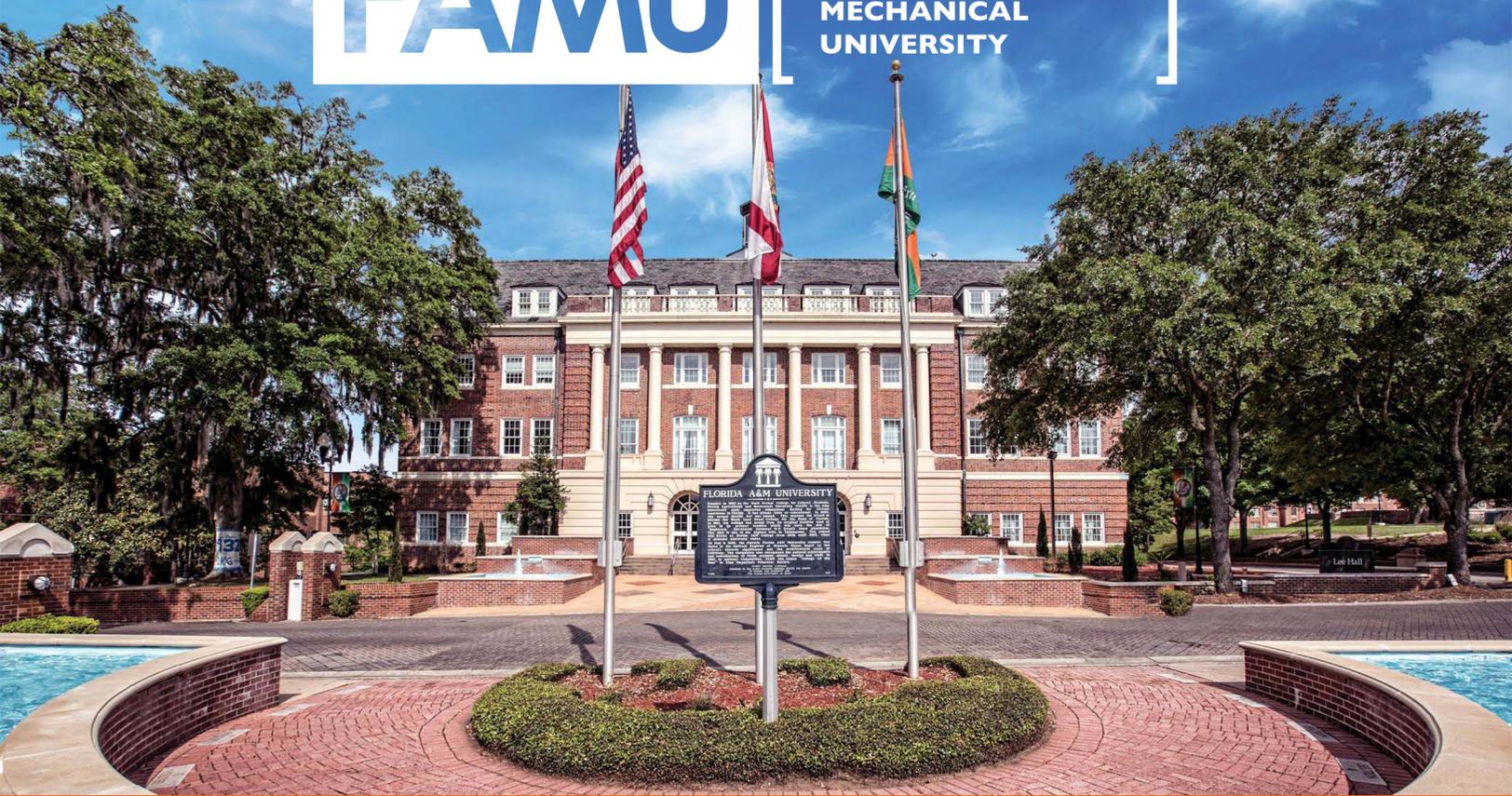


FAMU

FLORIDA
AGRICULTURAL AND
MECHANICAL
UNIVERSITY



Presidential Search

Feedback Form Statistical Analysis

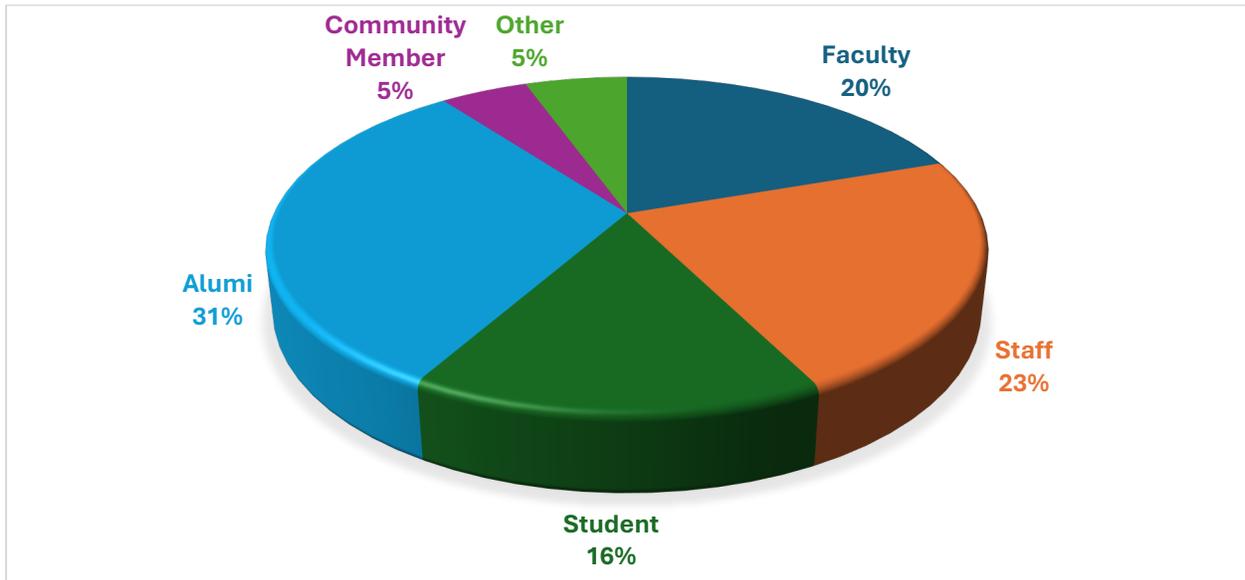


Rondall Allen, Pharm.D.
Provost and Vice President for Academic Affairs,
University of Maryland Eastern Shore

Rondall Allen, Pharm.D.

Feedback Form Statistical Analysis

Survey Response Distribution by Group | 112 Total Responses



Overall Summary

Across all groups, the candidate is recognized for his strong institutional ties, leadership qualities, and vision for FAMU's future. Alumni are the most supportive, emphasizing his legacy and potential to bring positive change. Faculty are cautiously optimistic, balancing his strengths with concerns about experience. Students are more critical, focusing on engagement and preparedness.

Overall Tone

The general sentiment is positive, especially among alumni and faculty, but tempered by clear concerns about experience and readiness. Students' skepticism lowers the overall tone to cautiously positive.

Feedback Summary by Role

ALUMNI

Strengths Highlighted

- Alumni consistently praise the candidate's deep connection to FAMU, noting he is a graduate and has served as a provost.
- Many mention his character, integrity, and commitment to the university's legacy.
- There's appreciation for his vision and the belief that he would bring new ideas and processes to FAMU.
- Several alumni see his experience at multiple universities as a unique asset.

Concerns Raised

- Some alumni express doubts about his experience with high-level financial management and whether he's prepared for the current critical state of the university.
