

President's Self-Assessment Evaluation 2019-2020

for

Larry Robinson, Ph.D.

As voted on in the April 28, 2020 Board of Trustees meeting, please accept the following narrative and numerical ratings as my self-assessment of my performance for the 2019-20 year on the seven factors below:

- Annual Priorities and Goals
- Strategic and Academic Leadership
- Organizational Management
- Financial Management with sub-factors: *Fiscal Management and Fundraising*
- Communication
- Relations with sub-factors: *Internal and External Relations and Board and Governance Relations*
- Personal Values

The numerical ratings and their meanings are as follow:

- **Superior (5):** Significantly and consistently exceeds expectations. Quality and quantity of work is exemplary and considered best practice.
- **Above Average (4):** Significantly exceed expectations in most areas. Many functions are performed beyond expectations.
- **Average (3):** Competently performs job functions. Some tasks are performed beyond expectations.
- **Below Average (2):** Inconsistently demonstrates the skills and abilities to perform job functions.
- **Poor (1):** Consistently demonstrates the inability to perform job functions.

Beginning on page two, you will find a high-level summary of key work accomplished over the past year. I look forward to our review session in August.

Annual Priorities and Goals

How effective was the president in attaining annual goals?

Goal 1: Achieve an overall score on the metrics evaluated under the Performance Based Funding Model of at least **71 points** for 2019-20

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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The specific target goal was achieved. FAMU achieved its highest overall score of **73 total points** on the PBF metrics evaluated under the Performance Based Funding Model since its inception, exceeding the goal for 2020. For the 2020-21 fiscal year, the University will receive \$13.3M in performance-based funding allocation. The following provides the actual outcomes as reported in the 2020 Accountability Plan:

PBF Metric	2019 Actual	2019 Points Earned	2020 Goal	2020 Actual	Annual Change	2020 Points Earned	Annual Trend
1. Percent of Bachelor's Graduates Employed and/or Continuing their Education (1 Year after Graduation)	63.9%	6 (E)	70.5%	65.6%	1.7%	6 (E)	▲
2. Median Wages of Bachelor's Graduates Employed Full-time (1 Year after Graduation)	\$31,600	6 (E)	\$34,700	\$33,500	6%	10 (I)	▲
3. Net Tuition & Fees per 120 Credit Hours	\$7,640	10 (E)	\$7,600	\$6,570	-14%	10 (E)	▲
4. FTIC Four-Year Graduation Rate	22.5%	1 (I)	30%	27.7%	5.2%	10 (I)	▲
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	71.3%	2 (I)	85%	73.0%	1.7%	3 (I)	▲
6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis	43.7%	7 (E)	48%	47.8%	4.1%	9 (E)	▲
7. University Access Rate (Percent of Undergraduates with a Pell Grant)**	65.6%	10 (E)	65%	64.3%	-1.3%	10 (E)	▼
8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis	55.2%	8 (E)	60%	51.7%	-3.5%	6 (E)	▼
9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours	51.4%	10 (I)	52%	53.5%	2.1%	4 (I)	▲
10. BOT Choice: Number of Bachelor's Degrees Awarded to Transfers with AA from FCS (Effective 2020)	285	-	290	269	-5.6%	5 (E)	▼
Total Score	-	70 pts*	71 pts	-	-	73 pts	70% of PBF metrics increased

E = Excellence I = Improvement

*Note in 2019, the University earned 10 points for the BOT Choice Metric – Percent of R&D Expenditures from External Sources. This metric was replaced in the 2020 Accountability Plan.

For additional information on the PBF metrics, President's Goals and Strategic Plan/Accountability Plan key performance indicators, please visit <http://president.famu.edu> (click on Goals) for the President's Dashboard and Scorecard.

**Note: Metric 7 shows a 1.3 percentage point decline; however, the University earned 10 Excellence Points. We are 20 points above the SUS benchmark for an institution to earn 10 excellent points on this metric (FAMU is ranked #1 in the SUS).

Goal 2: Increase the University's four-year graduation rate from 22.5% to 30

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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The specific target goal was not achieved. However, the university's 4-year graduation rate showed significant improvement, increasing from 22.5% to 27.7%, a 5.2 percentage point increase. Although the specific goal of 30% was not met for the year, the 5.2 percentage point increase demonstrates that the university's student success initiatives are having the anticipated impact.

Key Activities and Initiatives:

- **Expansion and Enhancement of Academic Support Services:** We have restructured undergraduate advisement and freshman studies. Funding was allocated to establish 49 positions to hire additional Academic Advisors, Academic Coaches, Career Counselors, Mental Health Professionals, and Full-Time First-Year Experience Instructors. The Office of Freshmen Studies was established this academic year to focus on all aspects of the first-year experience for students to afford a smooth transition into the college setting. We have also created the Office of Transfer Services (Fall 2019) and the Office of Transfer Student Success and Retention (Spring 2020) to better meet the unique needs of transfer students.
- **Predictive Analytics:** The Division of Academic Affairs established a Data Analytics Workgroup to increase the University's use of predictive analytics to foster student success.
- **College/School Action Plans:** Each academic dean was required to develop action plans that specified quantifiable goals for increasing four-year graduation and retention rates of students enrolled in their respective programs.

Goal 3: Achieve first-time licensure pass rates that meet or exceed state or national benchmarks (Program Goal: Law ($\geq 70\%$), Nursing ($\geq 90\%$), Pharmacy ($\geq 88\%$) and Physical Therapy ($\geq 92\%$)).

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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The specific target goals for each program were not achieved. However, first-time pass rates increased for three of the four programs, as indicated below.

- **Law:** Pass rates increased by 10 percentage points (from 47% to 57%)
- **Pharmacy:** Pass rates increased by 8 percentage points (from 75% to 83%)
- **Physical Therapy:** Pass rates increased by 13 percentage points (from 73% to 86%)
- **Nursing:** Pass rates decreased by 19 percentage points (from 82% to 63%)

Key Activities and Initiatives:

- **Program Improvement Plans:** Each program continued progress on implementing the initiatives outlined in the respective program improvement plans. The improvement in scores observed over the past year, with the exception of the Nursing program, demonstrate that the programs are taking the appropriate steps to foster improvement.
- **Strengthening Program Leadership:** National searches for new deans in Nursing and Law were completed during the year (July 1, 2020 start dates for both new hires).
- **Establishment of Licensure Pass Rate Task Force:** The Provost established the task force to conduct an in-depth evaluation of each program and develop recommendations to facilitate increased and sustained performance of first-time takers on licensure exams.

Goal 4: Increase annual giving by **5% from \$11.6M to \$12.2M** and implement a plan to launch a capital campaign.

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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The specific target goal was not achieved. Total funds raised: \$7M. The 2019-20 goal was to increase annual giving by 5% (from \$11.6M to \$12.2M) and implement a plan to launch a capital campaign. Although the University did not meet the total fundraising goal during the COVID-19 pandemic, the University did experience a \$1.29M or 28% increase in total cash raised over the past year. Additionally, the University's 2019-2020 alumni giving rate increased 60% from 4.8% to 7.7 for 2019-2020. The Division of University Advancement continues to execute against the recommendations in an external consultant's 2018 Capital Campaign Readiness Plan in preparation for a future capital campaign.

As of June 30, the 2019-2020 annual giving amount is \$7.05M (\$5.9M Cash + \$1.15M pledges and planned gifts).

The University is in the assessment and preparation stages for launching a capital campaign. Actions to date include:

- Continued implementation of infrastructure and programmatic recommendations from the 2018 external consultant's Capital Campaign Readiness Report
- Implemented initiatives to increase the alumni giving rate
- Refining the prospecting process and potential major donor pool

Goal 5a: Implement the University's comprehensive service excellence plan to improve customer service in key administrative units:

Development and implementation of training and service excellence programs; initiate preliminary benchmarking; and monitor service excellence

(President Robinson to provide a self-assessment response that addresses the comprehensive implementation of the customer service strategy across the full enterprise)

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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The specific target goal was achieved. The development and implementation of service excellence is multi-phased, convergent, and integrated into the entire university. In 2018, the University retained a consultant, NRaisman & Associates, to assist with service excellence identification and implementation. Components included:

1. Service Excellence Mission/Vision Statement - As we concluded the year in 2019 during my Annual Retreat, each division/college/school developed its mission/vision statement and core values that aligned with the University's. This initiative was conducted to provide the University with the 2019-20 comprehensive framework for the development and implementation of training and service excellence programs across the full enterprise.
2. Employee Roles, Expectations, and Departmental Accountability - Because customer service is integral to the success of all, training sessions highlighting service excellence were held as stand-alone components (i.e., mandatory trainings for all faculty and staff) and within other events such as the Annual Faculty Planning Conference. In 2019-20, service excellence training was provided to more than 800 FAMU employees on the main campus and College of Law. The purpose of the training was to provide employees with a comprehensive view of their expectations related to service excellence and give an in-depth view of employees' roles in implementing a culture of service excellence. One important aspect of the training was departmental accountability. In key high-contact areas (e.g., Financial Aid, Admissions, etc.), point of contact (POC) assessment tools were developed, piloted, and utilized. These tools included short surveys accessible via the customers' phones and assignment of a unique QR Code. These surveys were short and specific to the student's satisfaction of a single contact with a FAMU employee in the designated locations. The results of these surveys have allowed each area to determine the customers' perceptions of where improvements might be made, times of day that are particularly difficult, and where each area is excelling. To assist in this component, a designated HR coordinator, whose primary function is service excellence, was hired to ensure continued focus and to identify and/or facilitate specific trainings to meet each department's needs.
3. Guidelines, Practices and Procedures and Guidelines - Guidelines, practices and procedures have, up to this point, been delivered via training initiatives. Guidelines in the first phase included specifics regarding how to answer phones, handle conflict, etc.; however, the next phase of this project (2020-21) will include process and business mapping, which will include workshops to develop maps for change and plans for process improvement. Through this process, it is expected that additional guidelines, practices and procedures will be developed.
4. Management Support - To ensure continued focus on service excellence, tools were developed to assist supervisors. An employee self-assessment tool, as well as a supervisor assessment tool allowed each employee and his/her supervisor to determine where each employee's strengths and areas of growth reside. Following completion of the documents, meetings between employees and supervisors were held to confirm that all have the same service excellence expectations and allowed each supervisor to determine where professional development and additional training was appropriate. Prior to each assessment, training sessions were conducted with managers to ensure that all of the forms were utilized appropriately.
5. Service Offerings - Through this component, a sample of services that have been improved or added are:

- Financial Aid added additional designated individuals to answer phones, provided Pop-up workshops, reduced batch processing times, and utilized phone roll-over technology to ensure that service excellence standards are exceeded.
 - Admissions implemented the use of technology and improved internal systems to cut application processing time, reduced incomplete application files, and provided a guaranteed completion date to students who file applications on-time.
 - In response to student feedback, Venom Van GPS location was added to the FAMU app.
 - New advisors were added to ensure that consistency across the student experience is achieved.
 - A call center feasibility study was conducted and the results are currently under review.
6. **Service Standard and Measurement** - Service standards were developed at the highest level through the Mission/Vision statement. To ensure that the Mission/Vision was intentionally filtered through each division and department, the statement was developed using a collaborative process in several iterations which involved several levels of leaders across the institution. Participants were tasked with developing a College/School/Division/Department statement aligned with the university-wide statement. This process ensured that each division or department mission/vision statement aligned with the overall expectation of the university. They were further tasked with aligning their measurements of these statements in multiple ways, including:
- Employee Engagement: Employee Self-Assessment and Supervisor Assessment Tools
 - Customer Perceptions: Point of Contact Surveys, Focus Groups
 - Annual Assessment: Each unit was tasked with developing service excellence standard measures to be included in their annual assessments.
7. **Motivators Rewards** - While many of the components focus on improvement, it is important to develop employee recognition for those who excel in service excellence. As such, an Employee Service Excellence Recognition Program is currently under development and will be implemented in the 2020-21 fiscal year. The focus of this component will be to recognize and acknowledge service excellence at the University in an annual awards ceremony.
8. **Training** - Training has been key to the success of the service excellence initiative. As noted previously, multiple training sessions were conducted on:
- Improvement of customer service, including appropriate ways to answer phones, conflict resolution, warm transfers, and problem resolution.
 - Use of tools, such as the Employee Self-Assessment and the Supervisor Assessment Tools
 - Specific trainings to meet the needs of each division/department
 - Continued training is integral to ensure that all FAMU staff continue to strive for the highest levels of service excellence. To ensure that this remains a priority, personnel have been employed with designated responsibility to identify and/or facilitate specific trainings to meet each department's needs.

As we began this initiative, we initially looked at service excellence holistically and through a large lens. However, as the university community has traversed this process, the focus has shifted to a regular and more granular level, evidenced by the regular focus on stakeholder involvement in decisions. In recent months, our university has conducted multiple focus groups with various stakeholders (students, faculty, staff, alumni, employers, community business leaders, etc.) on various topics such as:

- Improving licensure pass rates.
- Gathering information on how they have been impacted by COVID-19.
- Developing and administering targeted surveys to determine the feelings of parents, students, staff, and faculty are being conducted to determine how to best communicate return-to-work/school initiatives.

In summary, while Service Excellence began as an initiative of our Strategic Plan, as president, I know it has become an integral part of FAMU culture. Throughout this initiative, it has been important to me to ensure that we heard from our customers on “*what FAMU did well*” and “*what could be improved*.¹” As outlined above, these actions prove that the University has implemented a comprehensive “service excellence” strategy across the full enterprise, by focusing on those we serve – both internally and externally.

Goal 5b: Increase the percentage of graduates reporting they are Very Satisfied/Somewhat Satisfied with services in key administrative units on the Exit Survey:

Goal 5b-a Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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a. **2019-20 Goal: Advising Process from 67% to 70%**

	2019	2020 Actual	2020 Goal	Annual % Change
Advising Process	67.2%	71.4%	70%	+4.20%

The specific target was achieved. During the 2019-2020 academic year, the Office of Academic Advising and Student Success made improvement in the delivery of services and interactions with students. One contributing factor to the increase is the University's investment in the hiring of 26 additional academic advisors.

Goal 5b-b Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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b. **2019-20 Goal: Office of Parking Services from 46% to 60%**

	2019	2020 Actual	2020 Goal	Annual % Change
Parking Services Office	46.2%	47.8%	60%	+1.60%

The targeted goal was not achieved. The Office of Parking and Transportation continued to upgrade its services for the FAMU Community. One initiative this year, based on feedback gathered from our students, was the installation of GEOTAB GPS tracking device on the Venom shuttles. This device allowed the students to track the location of the shuttle and estimated arrival in real-time, decreasing the student's wait time and improving safety. Additionally, a new parking area was added.

Goal 5b-c Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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c. **2019-20 Goal: Office of Financial Aid from 54% to 65%**

	2018-19 Actual	2019-20 Actual	2019-20 Goal	Annual % Change
Financial Aid Office	54.1%	63.8%	65%	+9.70%

The specific target was not achieved. However, the Office of Financial Aid improved its overall ratings by ~10%. The office has continued to make substantial progress in improving its service offerings to students by adding additional staff to answer incoming calls; providing "pop-up" financial aid workshops in residential facilities and the library; and decreasing the time to process financial aid awards from 10 days to 5. Additionally, the office is reviewing technology options to address the concerns regarding communication with students.

Goal 5b-d Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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d. 2019-20 Goal: Registrar's Office from 79% to 80%

	2018-19 Actual	2019-20 Actual	2019-20 Goal	Annual % Change
Registrar's Office	78.70%	77.70%	80%	-1.00%

The specific target was not achieved. The Registrar's Office staff attended two workshops presented by the University's customer service consultant on service excellence focusing on telephone use and general customer service skills. The office worked to establish skills and commit to seventeen service excellence performance standards based on the University's service excellence values. Examples of standards implemented included:

- Email Response Time: The office implemented procedures to respond to all email requests within 24 hours of receipt.
- Voicemails Response Time: The office implemented procedures to respond to all voicemails received within 24 hours of receipt.
- Telephone Answering: Revised the telephone setup by functional units and commit to using standard telephone greeting.
- During the pandemic, most of the Registrar's Office business processes were modified to be online and contactless. Additionally, electronic forms (eforms) were created to provide students with easier remote access.

Goal 5b-e Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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e. 2019-20 Goal: Housing Office from 57% to 60%

	2018-19 Actual	2019-20 Actual	2019-20 Goal	Annual % Change
Housing	56.9%	53.4%	60%	-3.50%

The specific target was not achieved. However, the Housing Office completed several projects to enhance the residents' living environment and overall experience. These include, but are not limited to:

- Purchased new lobby, living room and dining room furniture for several residence halls including Polkinghorne Village, Palmetto North, and Palmetto South.
- Replaced the roof on several buildings at Palmetto South and Phase III.
- Replaced select bathtubs, bathroom vanities and kitchen cabinets in Palmetto South and Phase III.
- Painted Gibbs Hall and Paddy-Foote Complex.
- Redecorated the Gibbs Hall main lobby (sponsored by FAMU Alumni Karamo Brown in conjunction with Home Goods)
- Student-led recreational trip for residents by the Residence Hall Association (RHA):
 - Fall 2019 semester - Halloween Horror Nights, Universal Studios, Orlando
 - Spring 2020 semester – Trip canceled due to COVID-19
- The Housing Office continued to promote the fall 2020 opening of the FAMU Towers (700-bed residential facility).

Goal 6: Increase enrollment of FCS AA transfer students from 886 to 975.

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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	Fall 2018 Actual	Fall 2019 Actual	Fall 2019 Goal	Annual Change
FCS AA Transfers Enrolled	887	925	975	+38 new transfers students or

				+4% increase in total enrollment	
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The specific target was not achieved. However, the University made a significant investment in the Office of Transfer Services to ensure its alignment with strategic priority 1, goal 1 to “Enhance pathways to degree attainment.” The Office of Transfer Services was able to execute two additional articulation agreements with institutions in the Florida College System (FCS). Increasing the university’s exposure to students at FCS partner institutions which contributed to increased enrollment.

In fall 2019, the University experienced a 14.8% increase in the number of FCS AA applications; a 14.3% increase in the number admitted; and a 19.3% increase in the number of new FCS students enrolled. The University continued its efforts in the establishment of additionally Ignite Articulation agreements, adding two (2) in 2019-20, bring the total to 17 participating FCS institutions. As of June 30, 2020, a total of 2,695 students are participating in the Ignite Transfer program. Students participating by FSC:

- Broward College – 922
- College of Central Florida – 3
- Eastern Florida State College - 4
- Florida Gateway College - 4
- Florida State College Jacksonville – 137
- Hillsborough Community College – 62
- Indian River State College – 14
- Miami Dade College – 116
- Palm Beach State College – 319
- Pasco Hernando State College – 5
- Polk State College – 53
- State College of Florida – 13
- Santa Fe College – 79
- South Florida State College – 1
- St. Pete College – 129
- Tallahassee Community College – 755
- Valencia College – 79

Goal 7: Increase total R&D expenditures by 1% (from \$38M to \$38.38M).

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
R&D Expenditures	\$38M	\$39.6M	\$38.38M	+4%	

The specific target goal was achieved. The Research and Development (R&D) expenditures as of June 30, 2020, were approximately **\$39.61M**. The Division of Research facilitated several initiatives to incentivize the research efforts at the University. Efforts include: 1) providing F&A rebates to faculty Principal Investigators; 2) providing start-up packages for new potentially research-active faculty; 3) reducing F&A rates on proposals to meet matching mandates; 4) provide cash matches for high-priority research proposals; 5) facilitating on-campus workshops with funding agencies; 6) organizing research focus groups for interested faculty; 7) providing small incentive grants for selected focus research groups; 8) providing grant-writing workshops with selected academic departments; and 9) providing funding for two grant specialist in one college.

In 2019-20, 145 new grants were received in the award amount of \$55.7M (includes \$6.5M CARES Act funding). Additionally, a total of 8 patents were awarded in the 2019-20, the highest in a single year over the past ten years.

Note: The COVID-19 pandemic occurred during the time of maximum R&D spending, and as a result, the R&D spending was approximately reduced by a substantial amount. A rough estimate puts the loss of R&D spending of between \$3M and \$5M.

Goal 8: Ensure completion of CASS and residence hall on time and within budget.

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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The specific target goal for one facility is on track as of June 30, 2020, and the other experienced delays due to the COVID-19 pandemic.

The **700 Bed Residence Hall** is 94% complete and the University will be able to occupy the facility on July 27, 2020. This is earlier than the expected August 12, 2020 move-in-date. As of June 30, the project is within the revised budget. Currently, there is on-going training for the different equipment throughout the facility.

The COVID-19 pandemic has created some delays with the **Student Affairs Center for Access and Student Success (CASS)** building. These delays have impacted the schedule by at least two months. The project schedule has moved the August 29, 2020, substantial completion date to mid-October and the completion date to November 30, 2020. The delays were related to manufacturing time for the cornice board, storefront windows, and electrical components that impacted the HVAC systems, installation of the elevator and completion of finishes. We are looking at a temporary occupancy, with a phased move-in by floors, starting early September thru October 2020.

Oversight of Construction Projects

Through the efforts of the Division of Audit, the assigned staff member monitored the construction projects and provided feedback to me regarding the management of construction projects and any indicators which may suggest projects will be over budget or delayed.

