets

3 - Does Not Meet

Comments:

With respect to key external organizations, Dr. Mangum has spent a considerable amount of time building and cultivating alliances and visibility for FAMU, which has had a positive impact on the perception of FAMU as a university and has identified FAMU as a go-to for talent. Clearly she cannot be everywhere and available for every group/person seeking to meet with her and at times it will be necessary to send members of her leadership team as delegates. I do believe more improvement can be made in appropriately identifying those external relations that are appropriate for delegation vs. those that clearly should be handled directly by the President herself.

1 - Exceeds

2 - Meets

3 - Does Not Meet

Comments:

Dr. Mangum has developed a strong relationship with students and faculty. No one can satisfy all, so there has to be balance and she has been able to do so despite the presence of dissenting voices among some faculty. I believe that will always be there and it is important that Dr. Mangum continue to keep an open ear to the concerns of faculty, staff and students both on a micro and macro level so that appropriate engagement and

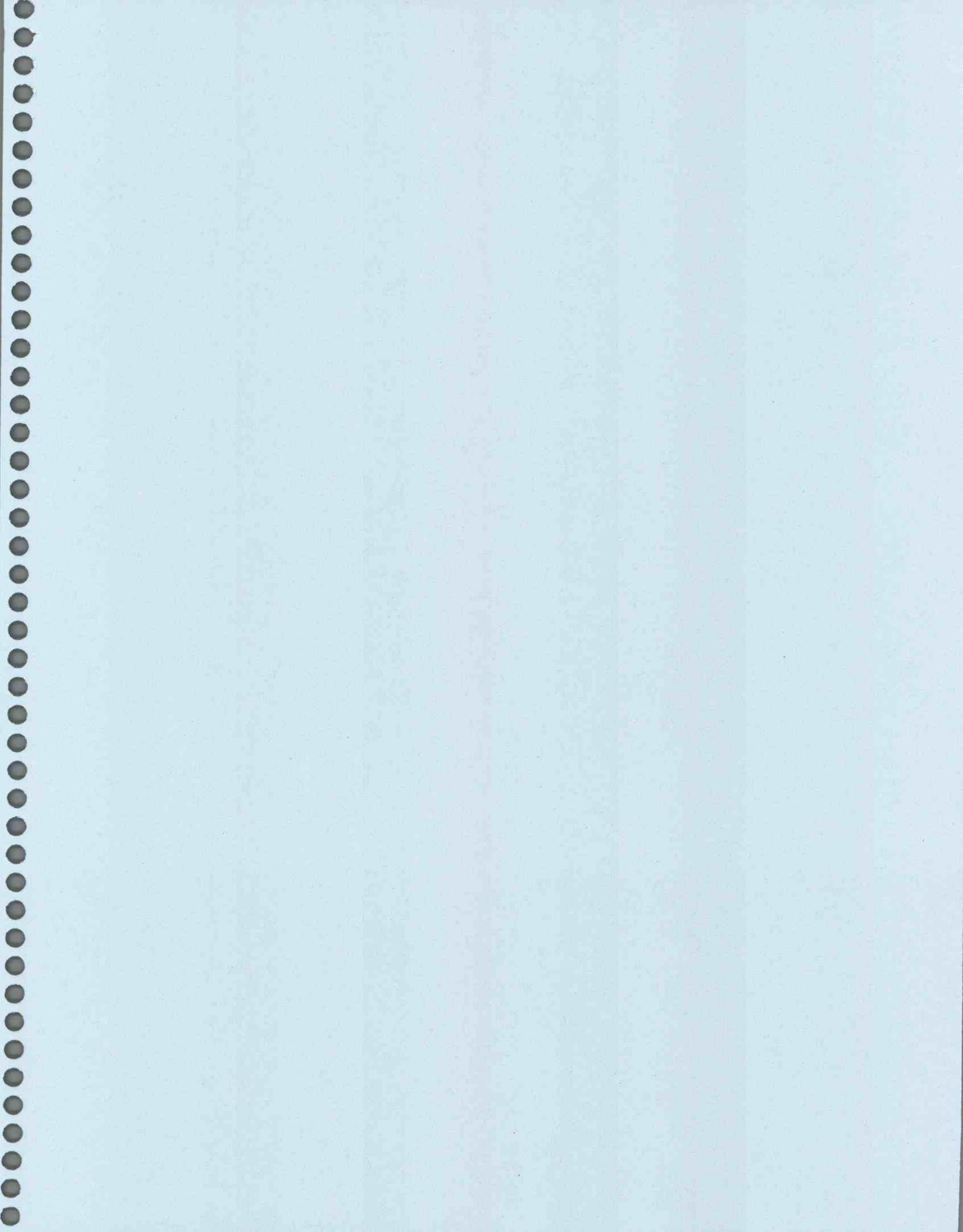
1 - Exceeds

2 - Meets

3 - Does Not Meet

<p>to advance their work and professional well-being?</p> <ul style="list-style-type: none"> • Work with the staff to create opportunities and resources to recognize their service and enhance their development? 	<p>response can be attained. I'm not aware of any special attention given to ensuring formal recognition of staff.</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? 	<p>Comments:</p> <p>Recent conversations have shown where there is a clear need for improvement in overall engagement and communication with the Board. I commend Dr. Mangum for the steps she has taken to ensure Board is fully informed as to critical issues, and am appreciative for receiving a weekly written communication from her, but believe there remains much room for improvement as it relates to her utilizing the board as a strategic partner. I am very committed to providing advice and support on those issues for which I have expertise, and believe more communication on those and other issues should increase. Although I am personally able to have overall productive discussions with President Mangum on matters important to the university, I have noted the presence of a rift between her and other board members, which I believe can be cured by her taking more time to communicate directly to Board members and not merely via staff and/or memos. At the same time, I believe all Board members should reach out to Dr. Mangum proactively to have that individual discussion of how they might work more effectively with her to bring their own brand of expertise because a production relationship is a 2-way street and we all should be doing this not for individual satisfaction, but for the good of the university.