- A few worry that political factors or internal university politics could hinder his effectiveness, regardless of his qualifications.

Tone

- The alumni group is overwhelmingly positive, with most responses expressing confidence and hope, though a few are cautiously optimistic due to concerns about experience and external challenges.

STUDENTS

Strengths Highlighted

- Some students recognize the candidate's passion for FAMU and his administrative experience.
- A few note his track record in building relationships and securing funding, which they see as vital for the university's future.

Concerns Raised

- Many students are critical, expressing that the candidate seemed unprepared or gave vague answers during presentations.
- There's a perception that he did not fully engage with student concerns or provide concrete plans for addressing their needs.
- Some students doubt his ability to lead effectively, citing a lack of confidence in his responses.

Tone

- The student group is mostly neutral to negative, with skepticism about the candidate's readiness and engagement, though a few responses are positive.

FACULTY**Strengths Highlighted**

- Faculty members value the candidate's academic credentials, including a terminal degree in pharmacy and eligibility for tenure.
- They appreciate his leadership experience, particularly as a provost, and his understanding of academic operations and strategic planning.
- Communication skills and a genuine commitment to FAMU's mission are frequently mentioned.

Concerns Raised:

- The most common concern is the candidate's lack of experience as a university president, especially at a land grant institution.
- Some faculty worry that this is not the right time for "on-the-job training" and that FAMU needs a leader with proven experience at the highest level.

