FAMU BOARD OF TRUSTEES

PRESIDENTIAL EVALUATION

2017–2018

RATING PERIOD
<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Description</th>
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**Potential Challenges:**
- Financial constraints
- Technical difficulties

**Potential Solutions:**
-寻求外部资助
-技术援助项目
The score for each performance area is determined by dividing the combined scores of each evaluator by the number of evaluators responding.

<table>
<thead>
<tr>
<th>Board of Trustees</th>
<th>2 Weeks</th>
<th>1-Weeks</th>
<th>2-Weeks</th>
<th>1-Weeks</th>
<th>2-Weeks</th>
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President Self-Assessment and Trustee Majority Ranking

2017/2018 Presidential Evaluation Summary

Florida Agricultural and Mechanical University
DR. LARRY ROBINSON’S
SELF EVALUATION
<table>
<thead>
<tr>
<th>Metric</th>
<th>Expectations</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase Facilities Overall Score on Peer Reviews</td>
<td>Meets Expectations: Does Not Meet Expections</td>
<td>President's performance: please note a qualitative and quantitative assessment is sought for each evaluation section. For each category, please describe whether Director's performance: please note a qualitative and quantitative assessment is sought for each evaluation section. For each category, please describe whether</td>
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<tr>
<td>2. Increase the University's Six-Year Graduation Rate by 5%</td>
<td>Exceeds</td>
<td>10% of the goals were met or exceeded (4 of 10)</td>
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<tr>
<td>3. Achieve first learning paper that meets or exceeds standard</td>
<td>Exceeds</td>
<td>45% of the goals were met or exceeded (4 of 10)</td>
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<tr>
<td>4. Increase Annual Giving by 20% and Implement a Plan to Launch a Capital Campaign</td>
<td>Meets Expectations: Does Not Meet Expections</td>
<td>President's performance: please note a qualitative and quantitative assessment is sought for each evaluation section. For each category, please describe whether Director's performance: please note a qualitative and quantitative assessment is sought for each evaluation section. For each category, please describe whether</td>
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<tr>
<td>5. Implement a Comprehensive Plan to Improve Customer Service in Key</td>
<td>Meets Expectations: Does Not Meet Expections</td>
<td>President's performance: please note a qualitative and quantitative assessment is sought for each evaluation section. For each category, please describe whether Director's performance: please note a qualitative and quantitative assessment is sought for each evaluation section. For each category, please describe whether</td>
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<tr>
<td>6. Increase Retained Enrollment by 5%</td>
<td>Meets Expectations: Does Not Meet Expections</td>
<td>President's performance: please note a qualitative and quantitative assessment is sought for each evaluation section. For each category, please describe whether Director's performance: please note a qualitative and quantitative assessment is sought for each evaluation section. For each category, please describe whether</td>
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<tr>
<td>7. Develop a Comprehensive Housing Strategies Plan by June 2018 to Address Shortages during Housing Intermittencies</td>
<td>Meets Expectations: Does Not Meet Expections</td>
<td>President's performance: please note a qualitative and quantitative assessment is sought for each evaluation section. For each category, please describe whether Director's performance: please note a qualitative and quantitative assessment is sought for each evaluation section. For each category, please describe whether</td>
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<tr>
<td>8. Increase Retained Enrollment by 5%</td>
<td>Meets Expectations: Does Not Meet Expections</td>
<td>President's performance: please note a qualitative and quantitative assessment is sought for each evaluation section. For each category, please describe whether Director's performance: please note a qualitative and quantitative assessment is sought for each evaluation section. For each category, please describe whether</td>
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Visit [http://president.famu.edu](http://president.famu.edu) (click on Goals) for President’s Goals Dashboard and Scorecard.

**Summary of Progress**

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

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

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

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

- As of June 28, the 2017-2018 annual giving amount is $9.3M ($4.1M Cash + $5.2M pledges and planned gifts).
  - Results for the previous year: Annual giving was $8.5M ($5.2M Cash + $3.3M pledges and planned gifts).
- The University is in process of developing a plan to launch a capital campaign. Actions to date include:
  - Hiring a consultant to prepare a preliminary Capital Campaign Readiness Plan
  - Assessing staff and organizational structure
  - Implementing infrastructure enhancements to support a Capital Campaign, including the launch of the FAMU Rising Fundraising Campaign ([www.FAMURising.com](http://www.FAMURising.com))
Goal 6 (not yet): We have made significant progress in mobilizing the University’s enrollment

Regarding these efforts are described in more detail in the sections below.

- Stakeholder Groups: including Alumni, Corporate Partners, Legislators, etc.

During the past year, I worked tirelessly to enhance engagement with University

Enhance Engagement with Stakeholder Groups:

6. Participate in external service excellence awards competitions
5. Create internal service excellence recognition competitions and initiatives
4. Create recognition programs for the University.

Employee Engagement

- Incorporate accountability, learning and development, employee engagement, and

Develop and implement a comprehensive service excellence plan that assesses

the University’s standards and expectations of service excellence.

2. Create and communicate a “Customer Service Vision” to ensure an understanding of

Physical Infrastructure, and by soliciting feedback from key stakeholders.

1. Assess the customer experience by examining critical points of contact and campuses

Strategies include:

- Recognition programs to reward excellent customer service.

Goal 2: To sustain superior service levels with ongoing monitoring, accountability, and

Goal 1: To develop and maintain a University-wide culture of service excellence.

