

TRUSTEE BELVIN PERRY, JR.

Thomas, Shira R.

From: Belvin Perry <BPerry@forthepeople.com>
Sent: Monday, November 20, 2017 2:55 PM
To: Thomas, Shira R.
Subject: 2016_2017_Presidential Evaluation_Tool_12pt
Attachments: 2016_2017_Presidential Evaluation_Tool_12pt.doc

Attached is my evaluation form.

Belvin Perry, Jr.

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

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

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Annual Priorities and Goals - 2016/2017</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? 	<p>Comments:</p>	<p>1 –(Exceeds) X</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p>Strategic Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make 	<p>Comments: Dr. Robinson has done an outstanding job in strategic leadership. He truly is a great leader.</p>	<p>1 –(Exceeds) X</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<p>things happen to achieve competitive advantage and respond to the driving forces of change and competition?</p> <ul style="list-style-type: none"> • Lead the creation of a long-range strategic plan that engages all stakeholders? 		
<p>Educational Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Propose educational directions and priorities that motivate others? • Assure academic quality by expecting the use of evidence to improve performance? • Mobilize resources to support educational programs? • Encourage and enable educational and curricular change and innovation? • Understand and participate in academic governance and collaborative decision-making? • Attract and retain strong faculty? 	<p>Comments: A great leader knows when to make changes in leadership and the directions of programs. Dr. Robinson has done that when necessary for the benefits of students.</p>	<p>1 –(Exceeds) X</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • Create a sense of urgency and drive 	<p>Comments: When it was in the best interest of university and the students Dr. Robinson had the foresight to change leadership in several of colleges. This has served us well.</p>	<p>1 – (Exceeds) X</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<p>results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities?</p> <ul style="list-style-type: none"> • Set high standards and hold people responsible for results? • Make clear and timely decisions? • Make tough decisions? • Use analytical and creative thinking to solve problems? • Plan for and manage crises? (e.g. anti-hazing) • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)? 	
<p>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 	<p>Comments:</p> <p>1 – (Exceeds) X</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<p>depreciation, and increase the purchasing power of the endowment)?</p> <ul style="list-style-type: none"> • Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? • Fully inform and engage timely the Board on fiscal matters impacting the University? • Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	
<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments:</p>
	<p>1 –(Exceeds) X</p> <p>2 – Meets</p> <p>3 – Does Not Meet</p>

<p>Fund Raising How effectively does the president: Lead and engage others in the fund-raising program?</p> <ul style="list-style-type: none"> • 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)X 3 – Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the 	<p>Comments:</p>	<p>1 – (Exceeds)X 2 - Meets 3 – Does Not Meet</p>

<p>University and Board of Trustees?</p> <p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>Comments:</p> <p>1 – (Exceeds)X 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? 	<p>Comments:</p> <p>1 – (Exceeds)X 2 - Meets 3 – Does Not Meet</p>

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

<ul style="list-style-type: none"> • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	
<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>Dr. Robinson has leadership of the university and the BOT working together as one team. His communication with the BOT of Trustees is excellent.</p>

Evaluation Rating Definitions

Exceeds Expectations:

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

- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations:

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

Does Not Meet Expectations:

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

TRUSTEE CRAIG REED

Thomas, Shira R.

From: REED, CRAIG <CRAIG.REED@dupont.com>
Sent: Saturday, November 18, 2017 12:57 AM
To: Thomas, Shira R.
Subject: 2016_2017_Presidential Evaluation_ Tool_12pt - Reedv2
Attachments: 2016_2017_Presidential Evaluation_ Tool_12pt - Reedv2.doc

My apologies, please use this latest version.