Goal 9: Strengthen the University's financial health by achieving or exceeding a minimum debt ratio ≥ 1.0 .

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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The specific target goal is on track based on preliminary figures as of June 30, 2020. As a result of the debt restructuring, based on this fiscal year's projection, the University's debt ratio remains strong at 1.88. The decrease from the FY19 metric of 3.71 is due to the beginning of repayment on the refinanced bonds on July 1, 2019. The actual outcome of this metric will not be known until after the audited 2019-20 financial statements are completed in October 2020.

Note: On March 5, 2019, the University closed on a \$125 million loan under the HBCU Capital Financing initiative with the Department of Education. This loan included the refinancing of three bonds held with the State of Florida, and an additional \$70 million dollars of new money that is being used for financing a new 700-bed housing facility and dining hub.

Strategic and Academic Leadership

How effective is the President in Strategic and Academic Leadership?

Uses data to make timely, informed decisions that drive a culture of improvement in academic and administrative areas

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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During the senior leadership team meeting, the important role of making data-informed decisions is discussed weekly. Each University leader, during the annual evaluation period, is reminded of the need for their commitment, support, and willingness to use data-informed decision making in their respective areas. The table below provides examples of how the University, supported by having a data-informed culture, promotes the use of data to drive improvement across the academic and administrative areas and to meet the goals and metrics outlined in our 2017-2022 Strategic Plan, “*FAMU Rising*”:

Use of Data	Examples of Use for Informed Decision Making
Student success and outcomes	<ul style="list-style-type: none"> • Established quantifiable annual goals for each academic dean that are aligned with the President’s and Provost’s annual goals; goal achievement is a component of annual performance evaluations • Established an Academic Affairs Data Analytics Workgroup to track and evaluate outcomes for key performance indicators at the academic program level. • Utilized leading indicator data to predict outcomes and monitor four- and six-year graduation rates; retention rates, degrees awarded in programs of strategic emphasis; time to degree; and enrollment planning. • Student performance data for enrollment management was used to determine the profile of students who graduate in four years. • Based on student feedback and research on best practices, the Freshman Studies courses were redesigned to provide students with more academic success strategies while introducing them to how to utilize the abundance of University resources. Based on the need for a targeted focus on freshman studies, a director was hired in April 2020. • To meet the academic requirements associated with NCAA standards, resources were provided to meet needs related to NCAA academic standards and compliance. As a result, the Department of Athletics delivered two consecutive semesters of 3.0 GPA or higher in 2019-20. • Dashboards – President’s Goals, PBF metrics, Strategic Plan/Accountability Plan; Colleges and Schools and Licensure Exam Programs. Visit president.famu.edu (click on Goals) for additional information. • Tableau Interactive Website with data on admissions, enrollment, degrees awarded, faculty, and financial aid. Visit www.famu.edu/oir for additional information.
New academic program and curriculum innovation	<ul style="list-style-type: none"> • The Licensure Exam Task Force utilized data to conduct an in-depth evaluation of each program and generated actionable recommendations and sustained performance of first-time takers on licensure exams. These reviews were primarily informed by: a) data and information provided by the academic programs; b) reports and studies provided by external consultants; and c) stakeholder feedback obtained via focus groups and surveys. • Data was gathered to strengthen academic programs through the reviews of selected academic programs. In 2019-20, programs included: Sport Management (BS); Philosophy (BS); Philosophy and Religion (BS); Religious Studies (BS); Theatre (BS); and Fine Arts (BS).

Operational efficiency and effectiveness	<ul style="list-style-type: none"> • The University used data through Highbond (Audit Management Software) to track audit issues and allowed area managers to monitor and manage their progress for corrective actions taken in response to internal and external audits. This information was used to keep the BOT and me informed of the status of correcting audit issues. • Through the Division of Audit, continuous monitoring efforts were conducted in key areas to assist management and me in providing sustained and focused attention to high-risk areas. The Division of Audit reports out periodically to both the Senior Leadership Team and the Board of Trustees Audit and Compliance Committee on the status of management actions taken to address audit and investigative findings. These efforts collectively helped ensure a culture of compliance and continuous improvement in University operations. • The onboarding process was streamlined through the creation of an Electronic Personnel Action Form (ePAF) to replace paper processes by automating personnel action business processes, including new hires and rehires, promotions, data changes, rate increases, additional pay, transfers, leave of absence requests, retirements and terminations. • The ePerformance module in the University Human Resources system was implemented to develop and administer an online performance management system to streamline the review process, integrate best practices, ensure that performance management of our staff employees is efficient, effective, timely, meaningful and in alignment with the University's core values, operational needs and expectations. The project nears completion and is expected to be deployed over the summer of 2020.
Meeting the needs of the community	<ul style="list-style-type: none"> • COVID-19 Site – Utilizing data gathered during the COVID-19 pandemic, the University in collaboration with the Bond Community Health Department, Leon County Health Department and Florida Department of Health, established a walk-up site to provide “free of charge” services to the local community. As of June 30, 2020, more than 15,000 individuals have been tested at the site.
Data Security	<ul style="list-style-type: none"> • Data Breaches and Cyber Security– The University used monitoring tools to maintain the security and privacy of confidential personal information and other data the University collects and stores; and for the protection of the University’s technology infrastructure from exposure and compromise.
Compliance	<ul style="list-style-type: none"> • Held regularly scheduled meetings with the legal department to discuss ongoing litigation, internal compliance investigations, internal Title IX matters and other legal issues. These data-informed discussions allowed for making important legal decisions that were then discussed with outside counsel and other university departments. Additionally, the results of internal and external compliance investigations were discussed, which resulted in making informed decisions to foster a culture of compliance throughout the enterprise. Such consultations served as the catalyst for developing University trainings initiatives (e.g. Title IX, Sunshine Law/Public Records, and Management Seminar) which promoted compliance with state and federal law and reduced litigation and audit exposure.

Leads stakeholders in implementing strategic initiatives (short-term and long-term) that achieve a competitive advantage					
Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
In 2019-20, the focus continued to be on implementing the University Strategic Plan, currently at the mid-point of the plan. Examples across the enterprise included:					
<ul style="list-style-type: none"> • Continual updates and revisions to the Dashboards and Scorecards website that include data at the college/school level; and in the process of the development of dashboard for the licensure exams programs. • Annual goal setting at the VP and Dean levels to drive improvements in performance on several institutional priorities, which include student success, budgeting, customer service and faculty excellence, including scorecards and dashboards at the Deans level. • Quarterly status updates and highlights at each BOT meeting. • Redesigned and restructured of the budgeting model to properly allocate resources to support the plan and other strategic initiatives to support key initiatives. • The University developed and received approval on the (modified) 2020 Accountability Plan by the FAMU Board of Trustees and the Board of Governors. The approved plan noted increases in the University's outcomes on the Performance-Based Funding (PBF) Model, which included: <ul style="list-style-type: none"> ○ Increases in seven of the 10 PBF metrics. ○ The University attaining the highest PBF score since the inception of the model. • Promoted the University's strategic initiatives through consistent communication and engagement with the BOT, BOG, faculty, staff, students, alumni and other key stakeholders. Examples include: <ul style="list-style-type: none"> ○ <u>Strategic Plan</u> – Implemented several initiatives outlined in the University's Strategic Plan to promote student success, recruiting and retaining top-notch faculty, promoting accountability and efficiency and service excellence. Implementation of software to track progress on the strategic plan by the Division of Strategic Planning, Analysis and Institutional Effectiveness. ○ <u>2020-21 Legislative Budget Request</u> - Several LBRs were developed and submitted for consideration by the Florida Legislature in support of the University's strategic priorities. The University anticipates receiving a funding allocation in support of the \$4.5M LBR that was submitted under the Board of Governors University of Distinction initiative. ○ <u>Audit Work Plan</u> – Established annual goals through the audit work plan development process to focus audit resources on the areas of greatest needs. This plan requires the Board of Trustees' approval and routine status updates. ○ <u>Facility Enhancements</u> – The construction of new and upgrading facilities to further enhance the student living and learning environment (e.g., CASS building, 700-bed residential facility, dining hub and amphitheater). ○ <u>State of the University Address</u>: Annual address to faculty, staff and students to share the University's milestones and the future direction of the University. ○ <u>COVID-19 Pandemic Town Halls</u>: Utilized the town hall format to communicate with faculty, staff, students, alumni and other stakeholders on FAMU's plan regarding remote instruction, housing and reopening the University. ○ <u>Quarterly Updates</u>: Provided quarterly status updates and highlights at each BOT meeting. ○ <u>Budget Planning</u>: Effective budget planning and allocation of resources to support the plan and other strategic initiatives. • Fundraising <ul style="list-style-type: none"> ○ Continued implementation of the Division of University Advancement's Strategic Plan ○ Continued implementation of the FAMU Rising Fundraising Campaign with continued and new initiatives including 1887 Strikes Day of Giving Campaign, the Charitable Planned Giving Legacy Program, the 1887 Student Giving Campaign, etc. • Research <ul style="list-style-type: none"> ○ Contacts were made with various U.S. Federal Government agencies and at several industries in order to expand FAMU's research portfolio. This included engagements with Dr. Ben Carson (HUD Secretary) in support of an economic development initiative: NOAA in support of FAMU involvement in 					

Environmental Research; and Google in support of the involvement of FAMU students and faculty in Information Technology.