Tone:

- Faculty responses are balanced, with a mix of optimism about his potential and caution about his readiness for the presidency.

Summary of Question 1

What are the candidate's strengths?

1. Deep Connection to FAMU and HBCU Mission

- The candidate is a FAMU alumnus, which many see as a major asset for understanding the university's culture, traditions, and unique challenges.
- Respondents appreciate his first-hand experience with FAMU student life and his ability to relate to current students and alumni.
- There's a strong sense that he genuinely cares about the university's legacy and future.
- His commitment to the mission of HBCUs and advocacy for their continued relevance is frequently mentioned.
- Many believe his FAMU roots will help him build trust and credibility with stakeholders.
- His personal investment in FAMU's success is seen as a motivator for effective leadership.

2. Academic and Administrative Experience

- The candidate's experience as a provost and in other academic leadership roles is widely recognized.
- He is credited with a strong understanding of university operations, including academic programs and student support services.
- Respondents note his eligibility for tenure and his academic credentials, which lend credibility among faculty.
- His background in higher education administration is seen as a foundation for effective policy and planning.
- There's appreciation for his familiarity with performance metrics and academic standards.
- His experience with faculty governance and professional development is highlighted as a strength.

3. Professionalism and Integrity

- Many respondents describe the candidate as having strong character and integrity.
- He is seen as a calm, poised, and professional leader, even under pressure.
- His transparent, no-nonsense approach to leadership is valued.
- Respondents appreciate his open-mindedness and willingness to listen to diverse perspectives.
- His patient and compassionate demeanor is noted as a positive influence on campus culture.

- He is recognized for his thoughtful, balanced decision-making style.

4. Communication and Relationship-Building

- The candidate is frequently described as a strong communicator, able to articulate ideas clearly and effectively.
- He is praised for his ability to engage with students, faculty, staff, and external stakeholders.
- Respondents note his willingness to listen to input and incorporate feedback into decision-making.
- His approachable leadership style makes him accessible to the campus community.
- He is credited with building positive relationships with stakeholders, including securing funding and partnerships.
- His public speaking and presentation skills are seen as assets for representing FAMU externally.

5. Student-Centered Focus

- Many highlight his commitment to student success and support services.
- He is seen as genuinely invested in improving the student experience at FAMU.
- Respondents appreciate his understanding of student needs and challenges.
- His focus on retention, graduation rates, and academic innovation is noted.
- He is recognized for advocating for student interests at all levels of the university.
- His ability to connect with students and foster a supportive environment is valued.

6. Vision and Innovation

- The candidate is credited with bringing fresh, innovative perspectives to university leadership.
- Respondents appreciate his commitment to excellence and lifelong learning.
- He is seen as forward-thinking, with a strategic vision for FAMU's future.
- His willingness to embrace change and drive institutional improvement is highlighted.
- He is recognized for supporting innovation within the community and academic programs.
- His experience with strategic planning and resource allocation is seen as a strength.

As you can see, the feedback in question 1 paints a picture of a candidate who is deeply connected to FAMU, experienced in academic administration, and committed to professionalism, communication, and student success. The responses also highlight his vision for the future and his ability to innovate, while emphasizing the importance of integrity and relationship-building in his leadership style.

Summary of Question 2

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

1. Lack of Presidential and Large-Scale Leadership Experience

- Many respondents are concerned that the candidate has never served as a university president, especially at a large or land-grant institution.
- There are repeated mentions of insufficient experience managing complex, multi-campus organizations.
- Some worry that he is not ready for the scale and scope of FAMU's presidency.
- Faculty and alumni note the absence of a track record in leading at the highest executive level.
- There's skepticism about his ability to handle the unique challenges of a major HBCU.
- A few responses suggest he may be better suited for a dean or provost role rather than president.

2. Financial Management and Fundraising

- Concerns are raised about his lack of experience with large institutional budgets and financial oversight.
- Respondents question his familiarity with diverse funding models and major fundraising campaigns.
- Some worry about his ability to secure grants and external funding at the scale FAMU requires.
- There's apprehension about his capacity to manage financial crises or resource constraints.
- Alumni and staff highlight the need for a proven track record in financial stewardship.
- A few mention the importance of building strong relationships with donors and legislators.

3. Political and External Relations

- The political climate in Florida is seen as a significant challenge, and some doubt his readiness to navigate it.
- Respondents emphasize the need for strong advocacy skills with state and federal governments.
- There are concerns about his ability to build partnerships with business, civic, and community organizations.
- Some question whether he has the connections and know-how to represent FAMU effectively in external forums.