Trustee Reed

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

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

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Annual Priorities and Goals - 2016/2017</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? 	<p>Comments:</p> <p>President Robinson did a nice job this year in performance against the goals. He demonstrated steadfast leadership and decision making in navigating the University, BOG, Community, Local and State Government.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>
<p>Strategic Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make 	<p>Comments:</p> <p>Strong performance this year in setting a clear direction for the university, partnering with administrators, faculty, community, BOG and local government. Very inciteful in approach and clear recognition of area's that required a deep dive and attention to drive higher performance or advance a agenda that aligns to the strategic plan.</p> <p>The creation of the strategic plan was very collaborative and work from both sides to ensure it was holistic, stretch and focused on the key area's that should drive the University forward.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

<p>things happen to achieve competitive advantage and respond to the driving forces of change and competition?</p> <ul style="list-style-type: none"> • Lead the creation of a long-range strategic plan that engages all stakeholders? 	
<p>Educational Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Propose educational directions and priorities that motivate others? • Assure academic quality by expecting the use of evidence to improve performance? • Mobilize resources to support educational programs? • Encourage and enable educational and curricular change and innovation? • Understand and participate in academic governance and collaborative decision-making? • Attract and retain strong faculty? 	<p>Comments:</p> <p>Significant activity at the University in support of this category, with the change of Deans in specific programs and a focus on programs that require student post graduate accreditation. Still need to focus on getting stability in the heads of these schools to build confidence in faculty and staff and drive higher performance and better outcomes for our students. Overall we are headed in the right direction.</p> <p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • Create a sense of urgency and drive 	<p>Comments:</p> <p>As Interim President Dr Robinson has stepped in and taken charge of the University like he was the full-time president. He was decisive when needed, compassionate when warranted and motivational when required. He has made faculty decision, organization designs and hiring decisions that have set the institution up for long term success. As stated there is a need to ensure we get permanent faculty in key positions as well as finalize the leadership team to</p> <p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<p>results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities?</p> <ul style="list-style-type: none"> • Set high standards and hold people responsible for results? • Make clear and timely decisions? • Make tough decisions? • Use analytical and creative thinking to solve problems? • Plan for and manage crises? (e.g. anti-hazing) • Attract, retain and develop talented personnel? • Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)? 	<p>really start to enable this organization to excel more.</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 	<p>Comments: Keenly aware of the area's that require focus and attention and have made these highlights for the BOT and BOG.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<ul style="list-style-type: none"> depreciation, and increase the purchasing power of the endowment)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	
<p>Work Plan</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? Meet the goals established by the Board and approved by the BOG? 	<p>Comments:</p> <p>Great job keeping all updated on where we are and how the work we are doing ties to the strategic plan of the BOG and Governor.</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>Fundraising is at an all time high but still low for a University of FAMU’s caliber. The President has done a great job of building his reputation with those in positions to support. We need to now align the work plan and strategy in support of these alliances and drive benefit for the University.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the 	<p>Comments:</p> <p>Great rapport with students, alumni, faculty, BOT,BOG and community. This has been earned via engagements with these constituents and delivering on the promises made in support of goals.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<p>University and Board of Trustees?</p> <p>Internal Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>Comments:</p> <p>Interacts well with faculty and staff and has built a strong relationship with the community. These relationships are still young and need further nurturing but it is a good start.</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? 	<p>Comments:</p> <p>Time has been spent ensuring that the board's needs are being met via constant communication and driving consistency in how we engage with one another. Great collaboration with the BOT on strategic items that leverage board insight and expertise such as strategy development and strategic initiatives such as housing.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

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

<ul style="list-style-type: none"> • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 	
<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>Accomplishments</p> <ul style="list-style-type: none"> • Strategic Plan development • BOT and BOG relations • Alumni and Community relations • Culture shift with faculty and staff driving accountability and rewarding performance. <p>The president’s effectiveness would be improved by a complete long-term staff and resources that support the strategic plan.</p>

Evaluation Rating Definitions

Exceeds Expectations:

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

- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations:

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

Does Not Meet Expectations:

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

TRUSTEE NICOLE WASHINGTON

Thomas, Shira R.

From: Washington, Nicole
Sent: Friday, November 17, 2017 5:40 PM
To: Thomas, Shira R.
Subject: Re: Presidential evaluation

Sorry, that was an oversight. I intended to highlight “meets” for that category.