- Facilities
 - The University continued its efforts in facility enhancements to include the construction of the CASS building, 700-bed residential facility, amphitheater, dining hub and chill water plant.
- Athletics
 - In conjunction with the new Athletic Director, the following actions were accomplished:
 - Conference realignment of athletic programs, staff re-organization, external fundraising initiatives, and athletics budget control.
 - The short-term enhancements positioned the department to eliminate a \$2.4M cash deficit and implement sound best practices within the Division 1 athletic landscape, positioning the department for operational continuity and compliance.
 - Facilitated the engagement of the Division of Audit to provide routine monitoring and advisory services to the Athletics Department to help ensure budget management and correction of long-term financial reliance on University Auxiliary funds. The Division of Audit was also a key member of the University's Athletics Assessment team charged with addressing a \$2.4 million-dollar budget gap for the fiscal year 2019-2020 through both revenue enhancement and expense cutting initiatives.
- Communications
 - Hosted virtual town hall during COVID-19 (five in June, four in April - with students, faculty, staff and alumni with more than 15,000 viewers).
 - Hosted State of the University address in February 2020 to share FAMU's milestones and where the university is headed.
 - Participated in the Acceptance Day panel discussion on May 29, 2020 with current students to assist in recruiting prospective students.
- Compliance and Ethics
 - In support of the University Strategic Plan, the Office of Compliance and Ethics (established in June 2019) focused on the following:
 - Evaluated and monitored risk exposures and compliance with laws, regulations, policies, procedures and contracts. Monitoring areas included: Athletics, lab safety, the Medical Marijuana Education and Research Initiative (MMERI), and Research Security.
 - Utilized the Enterprise Compliance Committee (ECC) to enable units to detect weaknesses and place targeted focus on those areas. The ECC meets regularly to discuss compliance risks and the ways in which these risks should be managed. The ECC utilizes compliance risk assessments and smaller workgroups to address target issues, such as Title IX athletics equity, conflict of interest, and youth on-campus/summer camps.
 - Provided training and resources related to establishing and implementing appropriate internal controls in high-risk areas. The University completed its first mandatory compliance focused training on Cybersecurity, the Clery Act, Code of Conduct and Sexual Harassment Prevention in March 2020. More than 2,000 stakeholders completed each of the four modules.
- Governmental Relations
 - Advocated for the FAMU LBR and policy priorities with legislators and state officials prior to and during the 2020 Legislative session including meetings, briefings and presentations with the Governor, Senate President and Senate President Pro Tempore, House Speaker, House Appropriations Committee Chair, House Higher Education Appropriations Committee Chair, the Florida Legislative Black Caucus, and House and Senate Agriculture Committee (FAMU Hemp Pilot Project).
 - Collaborated with FSU and the joint College of Engineering, the first Rattler and Seminole Legislative Caucus Briefing was held at the Challenger Learning Center specifically in support of the College of Engineering LBR. The Challenger Learning Center, conveniently located in Kleman Plaza, is operated by the joint College of Engineering. Following a preview of exhibits by engineering students, Dean J. Murray Gibson briefed legislators and administrators from both universities on the unique standing and capabilities of the FAMU-FSU College of Engineering.

- As part of the annual tradition, more than 100 alumni, students and supporters of FAMU converged on the State Capitol in early February for FAMU Day at the Capitol to promote the University's Legislative Budget Request with legislators and other key officials.
- Collaborated with the local house and state representatives on funding for the Brooksville Agricultural and Environmental Research Station for agricultural research and technology transfers of new farming techniques to small farmers in the local community and around the state.
- Community Engagement
 - Over the past year, I have been involved in numerous community activities, including a meeting with community stakeholders representing the Southside Development Group. The group consisted of southside residents that grew up in the southside, graduated from FAMU and were instrumental in the re-development efforts of the Bond Community. During the initial meeting, we discussed revitalization projects being proposed to the City that would affect the community surrounding FAMU and our vision of a gateway for the University. There are on-going discussions with University staff and the Southside Development Corporation regarding potential local funding for initiatives that would benefit FAMU and the Southside of Tallahassee.
 - This group is a vital partner, as it also worked with the University to inform residents and churches in the Bond Community about the free COVID-19 tests being provided at Bragg Stadium.

Encourages and enables innovation in academic offerings

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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A number of initiatives and activities were implemented and expanded to foster academic innovation. Examples are listed below:

- **New Degree Programs:** Two new degree programs (BS and MS) in cybersecurity were approved by the FAMU BOT during the year. These programs will position FAMU to meet emerging workforce needs in Florida and the nation, as well as promote increased research innovation and productivity. Planning this year was also conducted to develop additional new degree programs in the areas of: biology (Ph.D.), data science (BS and MS), Sustainability (Ph.D.), and Construction Engineering Technology (MS).
- **Strategic Investments:** The University made strategic investments in excess of \$3M this past year in support of the “Strengthen Academic Programs” initiative. These investments enable academic innovation by supporting upgrades to teaching laboratory instrumentation/technology in STEM programs; programmatic enhancements and faculty hires in Programs of Strategic Emphasis, and operational support for the Joint College of Engineering.
- **Review of Academic Program Offerings:** Academic Affairs launched an initiative to conduct an assessment and evaluation of the University’s academic program offerings and academic organization structure to increase operational efficiency and effectiveness. Specific goals include: a) evaluating degree productivity and efficiency, and b) evaluating curricula and degree offerings against workforce needs and institutional priorities.
- **Technology Enhancements:** The Division of Academic Affairs and the Information Technology Services department worked collectively to understand the faculty and business units needs to provide the appropriate technology solutions during the COVID-19 pandemic. The implementation of Zoom meeting solution, as well as the Dropbox cloud storage solution, have allowed all faculty, students and staff to continue to communicate remotely.

Understands the educational needs of FAMU's population and advocates for student support

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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FAMU enrolls the highest percentage of Pell-eligible and first-generation students in the State University System. The ability to adequately serve the needs of this unique student population requires us to be aggressive in securing and allocating resources to address unmet student financial need as well as ensuring that appropriate academic support services are in place. Examples of some of our key efforts to advocate for student support to address these needs are listed below:

- **Legislative Budget Requests:** FAMU submitted a \$15M LBR last year to the legislature entitled “Strategic Investments in Student Success.”
- **Fundraising:** The FAMU Rising campaign includes a focus on raising funds for student support and supporting student success initiatives.
- **Budget Allocations:** Through the University’s internal budget process, we requested BOT approval to allocate increased funding to expand academic support services by hiring several new academic advisors, counselors and academic coaches.

Additionally, I continue to advocate for student support by making myself available to others and listening to their concerns, views, and perspectives (e.g., students during hurricane season, housing issues, students and parents).

- Continued to be a communicator and a listener (e.g., relationship building - meeting with students, faculty, staff, alumni, BOT, BOG, Chancellor and other stakeholders). Activities included:
 - Attended student-sponsored events
 - Conducted Town Hall meetings to address and listen to student concerns
 - Engagement of the leadership team in discussions of related issues, listen, allow the airing of opinions and make decisions that best fit the needs of the institution.
- Actively listened to students’ concerns, which afforded the ability to reallocate resources to areas of critical need. The university increased financial assistance (\$4.5M), mental health counseling, academic advising/coaching, tutoring, and course availability. All of the aforementioned areas have a direct impact on student success outcomes (e.g., PBF metrics).
- I, along with each member of the leadership team, individually purchased at least one suit for a FAMU student who needed business attire for internships and job interviews, again impacting PBF Metrics #1 and #2 post-graduation outcomes. This annual event was in partnership with J.C. Penney’s department store.
- In 2019-20, the Division of Finance and Administration, in partnership with the School of Business and Industry, provided internship opportunities for three students (this partnership contributes to the performance-based funding metrics related to gainful employment of graduates). At the conclusion of the internship, two graduating seniors decided to continue into SBI’s MBA program and the third student was hired as an OPS student worker for another year.
- In anticipation of financial challenges to students as a result to the Coronavirus Pandemic and the additional financial support that may be needed for students, the University executed a contract with Transact/Cashnet to develop an installment payment plan for students beginning fall 2020. The news of a having a payment plan available for students was communicated on various Virtual Town Hall discussions with parents and students.

Appropriately handles crisis and ensures that contingency plans are in place to avert or plan for future crisis

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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This year has afforded me as president to gain additional skills and knowledge in managing crises at the University. Since July 2019, the university has been faced with a weather emergency and a global pandemic. I, along with my senior leadership team and other strategic managers, have addressed these emergencies and continuously provide status updates to the FAMU community. The following provides examples of actions taken to:

- Weather Preparedness
 - Hurricane Dorian Preparedness: For the third year in a row, the University was faced with the possibility of a hurricane affecting the Tallahassee area. As a result, I immediately instituted the emergency preparation, response, and restoration plans for the campus.
- Emergency Management (Pandemic)
 - COVID-19 Pandemic: Establishment of the Crisis Management Team (CMT) with formalized roles and responsibilities. The University adopted the crisis management model used by the Federal Emergency Management Agency (FEMA). The CMT meets weekly and provides updates based on information collect at the national, state and local levels. Examples of actions taken include:
 - Transitioned to remote instruction for the spring semester and summer semesters.
 - Approving a Telecommuting Policy to support remote work for employees and remote instruction for students.

- Established an Operations Continuity Taskforce with representation across all divisions with expertise in critical areas ranging from public health to finance.
 - Declared a State of Emergency for the University in early April.
 - Implemented numerous Governor's Executive Orders supporting health, safety and wellness of faculty, staff, students and local citizens, implementation of temporary changes in federal law related to Family Medical Leave and Paid Sick leave for employees in response to the COVID-19 pandemic.
 - Suspended all University-related travel (foreign and domestic), sponsored University events and events scheduled in on-campus facilities.
 - Established a University COVID-19 website to provide data on University actions related to the pandemic.
 - Developed a reopening plan that established expectations and frameworks related to face coverings and social distancing, enhanced cleaning protocols, detection and response, phased approach to campus reopening (faculty, staff and students) and instruction. The plan was developed with a contingency in the event of a resurgence of the virus.
 - Collaborated with business partners in the preparation, execution, and delivery of products and services to the university community in a timely manner. In response to COVID 19, the food services vendor successfully adjusted its offerings in accordance with CDC, Federal, state, local and University requirements. For the upcoming fall semester, these partners are adjusting the service models to compliment the University's reopening plan for the fall 2020. Additionally, through the Office of Business and Auxiliary Services, students were successfully and timely credited meal plan for unused services.
 - Procured COVID-19 equipment including PPE, cleaning supplies, equipment and other items in preparation and support of the University's reopening plan.
 - Utilized the Division of Audit in evaluating and assisting in improving the University's readiness to respond to emergencies thought participation in the Operations Continuity Taskforce, Emergency Management Team, the COVID-19 Incident Management and Response Teams. This included the division's participation on a key sub-committee responsible for review and update of the University's Comprehensive Emergency Management Plan.
- Training and Guidelines
 - FEMA Training: Each member of the senior leadership team was required to take two FEMA certification training courses and the Incident Management Team took several FEMA courses for certification.
 - Desktop Exercises: The University conducted a desktop exercise with the Emergency Management Team in June to ensure that the University is equipped to handle any emergency situation.
 - Revised Emergency Management Plan: The University is in the process of revising the University's Comprehensive Emergency Management Plan to provide the framework by which the University addresses the four phases of emergency management: mitigation, preparedness, response, and recovery. This document was signed by me on June 30, 2020.
- Compliance and Ethics
 - Provided training and resources related to establish and implement appropriate internal controls in high-risk areas (e.g. Mandatory university-wide training on Cybersecurity, the Clery Act, Code of Conduct and Sexual Harassment Prevention).
- Athletics Assessment and Budget Management Process
 - During the summer of 2019, I appointed an Athletics Assessment Team to do a thorough assessment of the Athletics budget to ensure a balanced budget for the 2018-19 fiscal year, and the development of the operating budget for 2019-20 which was approved by the BOT in August of 2019. The Assessment Team's charge was to identify necessary measures to reduce expenses, eliminate select sports programs, re-projection of expected revenues and reassessment and alignment of support from DSOs and buy-down of expenses (scholarships) with allowable dollars. The Assessment Team was reconvened in the fall of 2019 to further assess the Athletics budget and complete a rightsizing and

- realignment of staff. The CFO and Budget Office have continued to provide oversight/monitor athletics budget and ensured transparency through monthly updates to the BOT and the BOG.
- Rebuilding of the Finance and Administration Leadership
 - A major change in the F&A leadership occurred at the end of the 2018-19 fiscal year, with vacancies in the positions of VP for F&A/CFO, Assistant Vice President and Controller, Director for University Budget and an Associate VP for Facilities, Planning, Construction and Safety. The following action occurred:
 - Continued to work with the interim VP for Finance and Administration appointed on June 10, 2019 and other interim finance appointees.
 - The second Interim VP for F&A was hired on August 1, 2019 and served through December 2019. During that period searches were completed for a new University Budget Director (start date in September 2019); a new Assistant VP and Controller (start date in October 2019), a new VP for F&A/CFO (began appointment in January 2020), and the Associate VP for Facilities, Planning, Construction and Safety (start date of January 2020).
 - Worked with the Human Resources department to develop a comprehensive Staff Career Development/ Succession and Replacement Planning process. All information is available on the [FAMU Succession Planning website](#). The site provides informational materials and guidelines for conducting a succession/replacement planning process.
 - Legal Oversight
 - Making myself available to the Legal Affairs department in critical moments to avoid potential and/or proposed litigation that could adversely impact the University. As a result, the legal department is able to assist other departments in complying with state and federal compliance guidelines.