- Alumni and community members stress the importance of a legislative director or external affairs team.
- A few responses mention the need for a more polished public relations approach.

4. Communication and Responsiveness

- Several students and faculty feel the candidate's answers were generic or evasive, lacking specificity.
- There's a perception that he sometimes "danced around" questions or reiterated the need for more research instead of providing direct answers.
- Some respondents worry about his ability to communicate a bold vision and inspire confidence.
- Concerns are raised about his engagement with student and faculty concerns.
- A few mention that he seemed underprepared for the finalist stage.
- There's a desire for more transparent and assertive communication.

5. Institutional Fit and Understanding

- Some students and faculty question whether he truly understands FAMU's unique culture and needs.
- There are concerns about his familiarity with the full range of academic programs, especially outside his own discipline.
- Respondents note the importance of quickly acclimating to FAMU's environment and challenges.
- A few worry that he may not prioritize student needs or retention as much as institutional rankings.
- There's skepticism about his ability to unify diverse campus groups.
- Some mention the need for a deeper connection to FAMU's legacy and future direction.

6. Accountability and Decision-Making

- Concerns are raised about how he will hold people accountable and drive institutional change.
- Respondents want to see a clear plan for implementing accountability measures.
- There's apprehension about his ability to make tough decisions under pressure.
- Some question his experience with crisis management and rapid response.
- Faculty and staff highlight the need for strong, decisive leadership.
- A few responses mention the importance of building a high-performing executive team.

As you can see, the concerns in question 2 reflect a desire for a candidate with proven executive experience, strong financial and political acumen, and the ability to communicate a clear, bold vision for FAMU. The feedback also highlights the importance of institutional fit, accountability, and responsiveness to stakeholder needs.

Summary of Question 3

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

1. Readiness and Suitability for the Presidency

- Many respondents express doubts about whether the candidate is fully prepared for the demands of a university presidency, especially at a large, complex institution like FAMU.
- There are repeated calls for the candidate to gain more executive experience before stepping into the top leadership role.
- Some feel he would be an excellent provost or dean, but not yet ready for the presidency.
- Concerns are raised about his ability to handle the scale, visibility, and political pressures of the position.
- Several respondents recommend that the search committee consider candidates with proven presidential experience.
- A few note that while he has potential, the timing may not be right for him to lead FAMU at this critical juncture.

2. Vision, Communication, and Engagement

- Respondents want to see a clearer, bolder vision for FAMU's future articulated by the candidate.
- There is a desire for more direct, transparent communication—some felt his answers were too generic or evasive.
- Several mention the importance of inspiring confidence and excitement among students, faculty, and alumni.
- Some respondents note that he needs to engage more deeply with the full range of campus stakeholders.
- There are calls for the candidate to demonstrate a stronger commitment to listening and responding to community concerns.
- A few express disappointment that he did not address specific issues or present innovative solutions during the process.

3. Political and External Relations

- Many highlight the need for a president who can skillfully navigate the challenging political environment in Florida.
- There are concerns about the candidate's ability to advocate effectively for FAMU at the state and federal levels.
- Respondents emphasize the importance of building strong relationships with legislators, donors, and external partners.

- Some worry that he may not have the political savvy or connections needed to secure resources and support for FAMU.
- There is a desire for a leader who can elevate FAMU's profile and influence beyond the campus.
- A few suggest that the candidate should develop a more robust external relations strategy.

4. Financial Management and Fundraising

- Respondents stress the importance of proven experience in managing large budgets and complex financial operations.
- There are concerns about the candidate's track record in fundraising and grant acquisition.
- Some note that FAMU needs a leader who can secure new revenue streams and ensure long-term financial stability.
- Several mention the need for a president who can build strong relationships with donors and philanthropic organizations.
- There is apprehension about the candidate's ability to lead major capital campaigns or navigate financial crises.
- A few recommend that he gain more experience in financial management before assuming the presidency.

5. Institutional Fit and Understanding

- Some respondents question whether the candidate truly understands the unique culture, history, and needs of FAMU.
- There are concerns about his familiarity with the full range of academic programs and student populations.
- Several note the importance of quickly building trust and credibility with the FAMU community.
- Some worry that he may prioritize institutional rankings over student support and retention.
- There is a desire for a leader who can unify diverse campus groups and foster a sense of belonging.
- A few express skepticism about his ability to honor FAMU's legacy while driving innovation.