Nicole

Sent from my iPhone

On Nov 17, 2017, at 5:29 PM, Thomas, Shira R. <shira.thomas@fam.u.edu> wrote:

Good Evening Trustee Washington:

There is no rating recorded in the Board and Governance Relations category. I wanted to ensure that this was not an oversight, as you have recorded comments. Please advise at your convenience. Thank you.

Respectfully,

Shira R. Thomas
Interim General Counsel
Office of the General Counsel
1700 Lee Hall Drive, Suite 304
Tallahassee, Florida 32307
(850) 599-3591
(850) 561-2862

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From: Washington, Nicole
Sent: Friday, November 17, 2017 4:29 PM
To: Thomas, Shira R. <shira.thomas@fam.u.edu>
Subject: Presidential evaluation

Good afternoon Attorney Thomas,

Please find attached my evaluation for President Robinson for the year ending September 30, 2017.

Thank you,

Trustee Nicole Washington

BOARD OF TRUSTEES EVALUATION FORM FOR PRESIDENT LARRY ROBINSON

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

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Annual Priorities and Goals - 2016/2017</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? 	<p>Comments: I applaud President Robinson for initiating a number of strategies and activities intended to improve student success, campus climate, and institutional sustainability. In order to more objectively assess the attainment of the goals set, the goal status report should be streamlined, include more quantifiable goals, and provide substantive evidence of the impact or outcomes of the strategies and activities (i.e. how many students are served, comparative data, evidence of successful/intended outcomes, etc.).</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p>Strategic Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the culture of the organization and convincingly tell its story? • Discern and communicate the meaning of external trends and the institution's strategic situation? • Renew the mission and articulate a compelling vision? • Shape a productive strategy process and enlist the participation and confidence of others in it? • Implement the strategy and make 	<p>Comments: President Robinson has done an outstanding job of telling Florida A&M University's story and engaging and re-engaging a broad range of important stakeholders to support the university.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<p>things happen to achieve competitive advantage and respond to the driving forces of change and competition?</p> <ul style="list-style-type: none"> • Lead the creation of a long-range strategic plan that engages all stakeholders? 		
<p>Educational Leadership</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Propose educational directions and priorities that motivate others? • Assure academic quality by expecting the use of evidence to improve performance? • Mobilize resources to support educational programs? • Encourage and enable educational and curricular change and innovation? • Understand and participate in academic governance and collaborative decision-making? • Attract and retain strong faculty? 	<p>Comments: President Robinson has provided leadership in this area by bringing in Dr. Edington in his new role and additional staff around institutional effectiveness. The administration would benefit from developing a more streamlined, focused set of metrics, aligned to the strategic plan, that that allows the administration and board to focus on decision making in key strategic areas.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • Create a sense of urgency and drive 	<p>Comments: I applaud President Robinson in his work in galvanizing his team to create plans to implement changes across the university. The ability to execute these plans and evaluate the effectiveness of the strategies, while remaining focused on the universities strategic priorities, will be key to FAMU’s continued success.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

- results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities?
- Set high standards and hold people responsible for results?
 - Make clear and timely decisions?
 - Make tough decisions?
 - Use analytical and creative thinking to solve problems?
 - Plan for and manage crises? (e.g. anti-hazing)
 - Attract, retain and develop talented personnel?
 - Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)?

Financial Management

How effectively does the president:

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

Comments: I applaud the administration for the improvement the financial situation regarding athletics. However, implementing a university-wide strategy to reduce expenses relative to enrollment and revenues in order to maintain a healthy budget has yet to be fully embraced. Given the trend towards more of the university's base funding dollars at risk via the SUS performance funding model, it is imperative that the administration looks at cost-reducing strategies across the university, so those dollars can be reallocated towards the strategic plan priorities to increase student success.