Understanding and ability to stand firm in decisions or to make quick changes, as appropriate

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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As stated earlier, the COVID-19 pandemic has had a major impact on the operations of the University. Since the onset of the pandemic, many decisions regarding the day-to-day operations have to be made quickly. In making these “quick” decisions, I have always made an effort to use the best information available at that time. In some instances, as additional critical information became available; I understood that my initial decision may need to be revised.

Examples of quick and fluid decisions made during the pandemic include:

- My initial response was to stop all international travel, but by mid-March it was clear that the pandemic was a real threat to our campus. In a matter of days, I moved all University classes to an online platform (remote learning) and faculty, staff and administrators were directed to begin to perform their jobs through telecommuting. This was an instance where the situation was fluid and as more information became readily available on a daily, I had to make timely and critical decision to protect all stakeholders.
- Extension of remote instruction through the summer 2020 semester, including cancelling all summer programs and limiting the number of on-campus students residing in residential facilities.
- Actions taken based on a 2020 benchmarking study conducted by Collegiate Sports Partners where it determined that FAMU would be best served both financially and athletically by moving its membership from the Mid-Eastern Athletic Conference (MEAC) to the Southwestern Athletic Conference (SWAC). The results of this study were presented to and approved by the BOT in June 2020.

Organizational Management

How effective is the President in Organizational Management?

Builds and oversees a highly-effective leadership team that takes responsibility, sets and achieves goals that advance the University's mission

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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Several high-level administrative hires were made in the past year, to include:

- **CFO:** A national search was conducted to hire a new CFO.

- **Academic Deans:** National searches were conducted to hire new deans in Nursing and Law.
- **Title III:** A national search was conducted to hire a new Executive Director for the Title III program.
- **VP for Research:** A national search was conducted to hire a new Vice President for Research.
- **VP for Athletics:** A search was conducted to hire a new Athletic Director.

Additionally, I actively solicited and embraced the advice of the senior leadership team in decisions involving the recruitment and appointment of senior leadership team members. I engaged the Division of Audit to serve as a key contributor in assisting with the transition and rebuilding of both the finance and athletics leadership teams. The Division served as an independent source of information and knowledge transfer to both interim and permanent appointed leadership team members.

In support of the University's Strategic Plan Strategic Priority #5 – Building a First-Class Business Infrastructure, the Office of Human Resources continued implementing career development and succession planning for critical positions at the Director through the VP levels. The Career Development/Succession and Replacement Planning process is available on the [Human Resources website](#).

Maintains a culture of compliance and accountability by holding others to the highest standard of professional and ethical responsibility

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
<p>Under my leadership, to ensure compliance, I constantly encourage and mandate that the Office of Legal, Office of Compliance, Risk Management and Audit, Affairs and all administrative compliance departments work together to ensure that the University and applicable departments and units adhere to local, state and federal requirements, laws and policies. Specifically, the Office of Legal Affairs, Compliance and Audit have performed their separate functions and have coordinated their activities and investigations to address different aspects of internal investigations or policy developments that affect functions and responsibilities of each department. Under my leadership, the Offices of Compliance and Audit consult with the Division of Legal Affairs when there are attendant legal issues to internal investigations or university concerns. My goal as president is to respond promptly and timely to contract management issues and is readily available to execute all pending contracts. Examples of actions to demonstrate my availability include:</p> <ul style="list-style-type: none"> • Addressed urgent contractual matters that were instrumental in ensuring a timely opening of the Bragg Stadium COVID-19 testing site and other related contracts. • Provided the Division of Legal Affairs and the Department of Athletics with feedback on contractual issues related to the University exiting from the MEAC to developing multi-year contracts for the Athletic Director and athletic coaches as well as key athletic competition agreements. • Provided support in the development and implementation of University policies and regulations on key areas impacting higher education and approved a policy development regulation to assist personnel in completing such tasks. • Supported the development, growth, and autonomy of an effective Division of Audit with the responsibility of oversight of compliance with the highest level of ethical and professional standards to provide independent and objective audits, advisories, investigations, and technical assistance in many areas. • Established a culture of expecting senior leaders to request and receive information from the Division of Audit in support of management decision making including: technical advice in transitioning the financial and athletics' management teams; review of improper auxiliary transfers; NCAA compliance matters; construction; Performance-Based Funding data integrity; Athletics budget analysis; adoption of Enterprise Risk Management concepts; adoption of an internal controls framework; CARES Act; and Emergency Management. • Supported the Office of Compliance and Ethics in efforts, such as: <ul style="list-style-type: none"> ○ Conducted an annual risk assessment that utilizes surveys and the Enterprise Compliance Committee in assisting University units to detect weaknesses and place targeted focus on these areas. ○ Performed spot checks in which specific elements are measured to verify continued compliance. 					

- Reported gaps in compliance to management at an appropriate level, providing the information needed to address the matter. Discussions were held at the Enterprise Compliance Committee level to assist in evaluating whether the proposed corrective action will correct the identified gaps.
- Conducted investigations to determine compliance with laws, regulations, policies, and procedures
- Providing advisory services regarding compliance.
- Facilitated online mandatory training for all employees regarding the following core areas: Code of Conduct, Cybersecurity, Sexual Harassment Prevention, and the Clery Act Awareness.
- Strategic and recurring meetings have been facilitated between Athletics and the Finance and Administration Division to ensure proper financial reporting related to Athletics.
- Ongoing meetings and collaboration with the Divisions of Finance and Administration and Audit to ensure that corrective action plans related to internal and external audits are addressed and fully implemented.

Sets clear priorities and holds people accountable to outcomes, timelines, and checkpoints; follows up to ensure successful completion of objectives

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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I have worked over the past year, collectively with my leadership team, to collect and analyze data to monitor and target areas of where improvements are needed to meet established institutional goals. Example of these efforts are listed below:

- Implemented unit-level goals and action plans. Each college/school is required to provide projected goals for each metric defined in its academic scorecard.
- The Senior Leadership team met (and continues to meet) weekly to strategize, hear updates on the status of the University's goals, and ensure focus was tied to my goals and our strategic priorities. Discussions included strategies regarding pressing issues that affected our students and the University generally, such as student success outcomes, student debt, licensure passage rates and faculty workload. The team also had regular individual meetings with me to discuss matters regarding their specific areas of oversight.
- Development of academic dashboards and scorecards to drill down to the academic degree program level.
- The monitoring of the COVID-19 crisis, to include:
 - Reopening plan within the fixed timelines.
 - Communications to faculty, students, staff, alumni, parents and other stakeholders.
- The inaugural "FAMU Assessment Day" was held in November 2019. This day of collaboration was a conference-style event focused around how individual units are conducting assessment and participating in continuous improvement initiatives in our academic and administrative support units.

Financial Management (Fiscal Responsibility and Fundraising)

Sub-factor 1: Fiscal Management

How effective is the President in Fiscal Administration?

Takes a long-term, data-driven approach to financial management that ensures the long-term viability of the university

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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Through the University Budget Council, a new Budget Model was created to provide an impactful process to distribute the funding to all E&G departments that aligns with the Performance Based Funding Metrics, President's Goal and the Strategic Plan. The charge of the council was to ensure that the allocation and expenditure of each dollar spent was in alignment with every student, directly or indirectly. The 2019-20 budget council was reorganized to have the Provost and CFO serve as co-chairs of the council. Examples of the impact of this structure include:

- Commitment as president to achieving a balanced budget and building surplus funds to help grow unrestricted net assets.
- Instituted a Strategic Budgeting Process to focus on performance improvement.

- Charged the CFO and Provost with monitoring all hiring and filling of vacant positions. The process resulted in vacancy savings and should create positive surpluses across all funds. This is inclusive of Athletics, which had its second year of a balanced budget in FY2020.

Drives efficiencies and evidences sound management practices to carefully and effectively control and provide oversight of expenditures (includes: development of a budget model, create operating balances, clear audits, etc.)

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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Through the University Budget Council, a new budget model was developed to improve efficiency and control by allocating to the institution priorities to reduce the cost of expenditures. Also, through my leadership provided the University direction to increase the effectiveness and efficiency of the University's operations and business processes which included a two-tier review of all manual transactions, Quarterly Budget Review of expenses and revenue, an allocated percentage for reserves to cover unforeseen emergencies, and assisted in the managing of the Athletics department budget.

In continuing to maintain sound management practices, the University has strengthened its internal controls in various areas to ensure compliance and fiscal integrity. Examples include:

- Transfer of funds were address to ensure compliance. Transfers made to Athletics are now reviewed and were approved at the executive level.
- Regularly scheduled meetings were established to collaborate with key Finance and Athletics staff to ensure proper recording of revenue and expenditures and compliance with State statute and NCAA regulations.

The University utilized the State University System's Shared Initiatives Program that allows all institutions within the SUS to capitalize on purchases made from a specific group of suppliers. These suppliers provide best pricing and capitalize on volume while the institutions avoid making purchases at a higher rate. Reports for these shared savings or cost avoidances are reported quarterly to the Board of Governors.

Sub-factor 2: Fundraising

How effective is the President in Fundraising?