Goal 1: Strategies for Customer Service Initiative:

Reaching the donor prospecting process and pool

BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

Dr. Larry Robinson’s 2017-2018 Self-Assessment
Goal 7 (met): In collaboration with internal and external stakeholders (namely, Division of Bond Finance, BOG, and the Federal Department of Education) the University has developed a housing financial and deferred maintenance plan. This plan provides a comprehensive solution for all of our housing needs without bifurcating the system. The plan uses a multi-pronged approach consisting of restructuring of existing debt, financing for new housing development (Phase 1A), and providing financing necessary to address our deferred maintenance in housing facilities. A Debt Management packet for participation in the DOE’s HBCU Capital Financing program has been developed and approved by the BOT; an update was also provided to the BOG at its June 2018 meeting. The University plans to seek approval as an action item on the BOG’s September meeting.

Goal 8 (not met): Due to changes in how the University now reports its R&D expenditures to the National Science Foundation, the total reported ($38M) is below the target of $45.8M for this year. Several new large R&D proposals are in progress that, if successful, will significantly increase FAMU’s portfolio next fiscal year.

Goal 9 (TBD): The data for this goal will not be available until the University’s financial statements are completed in September. Several cost-saving strategies were implemented in the past year to assist the University in its overall goal to reduce expenditures.

Goal 10 (TBD): The data for this goal will not be available until the University’s financial statements are completed in September. Preliminary data indicate the projected debt service ratio at end of the fiscal year (June 30, 2018) is estimated to be slightly under the target.

### Strategic Leadership

How effectively does the president:

- Demonstrate an understanding of the culture of the organization and convincingly tell its story?
- Discern and communicate the meaning of external trends and the institution’s strategic plan?

Comments:

My efforts over the past year have focused on implementing a sound framework to guide our decisions related to vision, goal setting, implementation, communication, and allocation of resources. The following provides achievements made to date:

**Demonstrate an Understanding of Culture and Convincingly Tell its Story**

- Engagement with state legislators to advocate for institutional support
  - Meetings were held with a 95% of the members of the Florida Caucus of Black
that occurred with our alumni and other stakeholder groups to advocate for some of the views. Speaking engagements and fund raising opportunities continue on a monthly basis. Chapters in each region were encouraged to participate in the success of our University. Alumni events were included in the President's schedule on several occasions when our U.S. Congressmen AFSC in various programs.

- Conferences Anthony Brown alphabetized for a visit to our College.
- Honoring Congressmen Alabama from North Carolina and Missouri.
- Honoring Congressmen Arizona from North Carolina and Missouri.
- NOVA EMPLOYEEaffiliation with President Leadership Meeting.
- NOVA EMPLOYEEaffiliation in the NOVA SENATOR Leadership Meeting.
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- FAMU Young Professionals in the Congressional HBCU Caucus.
- HBCU Congressional Caucus.
- Participation in the HBCU STEAM Day of Action alongside the President in the Turfgrass Multinational College Fund Conference in Washington, DC.
- Participation in the Congressional Black Caucus (CBC) in conjunction with the Turfgrass Multinational College Fund Conference in Washington, DC.
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### DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT

#### BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

<table>
<thead>
<tr>
<th>Institutional Support Included:</th>
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<tr>
<td>• FAMU National Alumni Association (NAA) Convention - Orlando, Florida. NAA raised over $600,000 to support student success, athletics and other targeted programs.</td>
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<td>• NAA Southern California Chapter Fundraising Event</td>
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<td>• Tampa Alumni Gala Banquet-reception</td>
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<td>• FAMU NAA Leon County Chapter Scholarship Gala</td>
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<td>• Broward County Alumni Unity Day</td>
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<td>• Broward County HBCU President's and Chapter President's Roundtable (May)</td>
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<td>• Metro Atlanta Chapter event</td>
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<td>• 220 Quarterback Club meetings</td>
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<td>• Meetings and engagement with distinguished alumni/donor prospects throughout year, such as Rob Hardy, Montrel Miller and Shundrawn Thomas, and attending the mayoral inaugurations of three alumni, including Atlanta Mayor Keisha Lance Bottoms, Booker Gainor, and Deana Holiday Ingraham</td>
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<td>• FAMU Retirees Luncheon</td>
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<td>• Pittman Law Group Reception</td>
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<td>• Meetings and engagement with members of the Board of Trustees, Foundation Board, Board of Governors and Rattler Boosters throughout the year.</td>
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<td>• Hosted industry leaders such as Mike Fernandez on campus</td>
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<td>• Alumni, friends, corporate partners, foundations, and other stakeholders donated approximately $9.3M in 2017-2018.</td>
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</table>