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

<ul style="list-style-type: none"> depreciation, and increase the purchasing power of the endowment)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)? 	
<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? Meet the goals established by the Board and approved by the BOG? 	<p>Comments:</p> <p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments: President Robinson has done a remarkable job “friendraising.” The administration is working to develop a comprehensive and targeted fundraising strategy.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>
<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the 	<p>Comments: I commend President Robinson for his efforts in reaching out to and building relationships with SACS COC, BOG, legislators, alumni and others. He has done a remarkable job rebuilding some of the relationships that are at the core of “FAMU-ly” and key to the sustainability of the university.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<p>University and Board of Trustees?</p> <p>Internal Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Develop a climate and programs that enhance diversity? • Interact with students and demonstrate commitment to their welfare? • Work with the faculty to develop initiatives to advance their work and professional well-being? • Work with the staff to create opportunities and resources to recognize their service and enhance their development? • Ensure strong faculty and community relations? 	<p>Comments: It is clear that President Robinson has a great relationship with faculty and a passion for the students that FAMU serves.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Build the relationship with the board? • Gain support from the board, especially on controversial issues? • Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? • Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? 	<p>Comments: The administration has greatly improved its efforts to build relationships with board members and keep the board apprised of important issues on campus.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<ul style="list-style-type: none"> • Involve the board in strategy in productive and appropriate ways? • Focus the board's attention on issues related to the president's professional development and personal welfare? • Focus the board's attention on decision-making and governance systems that need improvement? • Administer the affairs of the University consistent with the documented Board policy? 		
EVALUATION FACTORS	PERFORMANCE	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? 	<p>President Robinson has come into this role with open ears. He is responsive and willing to listen. I think this is a tremendous asset in his role.</p>	<p>1 - Exceeds</p> <p>2 – Meets</p> <p>3 – Does Not Meet</p>

<ul style="list-style-type: none"> • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 		
<p>Summary Questions</p> <ol style="list-style-type: none"> 1. What have been the president's major accomplishments in the leadership of the institution over the last year? 2. What single thing would you suggest to improve the president's effectiveness? 3. What other points need to be covered? 	<ol style="list-style-type: none"> 1. President Robinson has made great strides to increase morale across campus and engage to important stakeholder groups. 2. I would suggest consolidating the myriad of strategies, activities, metrics that have been initiated and providing clear lines of accountability for implementation of key strategic initiatives. 	

Evaluation Rating Definitions

Exceeds Expectations:

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

- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

Meets Expectations:

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

Does Not Meet Expectations:

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

TRUSTEE ROBERT L. WOODY

Thomas, Shira R.

From: Robert Woody <rlwoody53@yahoo.com>
Sent: Thursday, November 16, 2017 8:25 PM
To: Thomas, Shira R.
Subject: Fw: President's Evaluation
Attachments: 2016-2017 - Presidential Evaluation (1).pdf

Follow Up Flag: Follow up
Flag Status: Flagged

Categories: Red Category

Good evening Ms. Thomas,
please confirm receipt of Dr. Robinson's Evaluation.

Thank you,
Trustee Robert L. Woody

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

From: Bernadette Woody <boogarjean@yahoo.com>
To: Robert L. Woody <rlwoody53@yahoo.com>
Sent: Thursday, November 16, 2017, 8:19:52 PM EST
Subject: President's Evaluation

The attached is a a PDF file.