Develops an infrastructure of personnel and resources to support a strategic fundraising framework

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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Based on data comparing the FAMU's fundraising framework to other institution's advancement organizations, the FAMU Division of University Advancement is not ideally staffed to meet the fundraising goal of \$12M+ annually. With the personnel and resource infrastructure provided, the Division of University developed a team-based approach to fundraising in 2019-20. Based on these findings, the VP and I developed a fundraising strategy that provided training and plug-and-play mechanisms to support the fundraising efforts. These strategies included other units, such as Athletics, the colleges and schools, and the Division of Student Affairs. Some examples of the team-based plug-and-play fundraising mechanisms included the text-to-give codes for each unit, the 1887 Strikes Day of Giving Campaign, the Grad Give Back, among others.

Other strategies this year implemented to strengthen the fundraising efforts included:

- Transparency in Fundraising – Through the VP of Advancement, we are able to share fundraising achievements by categories (total raised, new cash raised, planned gifts raised, pledges raised, and pledge collections) with everyone in all settings in an effort to solicit donations for scholarships, research, and other FAMU Rising programmatic initiatives. Examples include:
 - The publishing of annual donor rolls (with the donor's permission) was reinstated to acknowledge and thank individuals, other foundation, and corporate donors.
 - The Foundation's audited financial statements are posted on the website as well as submitted to state auditors and the IRS as required by law.

- Build Relationships with Major Donors – I, along with the VP of UA and UA gift officers, met with major donors (in person and via conference calls) during and after the donation process. I remain actively engaged in thanking and celebrating donors for their contributions with donors after gifts have been received.
- Inform and Engage the Board – Updates of fundraising initiatives and progress are provided to the Board at least on a quarterly basis. Additionally, I have engaged the Board members by working with them to identify and build relationships with prospective donors and asked Board members to donate to scholarships, Athletics, and other *FAMU Rising* initiatives.

Builds strong relationships with donors and actively seeks an increased level of contributions required to support the institution

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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I have worked to actively engage donors and prospective donors to support the University and to strengthen and enhance the University's fundraising infrastructure. Below are examples of some of the in-person and virtual visits, speaking engagements, and fundraising outreach efforts with these very important stakeholder groups. Examples include:

- Fundraising
 - Weekend of Rededication, Tallahassee, FL
 - FAMU NAA Awards program & Nationwide Membership Drive, Virtual
 - FAMU METRO Atlanta Alumni Chapter Membership Drive, Virtual
 - FAMU Foundation Virtual Meeting, Virtual
 - #1887 Strikes Fundraising Campaign, Virtual
 - FAMU NAA Polk County Chapter Scholarship Gala, Lakeland, FL
 - FAMU Rising Engagement: College of Law, Orlando, FL
 - FAMU Advancement Endowment Ceremony, Tallahassee, FL
 - Donor Appreciation Mixer, Tallahassee, FL
 - FAMU NAA North East Region Conference, New York, NY
- Athletics
 - FAMU Rattler Booster Kickoff Luncheon, Tallahassee, FL
 - Houston Rattlers Welcome (Willienium Fundraising Tour, Houston, TX)
 - Dallas Alumni Welcome (Willienium Fundraising Tour, Dallas, TX)
 - MEAC Alumni Directors Meeting, Norfolk, VA
 - FAMU Athletics MEAC/SWAC Transition, Virtual
 - MEAC Alumni Hall of FAME Recognition, Norfolk, VA
 - FAMU Football Celebration of Champions, Tallahassee, FL
 - Rattler F Club Dinner, Orlando, FL
 - Florida Classic Legacy Awards, Orlando, FL
 - Athletic Fundraising Meet and Greet Valquez Family, Tallahassee, FL
 - FAMU Sports Legends Hall of Fame Banquet, Tallahassee, FL
 - Redesign of the Athletics Department's website which tripled its social media following increased brand standards and awareness and provided simple methods of engagement and giving. (Rattler Athletic Fund & Cash App).

Facilitates developing relationships that bring grants to the university from governmental and private-sector entities

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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I, along with the University Advancement team members, engaged with many corporate and community partners regarding workforce needs and employment opportunities through the FAMU Industry Cluster meetings, corporate visits to campus, and various off-site meetings. Several examples included members of Enterprise Florida, members of the Tallahassee Chamber of Commerce, members of the FAMU Industry Cluster, Fifth Third Bank and many other corporate partners.

Following the release of the U.S. President's fiscal year (FY) 2021 proposed budget, I, along with the FAMU governmental relations team, worked with our Washington Advocate on timely submission of programmatic funding

requests to the Leon County Congressional Delegation. With the current moratorium on Congressionally directed spending, it was important to advocate for resources for federal agencies that can potentially award grants to the University. In further support of these programmatic funding requests, we worked with our Washington Advocate to draft and submit public witness testimony to the pertinent Appropriations Subcommittees. The federal agencies and programs of most interest to FAMU included:

- National Science Foundation Education Programs;
- USDA National Institute of Food and Agriculture, Land-Grant Universities Programs;
- National Institutes of Health Research Centers in Minority Institutions;
- Department of Education Historically Black Colleges and Universities Programs;
- Department of Education Historically Black College and University Capital Financing Program;
- Department of Education Pell Grant Program;
- HRSA Health Careers Opportunity Program;
- NOAA Education Partnership Program with Minority-Serving Institutions;
- NOAA National Sea Grant College Program; and
- Historic Preservation Fund Grants to Historically Black Colleges and Universities.

Communication

How effective is the President in Communication?

Is a sincere and earnest communicator who wins hearts and minds of audiences through painting a compelling future vision for the university

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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My management style has always been to be “an informative leader” or viewed as one who communicates constantly with the constituents of the University. At the beginning of each year during the Faculty Preplanning Conference, I provide an update to the faculty on the status of the University. Additionally, I met with members of the faculty union through consultation meetings several times during the year to address issues affecting the faculty. I also regularly attend Faculty Senate meetings to discuss matters affecting the University with the faculty. The faculty literally have a seat at the table, as two Faculty Senate members sit on my leadership team to ensure that there is shared governance. Other actions that demonstrate me as an informative leader include:

- Launched “*Striking from the Top*” bi-weekly newsletter in October 2019. Each newsletter highlights a strategic priority spotlight that focuses on news that represents a strategic priority. This newsletter is delivered to more than 11,000 stakeholders including faculty, staff, student, alumni, BOT, community partners, and legislators.
- Engaged on social media. For example, on Twitter, I have more than 1,700 followers.
- Launched Instagram account to coincide with the Annual Day of Giving campaign, now with more than 1,000 followers.
- Delivered as needed video, including ones that shared plans for the university to continue with remote instruction.

Effectively communicates how external forces drive internal changes

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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In 2019-20, I participated in various forums, conferences, panels, meetings and other engagements regarding how external forces drive internal changes. These engagements included:

- Continued to serve on the national STEM advisory panel created to encourage U.S. scientific and technological innovations in education. This appointment was by the National Science Foundation (NSF), in consultation with the U.S Department of Education, NASA and the National Oceanic and Atmospheric Administration (NOAA).
- Participated in HBCU Roundtable with FCC Commissioner and other HBCU Presidents to discuss the state of connectivity in the age of the COVID-19 pandemic.
- Served as a guest on MSNBC to communicate COVID-19’s impact on HBCUs.

- Participated in the fourth annual HCBU Fly-In, Washington DC. The event featured serious discussions among the panelists on financial literacy, rebuilding our communities; fixing failing schools, and advancing the future of young African Americans.
- Participated as a panelist during the Florida Black Caucus HBCU Event, Orlando, FL
- Led discussions with other HBCU Presidents about how their Universities are preparing the next generation of Black innovators at the National HBCU Braintrust.
- Held several engagements with corporate and community partners regarding workforce needs and employment opportunities were held. Several examples include members of Enterprise Florida, members of the Tallahassee Chamber of Commerce, members of the FAMU Industry Cluster, Fifth Third Bank and many other corporate partners.
- Collaborated with the NCAA and the MEAC officials to consistently monitor the athletic landscape in regards to operations and ongoing compliance with rules and regulations.
- Championed FAMU's move to a new athletic conference based on the financial restraints that are placed upon low resource HBCUs.
- Provided regular updates to the BOT and the FAMU community on any issues that may impact the University.
- Championed the academic affairs unit to communicate daily, weekly and monthly updates via emails and newsletters on key activities and achievements in the academic programs.
- Provided direct email communications to the BOT on key accreditation actions and decisions by the various accrediting agencies.
- Garnered partnerships to meet the unique needs of FAMU's student body and stressed the need for the University to consider the needs of and challenges affecting the student body, faculty, and staff. One example is the partnering with Leon County Supervisor of Elections to offer a voting site on the main campus.
- Participated in TMH Coronavirus Safety Campaign and received more than 18,000 views on the video.
- COVID-19 crisis: Successfully set up a COVID-19 Testing Site at Bragg Stadium in partnership with Bond Clinic, the Florida Department of Health and several others in only a two-week time period.
- COVID-19 website and town halls have provided the campus and wider community information and updates on how FAMU is handling and responding to this pandemic.
- Hosted Second Harvest of the Big Bend's weekly emergency food distribution at Bragg Memorial Stadium. More than 1,100 food kits were distributed.
- Donated supplies to local health organizations to help combat coronavirus.
- Collaborated with national postsecondary education associations, including participation in Washington fly-ins and bi-partisan Congressional support, which ultimately yielded enactment of the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act in December 2019. The FUTURE Act provides \$2.55 billion in permanent funding for HBCUs, PBIs, and MSIs over the next ten years. This federal support will allow FAMU to continue and sustain our healthcare simulation laboratory, online courses in STEM disciplines, innovative curricula, and research facilities that benefit faculty, students and community stakeholders. The FUTURE ACT also made long-awaited improvements to the Free Application for Federal Student Aid (FAFSA) form and application process.
- Collaboration with the HBCU Congressional Caucus, Leon County Congressional Delegation and other strategic outreach helped to facilitate dedicated HBCU funding via Title III with an allocation of \$26.3 million to the University with the enactment of the Coronavirus Aid, Relief, and Economic Security (CARES) Act. We are currently engaged in a similar effort for the next phase of stimulus funding.
- Authored two LBR OPEDs, which were covered by the *Tallahassee Democrat* and *Tampa Bay Times*.
- Participated in Thurgood Marshall College Fund Washington Fly-In for HBCU presidents in February 2020, which included briefings with Senators, House Education and Labor Committee Chair, HBCU Congressional Caucus Chair as well as presentations on the 2020 Census and HBCU Capital Financing Program.
- FAMU Marching 100 performed at the Black History Month Reception at the Governor's Mansion along with choral ensembles from Bethune Cookman University, Florida Memorial University and Edward Waters College. It was the first time all four HBCUs were represented at the Governor's Mansion.
- Coordinated with the Department of Children & Families Secretary to expand internship opportunities for the College of Social Sciences, Arts and Humanities.