• List of external speaking engagements
  - Throughout the year, I participated in speaking engagements and networking opportunities on a monthly basis to ensure the University’s story, strategic priorities, mission and vision were shared with the community and influential leaders, potential partners and stakeholders. These engagements included:
    - Gooden-Steele Prayer Breakfast (honoree and participant)
    - Chamber President's Council Luncheon (February)
    - Leadership Tallahassee Convening
    - PBS’s Tell Them We Are Rising HBCU Panel
    - Links Chapter Meeting
    - Inter Civic Council – Southern Christian Leadership Council MLK
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<th>Workforce needs and employment opportunities, including City of Tallahassee.</th>
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<tr>
<td>I had several engagements with corporate and community partners regarding</td>
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<td>employment opportunities.</td>
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<td>National Intelligence.</td>
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<td>Meeting with leaders from DHS, HUB, DOE and the Office of</td>
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<td>White House HBCU Initiative Director.</td>
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<td>APLU Council of Presidents meeting.</td>
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<td>Innovation Center (CTIE) of Excellence Proposal.</td>
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<td>to promote the new Constitution and information technology.</td>
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<td>While House Initiative on Historically Black Colleges and Universities</td>
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<td>HBCU Week in Washington, DC.</td>
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<td>Meeting with Dow Corporation</td>
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<td>SACEC Workshop</td>
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<td>Tell Them We Are Rising documentary screening and televised panel.</td>
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<td>NCSF Member-Schools Conference and Co-Presidential activities</td>
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<td>Visits with Facebook and Google representatives</td>
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<td>I met with HBCU Presidents, members</td>
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<td>of Higher Education Policy. These engagements included:</td>
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<td>Speaking engagements in DC, Florida and around the nation regarding HBCUs.</td>
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<td>Higher Education, policy, etc.</td>
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<td>Speaking engagements in Tallahassee.</td>
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<td>Designed and communicated the Meaning of Extremal Trends</td>
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<td>N.O.B.E.T. Women's Conference</td>
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<td>220 Quarterback Club</td>
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<td>Numerous NAA chapter events in every U.S. region and the NAA</td>
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<td>NAA slicing Luncheon</td>
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<td>Temple College Luncheon</td>
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<td>NAA Regional luncheon</td>
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<td>NAA regional opportunities reception</td>
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<td>Community Christmas School 40th anniversary gala</td>
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<td>Celebration</td>
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**BOARD OF TRUSTEES EVALUATION FORM FOR THE PLEDGE**

**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT**
Google, Facebook, Regions, Fifth Third Bank, Coca-Cola Beverages Florida, other FAMU Industry Cluster members, and others corporate partners.

- Engagement with Community Health Systems – the nation’s second largest hospital operator – in order to promote new education to employment strategies for FAMU students in the Allied Health Sciences field.

### Strategic Planning/Visioning and Garnering Support

- Efforts this year have focused on implementing the University’s new five-year Strategic Plan; examples of these activities included:
  - Gaining BOG approval of the plan
  - Providing quarterly status updates and highlights at each BOT meeting
  - Development of Dashboards and Scorecards on key performance indicators to indicate progress.
  - Holding quarterly Strategic Planning Workshops with senior leadership, deans and other administrators on implementation of the Strategic Plan
  - Effective budget planning and allocation of resources to support the plan

- The University developed and secured BOT and BOG approval of the 2018 Accountability Plan (contains key achievements, data and projections on key performance indicators).

- Garnering support and buy-in for the University’s strategic initiatives through consistent communication and engagement with the BOT, BOG, faculty, staff, students, alumni and other key stakeholders.
  - The University received $6M in support of its Legislative Budget Request, which focuses on providing resources for the initiatives outlined in the University Strategic Plan.
  - The University effectively lobbied the Florida Legislature and Governor for approval of legislation that enables the University to participate in the DOE HBCU Capital Financing Program.

- Key administrative searches at the Deans level
  - Launched national searches for the dean positions in pharmacy, education, journalism and graphic communications, and science and technology.

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<thead>
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<th>Educational Leadership</th>
<th>Comments:</th>
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<tr>
<td>How effectively does the president:</td>
<td>My vision and agenda as leader is to build upon the mission of FAMU by ensuring that the</td>
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This past year the University developed and approved its first fully online undergraduate educational program (BS in Information Technology).

- and in collaboration with schools and industry leaders, met with conferences and seminars sponsored by both partners,
- STEAM courses hosted by the college, and initiatives in science and the arts.

I joined a distinguished panel in March 2018 on Capitol Hill.

- This past year I facilitated training workshops in the College of the Arts and Humanities.

Educational Programs:

- Secured $50 million in outcomes funding from the state legislature in support of academic support and community programs.

- Mobile Resources to Support Educational Programs:

  - Baseline and annual goals for key measures of success
  - Academic standards were developed for each college/school, which includes:
    - Action plans outlining key steps for improvement
    - Benchmarks established to develop multi-level strategic plans and
    - Improving the performance of academic programs.

- Over the past year the University has placed an increased emphasis on monitoring and
  - Assure Academic Quality:
    - BS in Mathematics
    - BS in Business Analytics
    - BS in Data Science
    - BS in Computer Science
    - BS in Management
    - BS in Accounting

- Evidence of these programs include:
  - Enrollment in the BS in Information Technology, Accounting, and
  - Support and approval of the University's accounting plan.

- Over the past year, I have placed an emphasis on the development of new
  - Mobile Resources to support educational programs and outcomes.

- Proposal teaching and research initiatives and priorities that motivate others.

- University offers high-quality, online and educational experiences and outcomes.