</p> <p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

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? • <i>Display interpersonal and people skills?</i> • Communicate clearly and convincingly in various forms and contexts? • <i>Show respect for others?</i> • <i>Listen?</i> • <i>Examine and challenge his or her assumptions and show a willingness to explore other viewpoints?</i> • <i>Understand his or her and others' feelings?</i> • <i>Reconcile conflict between self and others and among groups and individuals?</i> • Demonstrate honesty and integrity? • Inspire trust and confidence? 	<p>Comments:</p> <p>I think there is a mixture of personal characteristics Pres. Mangum has done well (see those points highlighted in green), and others where she has demonstrated, but could improve (see those points highlighted in orange).</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>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>2. What single thing would you suggest to improve the president's effectiveness?</p>		
<p>3. What other points need to be covered?</p>		



McKnight, Avery D.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 10, 2015 2:21 PM
To: McKnight, Avery D.
Subject: FW: Completed_FAMU - Board of Trustees Presidential Evaluation Tool - 2014 -2015 PY
Attachments: Completed_FAMU - Board of Trustees Presidential Evaluation Tool - 2014 -2015 PY.pdf

Forwarded Trustee Evaluation....

Kimberly A. Moore, MBA
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From: Warren, Cleve E. [mailto:clwarren@fscj.edu]
Sent: Thursday, July 09, 2015 4:50 PM
To: Kim Moore
Subject: Completed_FAMU - Board of Trustees Presidential Evaluation Tool - 2014 -2015 PY

For your use

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 - 2014/2015 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 2 - Meets 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the culture of the organization and convincingly tell its story? Discern and communicate the meaning of external trends and the institution's strategic situation? Renew the mission and articulate a compelling vision? Shape a productive strategy process and enlist the participation and confidence of others in it? Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