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

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

EVALUATION FACTORS	PERFORMANCE	EXPECTATIONS (Please circle one)
<p>Annual Priorities and Goals - 2016/2017</p> <p>How effective was the president:</p> <ul style="list-style-type: none"> • Attaining the goals approved by the Board? • In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics) • In communicating the attained goals? 	<p>Comments: Throughout Dr. Robinson's tenure as the Interim President, the staff and he have given an enormous amount of attention to the performance metrics. His administration has implemented corrective action plans to address areas of concern, developed strategies to implement goals and objectives as they relate to the following metrics:</p> <ul style="list-style-type: none"> ▪ Improve retention and graduation rates; ▪ Maintain regional accreditations; ▪ Improve performance on licensure examinations; ▪ Enhance the quality of academic programs; increase faculty, student and staff buy-in and engagement with student initiatives; ▪ Attract & retain talented and diversified faculty; ▪ Increase the number of baccalaureate and graduate degrees awarded; ▪ Enhance campus facilities and infrastructure; ▪ Increase research funding; ▪ Increase institutional funding; ▪ Increase engagement with key stakeholder groups; ▪ Enhance customer service and delivery of services by increasing the efficiency and effectiveness of University operations; ▪ Implement the Debt Reduction Plan for athletics; and ▪ Complete the University Strategic plan. <p>Finally, Dr. Robinson has submitted a rough draft of his 2017-18 President's Draft Goals and Objectives to the Board for review.</p>	<p align="center">1 - Exceeds</p> <p align="center">2 - Meets</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? • Lead the creation of a long-range strategic plan that engages all stakeholders? 	<p>Comments: President Robinson has a leadership style that motivates and influences faculty and staff. His style of inclusion inspires others and elicits ideas and suggestions that would otherwise not be invoked.</p> <p>His ability to articulate the mission externally and internally has influenced stakeholders to voluntarily offer suggestions that enhance the prospects of the overall long-term success of the university. As a team builder, he has developed a strategic plan to accomplish the goals and objectives set forth by the Board.</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>
<p>Educational Leadership How effectively does the president:</p> <ul style="list-style-type: none"> • Propose educational directions and priorities that motivate others? • Assure academic quality by expecting the use of evidence to improve performance? • Mobilize resources to support educational programs? • Encourage and enable educational and curricular change and innovation? 	<p>Comments: As a Trustee, it is my opinion that FAMU is very fortunate to have someone with Dr. Robinson's educational leadership and work experience to serve as the Interim President. As reflected in his background, he is considered a Distinguished Professor in the School of Environment and has been appointed by FAMU's Board of Trustees to serve as Interim President on three separate occasions. He served with the Department of Agriculture's Cooperative State Research Education and Extension Service. With Dr. Robinson's education and qualifications, I feel confident FAMU will continue attracting and retaining strong faculty. Please refer to Dr. Robinson's Self Evaluation where he explains his efforts in the following areas:</p>	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 – Does Not Meet</p>

<ul style="list-style-type: none"> • Understand and participate in academic governance and collaborative decision-making? • Attract and retain strong faculty? 	<ul style="list-style-type: none"> ▪ Education Directions; ▪ Evidence to improve performance; ▪ Mobilize resources to support educational programs; ▪ Educational & Curricular Changes and Innovation; ▪ Academic Governance & Collaborative Decision-making; and ▪ Attract and retain faculty. 	
<p>Organizational Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> • Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)? • Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities? • Set high standards and hold people responsible for results? • Make clear and timely decisions? • Make tough decisions? • Use analytical and creative thinking to solve problems? • Plan for and manage crises? (e.g. anti-hazing) • Attract, retain and develop talented personnel? 	<p>Comments: Dr. Robinson is methodical in his approach to achieving the mission of the University. His analytical approach to organizing, planning, leading and controlling the resources of the University, thus far, has been beneficial to the increase in the quality of education of the students at FAMU in the areas of admission, enrollment and retention.</p> <p>Dr. Robinson has demonstrated the ability to resolve crisis in a diplomatic and efficient manner and received minimal negative attention. This resolution was effectuated in a timely manner.</p>	<p>1 - Exceeds</p> <p><u>2 - Meets</u></p> <p>3 – Does Not Meet</p>

<ul style="list-style-type: none"> Oversee a competent leadership team that takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)? 		
<p>Financial Management</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders? Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)? Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval? Fully inform and engage timely the Board on fiscal matters impacting the University? Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a 	<p>Comments: Dr. Robinson has a keen awareness of the University's finances. The Division of Finance and Administration does an excellent job making sure the University maintains compliance with policies and procedures. He does a great job keeping the Board of Trustees fully informed of all fiscal matters impacting the University. Dr. Robinson made, what I thought, was a smart decision to bring on staff with an extensive background with the Florida Legislature and higher education as the University's Government Liaison. The Board appears to be very pleased with Dr. Robinson's management of the following areas:</p> <ul style="list-style-type: none"> Administrative Services Assistance Program; The Budget Office; Business and Auxiliary Services; Facilities, Planning, Construction & Safety; Office of Information Technology; Office of the Comptroller; Financial of Comptroller; Human Resources; Operations Analysis; and Procurement Services 	<p>1 - Exceeds</p> <p>2 - Meets</p> <p>3 - Does Not Meet</p>