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

BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

DR. LARRY H. ROBINSON 2017-2018 SELF-ASSESSMENT
Several new academic programs were approved over the past year:
- Online BS Information Technology
- BS Supply Chain Management
- BS Biomedical Engineering
- New major in General Health Science within the existing BS Health Science
- BS Agricultural Sciences (restructuring of an existing program)
- MS Systems Engineering
- MS Supply Chain Management
- Music Education specialization within the existing MEd Curriculum and Instruction
- Non-thesis major in Computer Science within the existing MS Computer Science
- Certificate in Cybersecurity
- Certificate in Global Health
- Medical Coding Certificate
- Certificate in Rehabilitation Services Management

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

Attract and Retain Strong Faculty
- Examples of our efforts to support, attract and retain strong faculty over the past year include:
  - Significantly increasing the University’s annual budget for faculty development (from $190K to $390K).
  - Providing support for start-up packages to attract high-quality new faculty.
    - Example: The College of Pharmacy and Pharmaceutical Sciences provided a start-up package for Dr. Eun-Sook Lee, an ROI scientist and full professor faculty member.
  - Providing Faculty Travel Grants to support professional development efforts
<table>
<thead>
<tr>
<th>Increase in inverse pass rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017.6</td>
</tr>
<tr>
<td>Six-year graduation rates increased to 47% in comparison to 41% reported in 2017.6</td>
</tr>
<tr>
<td>Four-year graduation rates increased to 21.8% in comparison to 19.2%</td>
</tr>
<tr>
<td>76.3% in 2017 compared to 74.6% in 2016.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Increase in retention and graduation rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create sense of career-readiness</td>
</tr>
<tr>
<td>Implemented Plan to enhance university advising</td>
</tr>
<tr>
<td>Accepted of proposed strategies, activities, initiatives, and deliverables</td>
</tr>
<tr>
<td>#6 - Outstanding Customer Experience</td>
</tr>
<tr>
<td>Launch a formal Customer Service Initiative in support of strategic priorities</td>
</tr>
<tr>
<td>Improving campus safety and security initiatives</td>
</tr>
<tr>
<td>Student success</td>
</tr>
<tr>
<td>16% reduction in energy consumption (and therefore cost) in first 5 years</td>
</tr>
<tr>
<td>Boiler plant replaced savings: $800,000 annually</td>
</tr>
<tr>
<td>Energy performance contracts: Cost Savings of over $1M annually</td>
</tr>
<tr>
<td>Cost savings initiatives enhanced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management of Institutional Processes and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following initiatives were implemented:</td>
</tr>
<tr>
<td>[List of initiatives]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[List of committee members]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing three faculty awards for teaching excellence</td>
</tr>
<tr>
<td>Scholarships</td>
</tr>
<tr>
<td>Approval of seven faculty sabbaticals to support ongoing research and (20) faculty grants awarded (382.15)</td>
</tr>
</tbody>
</table>

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BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
responsibility, sets and achieves goals that advance the University’s mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumnae, faculty, students, community)?

- Preliminary 2018 results show that Nursing first-time passage rates were at 86% during the first quarter (Jan – March 2018).
- Pharmacy first-time pass rates in 2017 increased by 15% over the previous year.

- Enrollment increase
  - In fall 2017, the University enrolled 9,909 students, a 3.06% increase compared to the 9,617 students enrolled in fall 2016.

- Increase in fall 2018 admissions applications: To date, FTIC applications have increased by 29% (5,681 in 2017 to 7,333 in 2018). The total applications received for all admission types increased by 16.6% (8,284 in 2017 to 9,662 in 2018).

- Recruitment of FCS AA transfers through specialized 2+2 articulation agreements
  - In fall 2017, Florida College System Associate of Arts (AA) transfer headcount enrollment increased by 14.6% in comparison to fall 2016 enrollment.
  - Nine (9) articulation agreements have been completed with 637 students participating in the IGNITE Transfer Program/Partnership. The state colleges are:
    - Broward College - 42 students participating
    - Florida Gateway College - recently signed in 2018
    - Florida State College at Jacksonville - recently signed in 2018
    - Miami-Dade College - 22 students
    - Palm Beach State College - 24 students
    - Santa Fe College - 17 students
    - St. Petersburg College - 22 students
    - Tallahassee Community College - 489 students
    - Valencia College - 21 students

- Fundraising:
  - Created the first ever mission statement, vision statement, values statement, and Strategic Plan for the Division of University Advancement.
  - Created and launched the FAMU Rising Fundraising Campaign (www.FAMURising.com), which includes the following supporting campaigns: Student Giving, Parents and Grandparents Giving, FAMU Car Tag, Alumni and NAA Spring Appeal, Matching Gifts, Faculty and Staff Giving, FAMU Car Fundraiser, FAMU Retirees Giving, etc.

- Athletics
  - 2018 Investing in Champions Campaign sales increased by 107%
  - 2018 Football Season Tickets have increased by 9%
Graduation and licensure pass rates.

See examples above regarding our success over the past in improving retention.

Student Learning:

- Collaborate with SIS partners and host agencies
- Develop and maintain the campus library and information end Durham
- Conduct University-Wide Peer-to-Peer Learning Circles
- Continue participation in the Durham Partnership for Mentoring Services
- Continue commitment to the AAU (American Association of Universities) form
- Office of General Counsel in reviewing and updating constitution
- To adhere to industry best practices; Facilities will be working with the
- Constitution Manual
- Currently in the process of reviewing, rewriting, and updating
- University’s Facilities Management:
  - Additional examples of ongoing efforts within PGC to improve the
  - University’s effectiveness and efficiency
  - Survey’s data-driven decisions are made to enhance PGC service efficiency
  - Opportunities for continual improvements: Based on the results of these
  - Developing and implementing surveys to gauge our service provided and the
  - PGC has continued to work with the University’s assessment office in
  - Their local goals and key measures have been established for the action plans
  - University’s internal and external champion and the action plan team members
  - University’s strategic plan (UFP) and the PGC also serve as the
  - Constitution and Sage (EPGS) to address promote diversity in the
  - Physical Facilities Planning (PF)
  - Finance, Facilities, Human Resources (HR)
  - Corporate Goals
  - Effective commercial launch firms in need of diverse talent to further their
  - In the Ocean Launch Space Mission, support K-12 STEM education and to
  - Engage with the NASA/Kenedy Space Center to promote involvement
  - Industry in order to expand PAMU's research portfolio. This included
  - Efforts were made at multiple levels of the US Federal Government and
  - Research
  - Season tickets increased 24%
DR. LARRY ROBINSON’S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