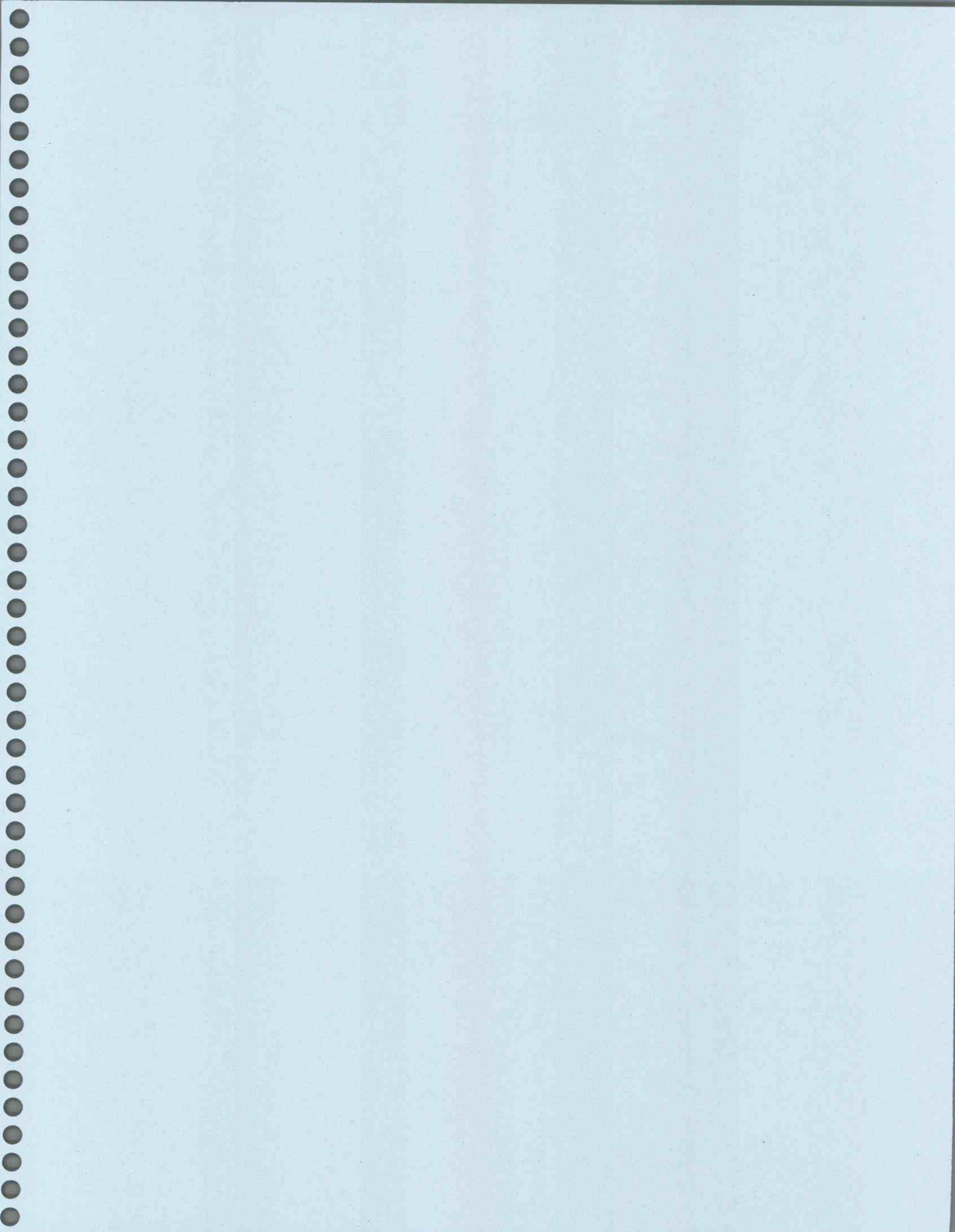
EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Propose educational directions and priorities that motivate others? • Assure academic quality by expecting the use of evidence to improve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