- Participated in the HBCU Presidents' Roundtable, *The State of Connectivity in the Age of the COVID-19 Pandemic*, on May 4, 2020, at the invitation of FCC Commissioner. The roundtable focused on what the pandemic means to the future of HBCUs and what would be needed by Congress and the FCC to ensure students continue their academic advancement and that HBCUs can remain pillars of the African American community.

Encourages communication from multiple stakeholders that creates an inclusive and collaborative culture, including faculty, staff, students, alumni and external stakeholders

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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As president, my goal is to build a positive relationship through open communication with external groups and agencies including the BOT, BOG, Chancellor's office, faculty, students, staff, alumni, community, civic and business leaders, media and other key stakeholders. Examples include:

- Faculty and Staff:** I engaged directly with faculty in a variety of ways to solicit feedback and foster a culture of shared governance and efforts to unify the campus community through initiatives focused on customer service:
 - State of the University Address: I delivered two addresses to the faculty and staff this past year on the state of the university (fall and spring). These sessions included Q&A sessions.
 - Faculty Senate Meetings: I attended the monthly senate meetings to provide updates and address questions.
 - Faculty Town Halls on COVID-19: I conducted two faculty and staff town halls in recent months to address their questions and keep them abreast of university developments.
 - Senior Leadership Team: Two faculty representatives serve on my leadership team to enable direct communication of faculty issues.
 - Council of Academic Deans: Two faculty representatives serve on the Provost's Council of Academic Deans.
 - Consultative Sessions with Faculty Union: I met with the union leadership throughout the year to solicit feedback and address questions on topics of interest to the union membership.
 - Succession Planning Initiative: <http://www.famu.edu/index.cfm?hr&SuccessionPlanning> – Worked with the Human Resources department to develop a comprehensive staff career development/succession and replacement planning process.
 - Diversity and Inclusion Initiative - <https://www.famu.edu/index.cfm?hr&DiversityandInclusion> - To better inform our Diversity and Inclusion initiative, the Human Resources department administered a Diversity and Inclusion Survey assessing the University's culture, workplace climate and inclusiveness. Results will inform decision making and action planning for the University's Diversity and Inclusion Council and Subcommittees.
- Students:** As a continued practice, my goal is to ensure students are included to ensure they are receiving an educational experience that is of quality, access, affordability and inclusion. *Examples include:*
 - My transparent and inclusive leadership with open lines of communication through regular meetings with SGA Leadership, attending campus events, engaging students during convocations, state of the university address.
 - My visits to the main cafeteria every Wednesday to have lunch with the students, which provided an opportunity for students to share the student experience in an informal manner.
 - My invitation to have students accompany me and members of the Governmental Relations Team to the Capitol to provide their perspective on the need to fund 2020 budget requests.
 - Inclusion of students in an evening of dialogue during a meeting with members of the Florida Black Caucus at the President's House. Members heard, from a student perspective, how their fellow students benefited from appropriated funds.
 - Inclusion of students in recruitment tours, which included the FAMU Connection, student leaders, faculty and staff and administrators with high school students in Jacksonville, Tampa and Orlando FL, as well as Atlanta and Macon, GA.
 - Efforts to assist with our goal to provide a living environment that's aesthetically pleasing to our students and for our students and parents to find the residential dorms clean, presentable, functional and well-maintained, regardless of their ages.

- Boards, Alumni and other Stakeholders:**

- Empowered and encouraged senior staff to converse with the BOT regarding issues that need their approval.
- Maintained positive and effective relationships with the BOG, the Chancellor and his staff, along with my colleagues within the SUS Council of Presidents. Chair Lawson and I have attended several meetings with the Board of Governors chairs Ned Lautenbach and Syd Kitson, Chancellor Criser to discuss issues that affect the achievement of our goals, particularly student success metrics.
- Several times throughout the year I attended the 220 Club luncheons, where I was able to have an open dialogue with its members.
- Shared vision of the University with members of the Rotary Club and interacted with its members.
- Ensured FAMU's consistent presence at the State Capitol before and during the 2020 Legislative session. Extended the participation of the BOT and alumni. Hosted legislators on campus.
- Hosted a toy drive for the Tallahassee community during the Christmas season, including a successful internal initiative to obtain new bicycles and helmets for children.
- Sponsored the Harambee Festival at Cascades Park, which attracted thousands for the kind of cultural experience for which FAMU is well known.
- The University's Campus Master Plan adoption, representatives from FAMU, Blueprint Intergovernmental Agency (BPIA), and the Tallahassee-Leon County Planning Department (TLCVD) engaged in a series of meetings to evaluate collaborative opportunities. While initially envisioned within their respective organizations, the projects identified shared goals of economic development, multi-modal transportation, and placemaking - all critical initiatives in our community.

Relations

(Internal and External and Board and Governance Relations)

Sub-factor 1: Internal and External Relations

How effective is the President in Internal and External Relations?

Actively works to build and protect the positive aspects of the culture and ensures consistency across the institution

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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As noted above, I have ongoing engagement with the faculty, staff and students and all other stakeholders in a variety of settings. This includes attending faculty senate meetings, holding campus-wide town hall meetings and meeting with the leadership of the faculty senate and faculty union regularly. I use these forums to highlight the University's progress and notable achievements, as well as to reiterate the important role that the faculty play in helping to fulfill the university mission.

Crafts a shared vision that reflects the views of all key stakeholders (including faculty, staff, students, alumni and external stakeholders) and articulates a clear strategy that guides action

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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My regular engagement activities with the University's various stakeholder groups afford me ample opportunities to solicit ongoing feedback, which I use to help guide our annual planning and goal-setting activities. I work with the BOT and my leadership team each year to identify specific annual goals and strategic priorities to drive improvement. The specific plans of action and strategies are clearly communicated to all stakeholders via the University's Accountability Plan, in-person meetings with the stakeholder groups, and publications from the Office of Communications. Examples include:

- Crafted a message detailing how FAMU is rising, and what FAMU is doing to continue to rise that clearly demonstrates how all of FAMU stakeholders (faculty, staff, students, alumni, and friends) are collectively integral to FAMU's success.
- Clearly articulated actions and fundraising needs that if attained can enable FAMU to continue to meet and exceed the State's performance funding metrics.

- Continued accessibility to local, state and national media and strived to emerge as a thought leader on issues such as HBCU sustainability, STEM education, among others.
- Made myself available to media requests and invitations that allowed me to engage not only with stakeholders, but audiences that can be future allies. This willingness led to an appearance on the Preston Scott Morning Show that reached an audience beyond the typical FAMU supporter.

Creates a common standard with faculty and staff to raise academic standing

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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Key measures of the University's academic standing include maintaining institutional accreditation, maintaining specialized accreditation at the academic program level, the University's position on national rankings (US News & World Report), and the level of student achievement as reflected in the metrics included in the Performance Funding Model. I continually work with my administrative team to ensure that expectations for performance (and progress) on these well-defined standards are clearly communicated to faculty and staff throughout the year.

To address one of the key strategic initiatives, textbook affordability, the University partnered with Barnes and Noble to implement the Cengage Unlimited Program (digital learning platform). In conjunction with Barnes and Noble, a total of \$30,000 in scholarships were made available to students.

Partners with external organizations to build relationships that deliver on revitalization efforts and continue and/or increase research and community engagement opportunities

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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Successfully communicated to key influencers in the local Tallahassee community and external communities the benefits of strategically partnering with FAMU concerning research and community engagement opportunities.

Examples include:

- Partnered with community agencies and organization to establish a FAMU/Bond Community Health Center COVID-19 Testing Site. Agencies include: Bond Community Health Center, City of Tallahassee, Leon County, the State of Florida Health Department, The United States Army, Tallahassee Memorial Healthcare, American Honda Motor Co., Inc., and other community businesses and civic organizations that have donated to the operation of the testing site.
- Collaborated with the Leon County Research and Development Authority and its Innovation Park from a research perspective. The FAMU-FSU College of Engineering and the FAMU Center for Plasma Science and Plasma are both located in Innovation Park and are vital components to FAMU's research enterprise.
- Worked with the City of Tallahassee and Leon County's Office of Economic Vitality in an effort to secure an additional \$10M over the \$1.5M that has already been secured from Blueprint Tallahassee. These projects are important in establishing beautiful gateways to FAMU.
- Included members from the community on planning committees for the unveiling of signage for the recently renamed James Polkinghorne Village and the Althea Gibson Tennis Complex.
- Participated in direct and regularly scheduled communications with donors, and the National Alumni Association and the foundation board.
- Partnered with the Department of Energy and NOAA to increase FAMU faculty and student involvement with National DOE Labs and NOAA facilities and scientists.
- Hosted Governor DeSantis and other legislators to tour the CASS building construction site.
- Partnered with the United Way of the Big Bend Community Campaign by raising over \$40,000.
- Participated in meetings with Mayor John Dailey and Leon County Board Chairman Bryan Desloge along with President Thrasher, President Murdaugh and School Board Superintendent Rocky Hanna on the University's planning efforts in regards to the COVID-19 pandemic and reopening.
- Provided opening remarks related to the University's Partnership for a Healthier America/Healthy Campus Initiative (PHA/HCI) Kick-Off. This initiative is designed to transform the campus community by promoting healthier eating options and improved physical fitness opportunities.

- Collaborated with the Florida People's Advocacy Center to provide furniture (including beds, dressers, wardrobe chests, desks, chairs, and sofas) from decommissioned dormitories for under-served communities in the Florida panhandle who were adversely impacted and devastated by Hurricane Michael.

Builds strong relationships with stakeholders (including faculty, staff, students, alumni and external stakeholders) that demonstrate trust

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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I continue to place a high priority on maintaining a strong relationship with faculty, students, staff and alumni. I engaged these stakeholders in conversations when we are passing on the street, riding in an elevator, or passing on the sidewalk. Examples include:

- Consistently made myself available to others and listened to their concerns, views, and perspectives (e.g., students during hurricane season, housing issues, COVID-19 pandemic, students, parents, alumni, etc.).
- Demonstrated myself as approachable and as an active listener to students about their studies, their course load and/or their work.
- Maintained positive and productive working relationships with the faculty. As noted above, I include two faculty representatives on my leadership team and I regularly attend meetings with the faculty in several different settings (faculty senate, town hall meetings, etc.). These varied interactions have allowed me to build trust amongst the faculty whereby I am able to solicit their honest and constructive feedback. I have also been effective in using these interactions to communicate expectations to the faculty and facilitate their buy-in and support for key priorities of my administration.

Sub-factor 2: Board and Governance Relations

How effective is the President in Board and Governance Relations?