- Athletics
  - The Mid-Eastern Athletic Conference (MEAC) recognized 107 FAMU athletes on the 2018 Commissioner’s All-Academic Team (54 female and 53 male athletes). These honor-student athletes, included sophomores to seniors with a cumulative grade point average of 3.0 or better.

Set High Standards/Decision Making/Crisis Management/ Competent Leadership Team
- Over the past year I have worked with my senior leadership team to drive improvement on institutional goals and to establish a campus-wide data-driven culture; examples of these efforts are listed below:
  - Establishing unit-level performance targets that are aligned with institutional strategic priorities and goals (e.g. program improvement plans, unit-level scorecards)
  - Implementing an aggressive monitoring and evaluation system to track progress of units in achieving goals (e.g. creating dashboards, holding quarterly strategic planning workshops for campus leaders)
  - Communicating and publicizing progress towards achieving goals (e.g. college/school meetings, regular updates to SLT and BOT)
  - Evaluating unit leaders against outcomes on key measures (e.g. evaluating performance against progress towards achieving unit-level goals)
- Appointment of Chief Ethics and Compliance Officer in March 2018. This position is responsible for the establishment and implementation of a compliance and ethics program that will build a culture of compliance and ethical decision-making in the University community, which includes a focus on organizational structure and policy, communication of expectations, measurement, and accountability. The position provides guidance on matters of compliance and ethics that will strengthen and enhance the performance of the University and adherence to reporting requirements to the Board of Governors (BOG).
<table>
<thead>
<tr>
<th>Category</th>
<th>Program Name</th>
<th>Priority</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Improvement Program</td>
<td>Approval for submission to the Board of Governors</td>
<td>High</td>
<td></td>
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</table>
- Master Plan update
- CASS Ground Breakthrough and Undergraduate Work Completion
- Center for Access and Student Success (CASS) Building Site Infrastructure
- Housing Plan
- Completion of the debt management plan in support of the comprehensive renovation project
- New building strategy across the campus
- Facilities Planning and Construction (FPC)

- Multi-year budget line that would fund the Board of Trustees' commitment to the University
- Comprehensive information to the Board on financial planning and delivery of budgetary information
- Promote informed decision making and enhance the University's image
- Support the Board on financial planning and delivery of budgetary information
- Provide appropriate oversight and guidance to the Board, the Division of Budget Finance, and the University
- Provide effective leadership and oversight to the University's budgets
- Provide effective oversight and appropriate allocation of resources to support the University's strategic priorities
- Advance the University's strategic priorities through the University Budget Council (UBC) and the Financial Planning Activity (FPA) for Strategic Planning
- Ensure the University's financial process by making strategic decisions to align resources with outcomes
- Engage in collaborative efforts with campus partners to achieve strategic goals with reduced operational cost
- Establish a new model for off-campus, Moody's Investors Service revised the rating of the University's long-term debt
- Manage the Organization's Financial Performance

The following provides a summary of key achievements in the area of Financial Management:

Comments:
<table>
<thead>
<tr>
<th>DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT</th>
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<tbody>
<tr>
<td>BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT</td>
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<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Details</th>
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<tbody>
<tr>
<td>FAMU/FSU College of Engineering buildings A and B renovation and code upgrade project completion</td>
<td></td>
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<tr>
<td>Allied Health Simulation lab completion</td>
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<tr>
<td>Student Services addition</td>
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<tr>
<td>Stadium Repairs and Make Ready project completion</td>
<td></td>
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<tr>
<td>Additionally, numerous mid-size and smaller renovation projects were completed. These include renovations at (Library, Union, Rattlers Den, Career Center, Honors house, Smart classroom technology, Lucy Moten)</td>
<td></td>
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</tbody>
</table>

**Plant Operations and Maintenance (POM):**
- Cost saving initiatives for the boiler plant
- Building energy management system installation for College of Law
- Continual energy reduction and cost savings related to existing performance contract
- Commenced with new initiative for the energy performance improvement
- Multiple campus beautification projects completed
- Successful completion of Storm preparation and response (hurricanes and winter storm)
- Custodial Inspection program rollout
- Maintenance and Safety training program rollout

**Environmental Health and Safety (EHS):**
- Sidewalk improvement project completed to reduce the risk of accident and injury on campus
- Met or exceeded all standards for Environmental Health and Safety during program review by the Division of Risk Management
- University Safety Committee met regularly and appropriately addressed occupational safety concerns
- Reduction of occupational safety accidents (6% reduction)
- Rolled out University Safety Recognition Program (7 employees recognized)
- Maintain an effective accident and injury program
- Established accident and injury tracking, investigation of accidents, initiate corrective actions
- Implemented an online occupational safety and health training program
- Significantly improve and enhance the occupational safety training programs such as Lockout/Tag out and Arc Flash for electrical workers, fall protection, confined space, fork lift, and shop and tool safety
<table>
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<tr>
<th>3 - Does Not Meet</th>
<th>2 - Meets</th>
<th>1 - Exceeds</th>
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</table>