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Financial Management How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? Inform and engage the board appropriately? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> Lead and engage others in the fund-raising program? Build relationships with major donors? Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? Provide stewardship for gifts that have been received? Inform and engage the board appropriately? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> Build credibility and influence with external constituencies? Provide leadership to local, regional and national higher education? Increase the visibility and reputation of the institution? Relate to alumni and gain their support? Build credibility and influence with the media, legislators and public officials? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

<p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision making and governance systems that need improvement? 	<p>Comments:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

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:</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
Summary Questions		
<ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<ol style="list-style-type: none"> 1. Reorganization and reconstitution of leadership team, keen focus on academic standards, and financial management 2. Improve faculty, board and alumni relations; give particular attention to recasting the university's role and oversight of DRS. 3. Sharpen interpersonal skill to "negotiate agreements, create coalitions, build consensus." 	

1. Strengths
2. Weaknesses



McKnight, Avery D.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 10, 2015 2:23 PM
To: McKnight, Avery D.
Subject: FW: Reminder: Presidential Evaluation Forms Due Tomorrow
Attachments: FAMU - Board of Trustees Presidential Evaluation Tool - 2014 -2015 PY KEW.pdf

Importance: High

Forwarded Trustee Evaluation....

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



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



From: Karl E White [mailto:████████████████████]
Sent: Wednesday, July 08, 2015 4:49 PM
To: Kim Moore
Subject: Fwd: Reminder: Presidential Evaluation Forms Due Tomorrow
Importance: High

Evaluation attached.

~
Karl E. White
Elements Capital Partners Limited (Cyprus)

████████████████████
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----- Original Message -----

Subject:Reminder: Presidential Evaluation Forms Due Tomorrow
Date:Tue, 7 Jul 2015 15:04:16 +0000

From: "Barge-Miles, Linda F." <linda.bargemiles@famuedu>

To: Belinda Reed Shannon <[REDACTED]>, Cleve Warren <clwarren@fscj.edu>, "Grable, Bettye" <bettye.grable@famuedu>, "Graham, Tonnette S." <tonnette1.graham@famuedu>, Karl White 2 <[REDACTED]>, Kelvin Lawson <[REDACTED]>, "Kimberly Ann Moore" <mooreki@tcc.fl.edu>, Lucas Boyce <[REDACTED]>, Robert Woody <[REDACTED]>, Rufus Montgomery <[REDACTED]>, Spurgeon McWilliams <[REDACTED]>, Torey Alston <[REDACTED]>

Cc: "McKnight, Avery D." <avery.mcknight@famuedu>, "Mangum, Elmira" <elmira.mangum@famuedu>, "Hightower, Jacqueline D." <jacqueline.hightower@famuedu>, "David, Marcella" <marcella.david@famuedu>

Trustees:

This is a reminder that your presidential evaluation forms are due to Trustee Kimberly Moore tomorrow, Wednesday, July 8, 2015. Her email address is mooreki@tcc.fl.edu.

Linda Barge-Miles, Esquire

Florida A&M University

Board of Trustees Liaison

(850) 412-5485

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BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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