6. Accountability, Decision-Making, and Team Building

- Respondents want to see a clear plan for holding administrators, faculty, and staff accountable for results.
- There are concerns about the candidate's ability to make tough decisions and implement necessary changes.
- Some highlight the importance of building a high-performing executive team to support the president's vision.
- Several mention the need for strong crisis management skills and the ability to respond rapidly to challenges.

- There is a desire for transparent, data-driven decision-making processes.
- A few recommend that the candidate seek mentorship and guidance from experienced university leaders.

As we move through these responses, it's clear that the FAMU community is looking for a president who combines executive experience, visionary leadership, political acumen, and a deep understanding of the university's unique culture. The feedback in question 3 underscores both the candidate's potential and the significant gaps that must be addressed for success in this critical role.

Analysis

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

OBJECTIVES

Essential Duties & Responsibilities

Leadership and Administration

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

Financial Management and Fundraising

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

Community and Partnerships

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

Compliance and Policy

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

Faculty and Staff Development

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

Additional Responsibilities

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

Qualifications & Experience

Educational Requirements

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

ANALYSIS

Leadership and Administration

Alignments:

- Has academic leadership experience as a provost
- Shows understanding of academic programs
- Demonstrates professional leadership qualities
- Has experience with student services

Critical Gaps:

- Limited experience with full organizational responsibility
- No track record of university-wide strategic leadership
- Insufficient evidence of comprehensive planning abilities
- Lack of experience with performance metrics at institutional scale
- No demonstrated experience with BOT policy recommendations
- Limited experience with multi-campus management

Financial Management and Fundraising

Alignments:

- Some experience with departmental budgets
- Basic understanding of university finances
- Shows potential for relationship building

Significant Gaps:

- No demonstrated large-scale financial management experience
- Limited evidence of successful fundraising campaigns
- Lack of experience with diverse funding models
- No track record of major grant acquisition
- Limited experience with capital campaign management
- Insufficient experience with state funding models

Community and Partnerships

Alignments:

- Strong connection to FAMU community
- Good communication skills
- Professional demeanor in stakeholder interactions

Gaps:

- Limited evidence of business partnership development
- No clear track record of government advocacy
- Minimal experience with external relations

- Limited experience with public relations
- No demonstrated success in community engagement at scale
- Insufficient experience with military and civic organization partnerships

Compliance and Policy

Alignments:

- Understanding of basic university operations
- Experience with academic administration
- Professional approach to governance

Major Gaps:

- Limited experience with Florida Statutes
- No demonstrated BOT interaction experience
- Lack of experience with NCAA compliance
- Limited exposure to institutional accreditation
- No track record of contract administration
- Insufficient experience with regulatory compliance

Faculty and Staff Development

Alignments:

- Shows commitment to professional development
- Understanding of faculty needs
- Experience in academic environment

Gaps:

- Limited experience with institution-wide development programs
- No demonstrated track record of fostering entrepreneurial spirit
- Insufficient experience with large-scale organizational culture change
- Limited evidence of cross-departmental development initiatives
- No clear strategy for institutional climate improvement
- Lack of experience with comprehensive staff development

Additional Responsibilities

Alignments:

- Shows potential for higher education leadership
- Understanding of academic environment
- Professional demeanor

Gaps:

- Limited influence in higher education at national level
- No demonstrated experience with state-level education policy

- Insufficient experience with broader higher education development
- Limited exposure to national education initiatives
- No clear track record of policy influence
- Minimal experience with educational advocacy

Qualifications & Experience

Alignments:

- Has terminal degree
- Has administrative and academic experience
- Shows professional achievement

Gaps:

- Limited research university experience
- No D1 athletics experience
- Insufficient scale of leadership experience
- Limited breadth of sector experience
- No demonstrated experience at presidential level
- Lack of experience with institutional complexity

Overall Assessment

Major Strengths:

1. Strong academic credentials
2. Professional demeanor and communication
3. FAMU connection and understanding
4. Basic administrative experience
5. Commitment to student success
6. Potential for growth

Critical Gaps:

1. Insufficient executive leadership experience
2. Limited financial management track record
3. Lack of experience with external relations
4. Minimal compliance and policy experience
5. No demonstrated success at required scale
6. Limited experience with complex institutional management

Recommendation Considerations:

1. The candidate shows potential but has significant experience gaps
2. Success would require:
 - Strong supporting leadership team
 - Significant mentorship
 - Robust transition plan

- Clear accountability frameworks
- Comprehensive development strategy
- Strong external relations support

The feedback suggests that while the candidate meets basic qualifications, there are substantial gaps between their current experience level and the requirements of the position, particularly in areas of executive leadership, financial management, and external relations.