**Notes:**
- Provide on-time and timely updates.
- The 2018 Accountability Plan (Formally Work Plan and Accountability Report) was approved.
- Board of Trustees Evaluation Form for the President.
- Improve our annual review of our internal audit of internal controls.
- Monitor the financial performance of the university, including the use of internal controls.
- Update on the number of 2+2 Specialized articulation agreements (PAW IN两 agreements).
- Updates on the achievement of the goals established by the BOT.
- Board of Trustees Evaluation Form for the President.
- Update on our performance goals (and BOT meeting).
- Updates on consensus examinations process and updates provided at the March and June BOT meetings.
- In January and June BOT meetings.

**Concerns:**
- Updates on institutional goals (including the board's program performance funding model).
- The BOT and DCC at their regular meeting.
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**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT**  
**BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

<table>
<thead>
<tr>
<th>Fund Raising</th>
<th>Comments:</th>
</tr>
</thead>
</table>
| How effectively does the president:  
- Lead and engage others in the fund-raising program?  
- Build relationships with major donors?  
- Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?  
- Provide stewardship for gifts that have been received?  
- Inform and engage the board appropriately?  | I have worked to strengthen and enhance our fundraising infrastructure over the past year, beginning with the appointment of Dr. Friday-Stroud as Interim Vice President in January of this year. Since that time, we have initiated several targeted fundraising campaigns, enhanced communication and engagement with the BOT and Foundation Board, and held several engagement events with alumni and corporate partners. Highlights of these activities are included below. |

**Lead and Engage Others in the Fundraising Program**  
In addition to meeting with our alumni groups on a regular basis in various venues each month, the University launched various initiatives and campaigns to guide donors and alumni in FAMU’s giving priorities. These included:  
- Initiating and providing leads for fundraising opportunities with alumni, friends, corporate partners, and foundations.  
- Launching the FAMU Rising Strategic Fundraising Campaign and companion website [www.FAMURising.com](http://www.FAMURising.com).  
- Hosting an Athletics Investing in Champions celebration and ice cream social.  
- Inviting Athletics leaders to promote fundraising needs at university events to encourage on-campus giving.  
- Hosting luncheons at Athletic classic events and annual faculty and staff giving events.  
- Launching a Seven Day Challenge and Giving Tuesday Campaigns on social media.  

**Build Relationships with Major Donors**  
- Engaged in relationship building with major alumni and corporate donors continuously throughout the year (e.g. visits to Dow, Intel).  

Significant progress was made this past year in achieving institutional goals; specific examples include the following:  
- The University showed improvement on seven of the 10 PBF metrics and earned its highest PBF score since the inception of the Performance Funding Model  
- The University improved on its retention and graduation rates  
- The University launched its Customer Service Initiative  
- The University’s enrollment increased for the first time in several years  
- Enrollment in online courses increased by 73%
<table>
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<tr>
<th>Externally Influencing</th>
<th>Internal Influencing</th>
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</thead>
<tbody>
<tr>
<td>Informed, educated, and engaged the Board members in fundraising activities.</td>
<td>Provided regular updates to the Board on fundraising progress and worked to engage</td>
</tr>
<tr>
<td>Provided regular updates to the Board on fundraising progress and worked to engage</td>
<td>Oversee and stewardship of gifts received.</td>
</tr>
<tr>
<td>Oversee and stewardship of gifts received.</td>
<td>Ensure that the FAMU Foundation is appropriately staffed to provide effective</td>
</tr>
<tr>
<td>Ensure that the FAMU Foundation is appropriately staffed to provide effective</td>
<td>Provide stewardship</td>
</tr>
</tbody>
</table>

**Comments:**
- Board of Trustees Evaluation Form for the President
- Larry Robinson's 2017-2018 Self-Assessment
public officials?
- Provide consensus building, focused leadership on matters related to the University and Board of Trustees?

| Invited Athletics leaders to promote fundraising needs at university events to encourage on-campus giving. |
| Hosted giving luncheons at Athletic classic events and annual faculty and staff giving events. |
| Seven Day Challenge and Giving Tuesday Campaigns on social media. |
| Meeting with CEO of Intel to develop a relationship to recruit CIS majors from FAMU for employment. Intel has invested $500K to expand pathways for more women and underrepresented minorities to enter and succeed in tech fields. |
| Partnership with Google in Google West initiative—Three FAMU students are participating in summer internship. |
| Met with the Chair of the Board of Farmers Insurance who wants to partner with FAMU. |
| University received more than $1 million in federal funding to strengthen entrepreneurship and technology commercialization on campus and in the community. The funds were used to form the Research, Entrepreneurship and Commercialization Hub also known as REACH. The goal of the REACH program is to advance community development and create networks of facilities and support services that provide a sustainable commercialization pathway for entrepreneurs and innovators. |

**Increase the Visibility and Reputation**

Multiple efforts were made to increase the visibility and reputation of the University, as well as build credibility, both among prospective students and employees, as well as stakeholders and the community. The efforts included:

- Participated in conference calls and activities with NCAA and NCAA compliance representatives on campus.
- Participated in events and roundtable discussions at the MEAC Basketball Tournament, including interviews about FAMU Athletics with ESPN.
- Attended and presented at Board of Governors meeting regularly and communications, calls and meetings with BOG members throughout the year. Along with key staff, presented accountability report and other presentations about ongoing efforts that impact FAMU’s success in the Board’s metrics during BOG meetings.
- Participated in FAMU Foundation Board of Directors meetings and calls, engage with Board members frequently during out-of-town visits and via electronic communications.
- Worked with on-campus accreditation team to prepare for SACSCOC visit and ensure compliance documents submitted in a timely, and acceptable fashion. Hosted
Board of Trustees Evaluation Form for the President

Dr. Larry Robinson's 2017-2018 Self-Assessment

Research and Training
- Hosted workshops for teachers in Kenya, Ivory Coast, and India to strengthen and bolster training programs.
- Conducted workshops and action plans for programs that have increased opportunities.
- Launched new initiatives to strengthen academic offerings such as 24-hour learning.
- Introduced the year-round academic calendar.
- Revised the university's website and linked to campus resources and events.
- Trained members of the university community on online learning and social media.
- Revised the university's communications policy and style guide to reflect and support.
- Began preparations to own the university's website as well as release new web content.
- Discovered potential in the admissions and marketing process for new and potential students.
- Developed new strategies to meet goals.
- Launched the annual presidential tour, launching the ONE campaign and hosting community discussions in various cities.
- Expanded the number of community events, offering and participating in events.
- Launched new research and leadership initiatives and efforts.

Other Key Initiatives:
- Launched partnerships with the Boys and Girls Club, Healthier Campus Initiative, and the National Incident.
- Launched a new initiative for diversity in philanthropy.
- Launched campaigns for diversity, inclusion, and equity.
- Engaged with members of the student body and financial aid teams.
- Purchased social media and digital marketing tools.
- Participated in Washington, D.C. Citizens Assembly focused on the importance of SASCOC.

SACSCO Members on campus in March 2018.
DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

Rankings:
- FAMU continues to make strides in national and HBCU rankings in fall 2017, U.S. News & World Report released its 2018 "Best Colleges" rankings revealing two new top spots for Florida A&M University. While maintaining its spot as the No. 1 public historically Black college or university (HBCU) on the U.S. News & Report list of the top 311 national universities, FAMU climbed in the rankings – moving from the No. 7 best overall (public and private) HBCU in the country for 2017 to No. 6 out of the 80 HBCUs considered for the "Best Colleges" list in 2018.
- FAMU's ranking as the No. 207 overall university or college in the entire nation marks its first appearance in U.S. News & World Report's first tier "National Universities" ranking list. More than 1,660 four-year colleges and universities were surveyed to determine the rankings. In addition, the University appears on the U.S. News & World Report list for the top overall 132 public schools in the nation and top 205 engineering programs with doctoral degrees in the nation through its joint college with Florida State University. The University was also listed among the top 254 colleges in the nation ranked by high school counselors.
- In the College Magazine (December 2017 edition), FAMU was listed among the top 10 notable Historically Black Colleges and Universities (HBCU) changing the world.
- Additionally, Florida A&M University is ranked 8th among Florida colleges and universities in the Market Position Index measuring awareness and image.
- Diverse: Issues in Higher Education published its annual list of the top bachelor's and doctoral degree granting institutions in the nation. FAMU was ranked by the publication as the No. 1 Historically Black College University (HBCU) for producing African-American bachelor's degree and the No. 4 overall institution in the nation for producing African-American bachelor's degrees. The University was also ranked the No. 2 institution in the nation among all universities for producing the most African-American professional doctoral degrees. "Diverse" also lists FAMU as the overall No. 19 institution for granting professional doctoral degrees for minorities among all of the nation's universities.
- FAMU is also ranked as the No. 9 Best Value College among both private and public institutions in the state by College Choice.

Build Credibility and Influence with Media
Throughout the year, multiple efforts were made to enhance the University's credibility and influence with the media. I participated in multiple positive interviews and meetings with
**DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT**

**BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

- FAMU's Robinson visits students; campus prepares to house Army part of the state’s emergency response team to Hurricane Irma
  

**Influence Legislators and Public Officials**

- Based on 2017 legislation granting the University authority to address social concern that has plagued minority communities for decades, FAMU is taking a lead in educating Florida’s minority communities on the use of medical marijuana as a health alternative through a series of public awareness campaigns.
- Legislators became advocates for student success, resulting in a $6M increase in funding to support student success initiatives for faculty and students.

**Provide Consensus Building, Focused Leadership on Matters Related to the University and BOT**

In leading the University, I am committed to building a consensus on matters affecting the University by making the Board and our constituent groups aware and gaining their insight on critical issues. My commitment to consensus building is displayed by:

- Ensuring that the Board is immediately made aware of issues that either positively or negatively impact the University.
- Discussing critical issues with the Board and gaining their insight and support.
- Garnering the support of the Board and appearing jointly with members of the Board before the legislature and with meeting with the Board of Governors and its staff.
- Establishing a respect for the Board and utilizing the talents and expertise of each member in areas that benefit from their broad base of experiences.