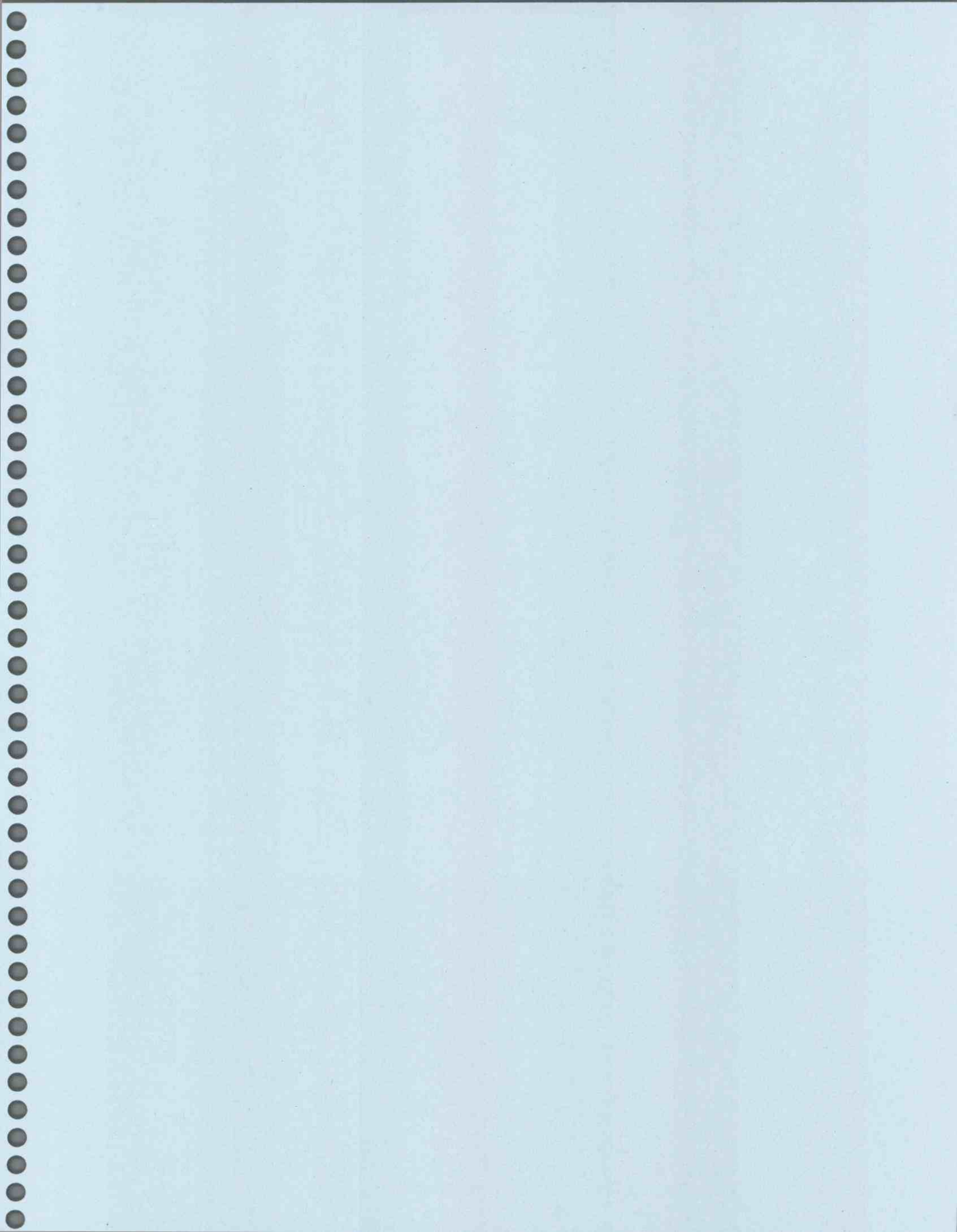
EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Annual Priorities and Goals - 2014/2015 How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)? • In communicating the attained goals? 	<p>Comments:</p> <p>I believe that the President has done a good job addressing the priorities as established for the 2014/2015. I also acknowledge that many of these must be ongoing efforts and will require continued attention.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? 	<p>Comments:</p> <p>President Mangum has demonstrated a particularly good understanding of the external trends in higher education and their potential impact on the University. My discussions with the senior staff suggest that her team has been largely built with attention to these macro issues.</p> <p>The creation of the Sustainability Institute, the implementation of the Strong Finish scholarship, the expansion of international exchange programs and the further development of the relationship with the US Department of Agriculture are all examples of strategic thinking and leadership that could provide FAMU significant competitive advantages in future decades.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