<p>current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?</p>	
<p>Work Plan How effectively does the president:</p> <ul style="list-style-type: none"> • Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? • Meet the goals established by the Board and approved by the BOG? 	<p>Comments: This Trustee has been very pleased with the working relationship between the Board, Dr. Robinson and his Leadership Team. All questions or requests receive a timely and professional response. He and staff appear to be making progress addressing the metrics spelled out in the University's Work Plan.</p> <p>1 - Exceeds <u>2 - Meets</u> 3 - Does Not Meet</p>
<p>Fund Raising How effectively does the president:</p> <ul style="list-style-type: none"> • Lead and engage others in the fund-raising program? • Build relationships with major donors? • Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? • Provide stewardship for gifts that have been received? • Inform and engage the board appropriately? 	<p>Comments: It is the opinion of this Trustee that Dr. Robinson and the National Alumni Association have worked extensively to raise funds. However, this Trustee is concerned about the lack of funds raised by the Office of University Advancement. This Trustee would prefer to see a more comprehensive plan and a more diligent effort from the Office of University Advancement, to raise funds.</p> <p>1 - Exceeds <u>2 - Meets</u> 3 - Does Not Meet</p>

<p>External Relations How effectively does the president:</p> <ul style="list-style-type: none"> • Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA) • Provide leadership to local, regional and national higher education? • Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings? • Relate to alumni and gain their support? • Build credibility and influence with media? • Influence legislators and public officials? • Provide consensus building, focused leadership on matters related to the University and Board of Trustees? 	<p>Comments: Dr. Robinson has developed a positive reputation throughout the higher education community. His reputation appears to have spread statewide and nationally as a knowledgeable person in the education community. Dr. Robinson appears to be well respected by the FAMU Alumni, the Board of Governors, his fellow University Presidents, legislators and public officials and the FAMU Student Body.</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 	<p>Comments: Dr. Robinson appears to have a positive relationship with FAMU’s students and faculty. He is known to interact with the students through the campus community.</p>	<p>1 - Exceeds 2 - Meets 3 – Does Not Meet</p>

<ul style="list-style-type: none"> professional well-being? Work with the staff to create opportunities and resources to recognize their service and enhance their development? Ensure strong faculty and community relations? 	
<p>Board and Governance Relations</p> <p>How effectively does the president:</p> <ul style="list-style-type: none"> Build the relationship with the board? Gain support from the board, especially on controversial issues? Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations? Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making? Involve the board in strategy in productive and appropriate ways? Focus the board's attention on issues related to the president's professional development and personal welfare? Focus the board's attention on decision-making and governance systems that need improvement? Administer the affairs of the University consistent with the documented Board policy? 	<p>Comments: Dr. Robinson has been successful in developing a great relationship with the Board of Trustees. He understands the importance of keeping the Board abreast of situations occurring on campus. Dr. Robinson knows that the Board prefers not to be surprised. He knows the Board respects a leader who is not afraid to make the tough decisions and does the right thing for the right reasons.</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? 	<p>Dr. Robinson displays self-confidence and articulates his in-depth knowledge of higher education whenever he is conducting the University's business.</p>	<p>1 - Exceeds</p> <p><u>2</u> - Meets</p> <p>3 - Does Not Meet</p>

<ul style="list-style-type: none"> • Reconcile conflict between self and others, and among groups and individuals? • Demonstrate honesty and integrity? • Inspire trust and confidence? 		
<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. Dr. Robinson came into a volatile situation and achieved a calming and effective resolution. 2. Immediate attention needs to be given to: <ol style="list-style-type: none"> a. Hiring a permanent Provost; b. Hiring a permanent VP for Legal Affairs and General Counsel's Office; c. Hiring an Athletic Director; d. Hiring a permanent Financial and Administration/CFO; e. Hiring an Executive Director over Title III; f. Hiring a Chief External and Compliance Officer; and g. Developing a Comprehensive Plan for securing funds to enhance the mission of the University. 	

Evaluation Rating Definitions

Exceeds Expectations:

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

Meets Expectations:

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

Does Not Meet Expectations:

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