Partners and communicates effectively with governing bodies (Board of Trustees, Board of Governors, DSOs, SACSCOC, NCAA, etc.) and elected officials (local, state and national) to identify strategic priorities

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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As stated earlier, I continue to place a high priority on maintaining a strong relationship with all governing bodies and maintaining their support. Over the past year, I have communicated, held one-on-one meetings regarding critical issues confronting the University and continued to keep them abreast regarding the great things that are happening every day at FAMU. Examples include:

- **Board of Trustees:** I have a very strong relationship of trust with each member of the Board of Trustees. Through those close relationships I share both good and bad news regarding our students, faculty, staff and university as a whole. My comfort with and respect for the Board have helped to foster a positive environment on our campus. I have worked collaboratively with the Board to make the best decisions for FAMU. My goal is to have an open line of communication, which allows me to share information with the Board immediately, not just during the Board of Trustees meetings. As such, the Board regularly receives emails, texts, phone calls, reports and newsletters updating them on the University.
- **Board of Governors:** I have maintained regular engagement and communication with the Chancellor and members of the BOG. Through these interactions, I have solicited support for the University's LBRs, construction projects and other strategic priorities that require BOG approval.
- **SACSCOC:** Evidence of my ability to partner effectively with SACSCOC includes my selection to serve two on-site accreditation committees this past year
- **DSOs:** Led, informed and engaged all DSOs in the Fundraising efforts to support scholarships, research, and other FAMU Rising programmatic initiatives.
- **Governmental Relations:** I was engaged on at the local, state and federal levels, to include:
 - In September 2019, I participated in the HBCU Congressional Caucus Panel during the Congressional Black Caucus Foundation Annual Legislative Conference in Washington, DC.
 - In February 2020, I joined State Legislative leaders for a preview of the Center for Access and Student Success (CASS). With the tremendous support of the Florida Legislature during the 2019 Legislative Session, \$24.8 million was allocated to complete the CASS, which will establish a one-stop-shop for

- recruitment, admissions, financial aid, enrollment and other services to assist students with a multitude of unique challenges including disabilities, mental health counseling as well as veteran affairs and support services. Legislative leaders participating in the site tour included the Governor, Senate President, our local Senator, House Higher Education Appropriations Committee Chairman and Black Caucus Representatives. Several members of the Board of Trustees were also in attendance.
- Met with U.S. Housing and Urban Development Secretary regarding Opportunity Zones and other economic development initiatives that could be facilitated for the FAMU campus community.
 - **NCAA:** I was very engaged with NCAA and related policy as it pertains to Athletics. I continue to serve on several conference committees to service and lead FAMU's athletic program. These committees allowed me to obtain direct knowledge of NCAA legislation, thus providing critical information to the Board of Trustees for athletics governance and funding matters.

Participates in academic governance and collaborative decision making

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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I have consistently been a strong proponent of the principles of shared governance and collaborative decision making. Specific examples of my ongoing commitment are reflected below:

- Two faculty members serve on my Senior Leadership Team
- Two faculty members serve on the Provost's Council of Academic Deans
- Two faculty members serve on the University Budget Council
- I hold regular consultative sessions with the leadership of the Faculty Union
- My administrative team engages in good-faith collective bargaining with the unions that represent the faculty, staff and graduate students by assigning the Division of Legal Affairs to work closely with labor counsel and internal bargaining teams on collective bargaining matters with all of the University's unions.
- Faculty representation on all university-wide committees
- Regular attendance at Faculty Senate Meetings
- Regular consultation meetings with the leadership of Faculty Union
- President's State of the University Address to Faculty, Spring 2020, inviting the Faculty Senate President and Faculty Union President to participate in town hall meetings, such as those dealing with COVID-19.
- Inclusion of faculty on the Operations Task Force, the group that created the initial draft of the University's reopening plan.

Personal Values

How effective is the President in Personal Values?

Exhibits honest and integrity

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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True leadership involves acting ethically, being committed to both the organizational needs and the needs of the people and finally, creating a vision that is worth striving for. During my presidency, I have always demonstrated honesty and integrity, which are both evidenced through my transparency. Examples include:

- Provided regular updates to the FAMU Board of Trustees and Board of Governors on issues that affect the University, whether positive or negative via telephone calls, and/or visits.
- Consistently reported all critical issues to the Board.
- Frequently reminded my leadership team about the sunshine law and the public records law.
- Encouraged the Office of Communications, Academic Affairs and other departments to keep the University community informed by providing updates regarding issues, whether it is through FAMUINFO, town hall meetings, and/or weekly newsletters.

Inspires trust and confidence

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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Part of building trust is being transparent. I have strived to inspire trust and confidence at the University. I feel the more open you are about the organization's goals and challenges, the easier it is for employees, students and other stakeholders to understand what their roles are and how they can individually contribute to the University's overall success. To inspire this trust and confidence, several open forums were held with the University community regarding matters that impact the vitality of the University. Further evidence of my initiative to build trust and confidence include:

- Open and accessible leadership style that inspires trust and collaboration at all levels of the University.
- A promoter of working together and removing silos across the University.
- A transparent administrator.
- A goal setter, ensuring and promoting a shared vision.
- Able to develop strategies to enhance the quality and integrity of our academic degree programs.
- Continual enhancements to the Dashboards and Scorecards website that provides the University's progress on the Institutional Goals from the University's Strategic Plan and Accountability Plan.
- Monitoring and providing updates of plans to support improvement efforts focused on the following:
 - Strategic Plan initiatives
 - Athletics
 - Retention and graduation rates
 - Licensure pass rates
 - Student employment outcomes
 - Student debt
 - Recruitment of Florida College System (FCS) AA transfer students (Ignite Transfer Program, specialized articulation agreements with FCS institutions)
 - Construction projects (CASS, residential facility, dining hub, amphitheater, and chill water plant)
 - Compliance and Ethics initiatives
 - Risk Assessment (Audit)

Respects others and diverse points of view

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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As president of FAMU, the University's constituents bring forth matters of concern to my attention. In many instances, they request to meet with me directly to express their concerns. While I can't meet with everyone, I will ask a senior administrator to meet with them in my stead. It is very important for our constituents to know that we take their grievance(s) seriously and that no matter their stance on an issue, they are important to FAMU. Additional efforts include:

- Consistently made myself available to others and listened to their concerns, views, and perspectives (e.g., students during hurricane season, housing issues, students, faculty, staff, parents, alumni and other stakeholders).
- I have been and remain a proponent and champion of shared governance.

Is an active and engaged listener to discern where additional communication is required

Rating:	Superior (5)	Above Average (4)	Average (3)	Below Average (2)	Poor (1)
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One of my personal characteristics is to be a strong and engaged communicator and listener. I have continued to engage with the various stakeholders via meetings with students, faculty, staff, alumni, BOT, BOG, Chancellor and other stakeholders). Actions include:

- Attending student-sponsored events.
- Conducting Town Hall meetings for faculty, staff, students and alumni.
- Ongoing meetings with students, faculty, staff, community organizations, alumni and other stakeholders of the university.
- Consistently made myself available to others and listened to their concerns, views, and perspectives (e.g., students during hurricane season, housing issues, COVID-19 pandemic, students, parents and other stakeholders), as stated previously.

- Inclusion of faculty on my senior leadership team and promoting an environment of inclusion of faculty on university committees.
- Being responsible and responsive to the Board, alumni, students, faculty, staff, legislators and other stakeholders.

Other Response:

What have been the President's major accomplishments in the leadership of the institution over the last year?

My greatest accomplishments during the 2019-20 year:

- Filled strategic positions on my senior leadership team (Vice President for Finance and Administration/CFO, VP for Research, VP and Athletic Director, Director of Government Relations, Director of Title III, and interim Director of Communications).
- Maintained a positive climate on campus.
- Oversight and leadership during the largest number of construction projects occurring at the same time in the University's physical infrastructure in recent history (CASS building, 700-bed residential facility, dining hub, amphitheater and chilled water plant).
- Increased the number of patent licenses issued to the University by the United States Patents and Trademarks Office (a total of 8 patents in 2019-20 academic year).
- Earned the highest score on the PBF metrics in the University's history since its inception in 2014-15 (73 points in 2020) and improving on 70% of the metrics.
- Improvements on PBF metrics and other KPIs:
 - 4-year graduation rate (+5.2%).
 - Cost to student (-14%).
 - Median wages of bachelor's graduates (+6%).
 - BS degrees awarded without excess hours (+2.1).
 - Bachelor's degrees awarded in programs of strategic emphasis (+4.1%).
 - 6-year graduation rate remains above 50% (+2%).
 - FCS AA transfer three-year graduation rate (+4%), 1% above SUS average - *new BOG KPI in Annual Accountability Plan*.
 - Pell recipient four-year graduation rate (+4%) – new BOG KPI.
 - Time to degree for FTICs in 120-hour programs (-.1).
 - Percent of undergraduate FTE in online courses (+4%).
 - Percent of bachelor's degrees in STEM and Health (+5%)
 - Total research expenditures (+\$3M).
 - Research expenditures from external sources (+\$3M).
 - Number of licenses/options executed annually (+2).
- FAMU's recognition and accolades this academic year, including:
 - Highest ranked public HBCU by U.S. News & World Report, National Public Universities.
 - Number 1 producer of African American doctoral degrees in Pharmacy, Pharmaceutical Sciences, and

	<p>Administration by Diverse Issues in Higher Education.</p> <ul style="list-style-type: none"> ○ Recognized by the Department of State's Bureau of Educational and Cultural Affairs as a Fulbright HBCU Institutional Leader in its inaugural designation. ○ The College of Education was ranked #1 in the state of Florida for the Elementary Education Program. ○ FAMU-FSU College of Engineering being recognized nationally for diversity and inclusion efforts by the American Society of Engineering Education (ASEE). ● Response to the COVID-19 global pandemic: <ul style="list-style-type: none"> ○ Establishing the COVID-19 testing site, which has gained national attention. ○ Rapid distribution of the CARES ACT Emergency funding distribution to students. ○ Continuous communications to the FAMU community regarding the reopening of the University. ● Implementation of internal controls to balance the 2019-20 athletic department's budget. ● Leadership and support in the FAMU Athletics department conference realignment from the MEAC to the SWAC (a cost-saving strategy). <p>Again, it is an honor to be the 12th President of Florida Agricultural and Mechanical University (FAMU). Over the past year, we were faced with many challenges from a hurricane at the beginning of the school year, to an unprecedented introduction to a global pandemic in the spring, to potential budget cuts for the upcoming fiscal year, as a result of the pandemic. As president, along with my leadership team, the message will remain the same that we continue as a unified team and work collectively to continue our efforts in support of student, staff and faculty success and to promote and acknowledge the achievements of all of our stakeholders. I am here to serve, and I am open to any feedback that is provided to make FAMU a "first-choice" institution – first choice for students, faculty, staff, employers of our students and partnerships with local, state and national agencies.</p>
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