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<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fund raising, research, service, finances and facilities? Set high standards and hold people responsible for results? Make clear and timely decisions? Make tough decisions? Use analytical and creative thinking to solve problems? Plan for and manager crises? Attract, retain and develop talented personnel? Build a leadership team and empower and motivate them to achieve beyond their expectations? 	<p>Comments:</p> <p>There needed to be a comprehensive review of how the University operates and I'm very pleased to see that President Mangum has had the courage to undertake this task. I am also encouraged by the reliance upon data to support decisions where possible. I'm also generally encouraged by skills in the leadership team. They must all be given both the responsibility and authority for their duties and held accountable for such.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>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? Provide leadership to local, regional and national higher education? Increase the visibility and reputation of the institution? Relate to alumni and gain their support? Build credibility and influence with the media, legislators and public officials? 	<p>Comments:</p> <p>Under President Mangum the University has garnered considerable positive feedback and attention nationally; however, both local community outreach and alumni efforts could be bolstered.</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? 	<p>Comments:</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? 3. What other points need to be covered? 	<p>I believe the recruitment of a permanent leadership team is the most important accomplishment of the past year because it now allows everyone to focus on their respective roles and responsibilities. Additionally, the establishment of the Sustainability Institute and the Strong Finish scholarship are both very forward thinking ideas. Finally, securing the major gift from John Thompson is also a significant accomplishment. Improved communication with all stakeholders would further improve the president's effectiveness.</p>	



McKnight, Avery D.

From: Kim Moore <MOOREKI@tcc.fl.edu>
Sent: Friday, July 10, 2015 2:23 PM
To: McKnight, Avery D.
Subject: FW: Presidential Evaluation
Attachments: FAMU - Board of Trustees Presidential Evaluation Tool - 2014 -2015 PY.pdf

Forwarded Trustee Evaluation....

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



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



From: Robert Woody [mailto:████████████████████]
Sent: Wednesday, July 08, 2015 7:02 PM
To: Kim Moore
Subject: Presidential Evaluation

Good evening. Attached is the President's Evaluation.

BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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<p>Annual Priorities and Goals - 2014/2015 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: This Trustee was appointed to the Board at the end of March 2015 and has limited knowledge of the President's total accomplishments for the year. However, based on the results of the Board of Governor's meeting, the Work Plan presented by the President and her staff was not approved; and the University was given until September 2015 to resubmit a viable Work Plan.</p> <p>The President is scheduled to meet with this Trustee on July 22nd to communicate her goals and objectives for the upcoming year, and develop a communicable rapport with this Trustee as well as other members of the Board of Trustees.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Strategic Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition? 	<p>Comments: This Trustee has had limited contact with the President and as stated above, is scheduled to meet with her on July 22nd to discuss her strategy for improving the quality of education at the University.</p> <p>However, based on this Trustee's observation, comments from students and community leaders the President's accessibility is limited. It is apparent that those in the President's immediate range of inclusiveness lack the understanding of the culture of the organization, thus a contributing factor to the ineffective Work Plan submitted to the Board of Governors in June.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

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<p>Organizational Management How effectively does the president:</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fund raising, research, service, finances and facilities? • Set high standards and hold people responsible for results? • Make clear and timely decisions? • Make tough decisions? • Use analytical and creative thinking to solve problems? • Plan for and manage crises? • Attract, retain and develop talented personnel? • Build a leadership team and empower and motivate them to achieve beyond their expectations? 	<p>Comments: This Trustee, along with the Chairman of the Board of Trustees was in attendance at the Board of Governors' meeting. Immediately following the University's presentation to the Board, the President excused herself to attend a Land Grant University meeting in Washington, DC. This action occurred following the Board's non-approval of the University's Work Plan. As a Trustee, I felt it would have been more appropriate for the President to remain in attendance until the completion of the University's presentation. Conclusively, it is this Trustee's opinion that the President lacked a sense of urgency and importance in this matter. Additionally, if one of the University's goals is to gain credibility and influence with the Board of Governors, following the non-approval status of the Work Plan, it would have been more advantageous to remain in attendance throughout the entire meeting. A VP could have substituted the President's attendance at the Land Grant University Meeting.</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: This Trustee admits to receiving weekly messages, including financial management notes from the President regarding various matters. However, this Trustee is unable to credit this President with all increased funding at the University as she outlined in her assessment of her progress.</p> <p>A meeting has been scheduled with the President, at which time she will be given the opportunity to present documentation to substantiate the accomplishments she referenced in her self-assessment.</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? Provide leadership to local, regional and national higher education? Increase the visibility and reputation of the institution? Relate to alumni and gain their support? Build credibility and influence with the media, legislators and public officials? 	<p>Comments: This Trustee has received several adverse comments from students and community leaders who have expressed dissatisfaction with the President's refusal to build community relationships.</p> <p>Additionally, this Trustee's understands that the President has cancelled meetings with a member of the legislature. Further, this Trustee understands the President has failed to continue a forty-six year long relationship with the local Urban League by refusing to honor an agreement made with them, and refusing to meet with the CEO/President of the Urban League for a scheduled meeting.</p> <p>Also, allegedly, the President made inappropriate comments in the</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? 	<p>media about a Board of Trustee member, specifically the Chairman, and referenced the Governor as the appointing official of the Board Chair.</p> <p>Comments: This Trustee can neither affirm nor deny the President's effectiveness when it comes to interacting with students. Subsequent to the Trustee's appointment to the Board, this Trustee received a text from a student and forwarded an email to the President regarding a complaint from a student. To this date, this Trustee has not received a response from the President or her designee confirming a resolution.</p> <p>However, if this is the manner in which the President elects to address concerns of students and the Board of Trustees, this Trustee will have no alternative except to indicate that the President does not meet this standard.</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>
<p>Board and Governance Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision making? • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision making and governance systems that need improvement? 	<p>Comments: As expressed to the President in an open meeting, it is the expectation of the board that she initiates and sustains a working relationship with all members of the Board of Trustees. Thus far, the President's failure to communicate with all members of the Board has stifled her effectiveness to achieve the Goals, Objectives and, above all, an operational Work Plan for the University.</p> <p>An example of her failure to communicate with the Board is on the renovation of the garage at the President's House. This renovation cost was approximately \$77,000 which the President did not present to the Board resulted in a failure to receive approval for the project.</p> <p>Another example is the President's failure to keep the Board abreast of the status of the partnership between the FAMU and FSU College of Engineering (COE).</p>	<p>1 - Exceeds 2 - Meets 3 - Does Not Meet</p>

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: Following this Trustee's appointment to the Board, the President contacted this Trustee via telephone and briefly extended a congratulatory message.</p> <p>When this Trustee attended his first graduation ceremony for the University, the President bypassed this Trustee several times without acknowledging his presence. It was not until this Trustee was preparing to enter the stage for the ceremony to begin that the President acknowledged his presence.</p> <p>It is apparent the President has a conflict with the Chairman of the Board and has failed to seek a resolution. For the growth and betterment of the University, this is an issue that must be resolved.</p> <p>Additionally, in order for the President to improve external and internal relationships it is recommended that she consider extending an olive branch with both sides of the legislative aisle and with the Board of Trustees.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<p>The President has been at the helm for one year with little progress as it is too early to tell if they are major accomplishments for the University.</p> <p>Areas of improvement in the following:</p> <ol style="list-style-type: none"> 1. Increase communication with all Board of Trustee Members by 100% within the next three months; 2. Within the next month develop an approved Work Plan and present to the Board of Trustees by the August Board meeting; 3. Collaborate with Board members regarding the Work Plan to incorporate a strong strategic direction for the University; 4. Improve relationships with leaders in the community and with students; 5. Aggressively decrease the 61% failure of students graduating from FAMU; 6. Increase the student's marketability upon graduation by 30%; and 7. Increase student mix to address noted deficiencies in the University's Draft Work Plan. 	