<table>
<thead>
<tr>
<th><strong>Internal Relations</strong></th>
<th>Comments:</th>
</tr>
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<tbody>
<tr>
<td>How effectively does the president:</td>
<td>1 - Exceeds</td>
</tr>
<tr>
<td>- Develop a climate and programs that enhance diversity?</td>
<td>2 - Meets</td>
</tr>
<tr>
<td>- Interact with students and demonstrate commitment to</td>
<td>3 - Does Not Meet</td>
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**Develop a Climate and Programs that Enhance Diversity**

- Developed the framework of the University’s first-ever formal Diversity & Inclusion initiative (D&I) that focus on the following seven key areas:
  - Faculty, Students, Staff Engagement
  - Organizational Development and Training
<table>
<thead>
<tr>
<th>to students</th>
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<tbody>
<tr>
<td><strong>Visits the Student Cafe by having lunch on Wednesdays, making myself available</strong></td>
<td>•</td>
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<tr>
<td><strong>History Month</strong></td>
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<tr>
<td><strong>Scheduled University-wide Conferences (Back to College, Homecoming, Black Student and the Graduate Student Association)</strong></td>
<td>•</td>
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<tr>
<td><strong>Conducted meetings with Student Government Association (SGA) President, SGA, and Conferences</strong></td>
<td>•</td>
</tr>
<tr>
<td>Feedback and other students to provide campus updates and to listen to any issues</td>
<td>•</td>
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<tr>
<td>Hosted President Coins with student leaders to discuss the strategic plan and get their input</td>
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<tr>
<td>Hosted a college social to welcome new students to FAU</td>
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2019-2020:

- Developed and implemented action plans to understand student focus areas, ready to begin implementation in January 2018.
- Designed and implemented in the University’s DED Initiative.
- Established a website for Human Resources Website for transparency and shared goals.
- Concluded external benchmarking to identify areas for improvement with a goal of 50% of core practices that are credible.
- Conducted external benchmarking to identify areas for improvement with a goal of 50% of core practices that are credible.
- Conducted internal benchmarking to identify areas for improvement with a goal of 50% of core practices that are credible.

- Community Relations
- Enhance their development
- Recognize their service and contributions
- Work with the faculty to develop initiatives to advance student success
- Work with the staff to create well-being environments
- Work with the staff to create well-being environments
- Work with the staff to create well-being environments
DR. LARRY ROBINSON’S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

- Conducted Town Halls focused on student housing.
- Ensured University readiness for students during hurricane season (on-campus housing, meal preparedness and regularly updates via Campus Emergency Alert System and University website.
- Conducted a meeting with students to focus on FAMU Day at State Capital.
- Attended student concerts, plays and other scheduled student performances
- Supported students by attending Honda Campus All-Star Challenge (HCASC) National Championship Tournament held in Torrance, California.
- Maintained an open door policy for students; and with students and parents, when requested.
- Continued to support graduate students by serving on thesis and dissertation committees.
- Reached agreement with the Graduate Assistants Union (GAU) regarding a bonus, an enhanced minimum hourly rates and a minimum stipend rate.
- Hosted periodic meetings with the GAU to address their concerns.

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

- New Faculty Orientation: Forty-one (41) new faculty participated in the 2017-2018 academic year with ongoing training and support provided throughout the year.
- Digital Learning Initiative (DLI): Twelve (12) faculty were provided monetary support in the Course Redesign Summer Institute.
  - 2018 Digital Learning Initiative provided monetary support and technology upgrades for 10 faculty during their participation in the course redesign summer institute.
- Professional Development: Thirty (35) professional development workshops offered through the Teaching and Learning Center, which is funded by World Class Faculty funds.
  - More than 380 faculty participated in a variety of professional development workshops sponsored by the Teaching and Learning Center.
- On-line (distance education: Forty-two (42) submitted utilized the newly adopted online platform to submit all tenure and promotion applications.
Throughout the year, faculty, staff, and students, as well as the surrounding campus community, were engaged through various events and activities. These events included:

- Hosted a reception for new faculty during faculty retreat planning
- Reviewed all faculty search meetings when I am in town (and encourage the members)
- Leadership Team meetings
- Two faculty representatives on my senior leadership team who attend weekly Faculty Senate meetings

Ensuring Student Faculty and Community Relations

Leaders at HBCUs:

- Westminster and annual meeting curriculum for Presidents, CFOs, VPAs, and HR sponsored by TIAA in the development and delivery of various leadership programs
- Continued to serve as an active participant in the HBCI Leadership Exchange training for first time and current supervisors
- Peer leaders and co-executive training for over 2,500 staff and faculty throughout
- Organizational Development and Leadership

Levels:

- University: in support of Transition Planning (change in leadership) throughout all
- Implementation of Succession and Replacement Planning for staff within the Office Human Resources. Comprehensive process support the development and implementation of the following initiatives were implemented:

Dr. Larry Robinson S 2017-2018 Self-Assessment
toys and 50 bicycles/helmets were donated by faculty, administrators and staff
- Gooden-Steep Prayer Breakfast at Goodwood Manor
- University Sponsored Harambee Festival
- Tallahassee Memorial Hospital Gala
- Brickler-Anderson Art Gallery located near the campus
- Jake Gaither House
- Community Christian School 40th Anniversary Gala
- Meetings with the Tallahassee Chamber of Commerce
- Served as keynote speaker for several local organizations, sharing the University’s vision and the great things that are happening at FAMU:
  - Local churches
    - Bethel A.M.E. Church
    - St. Eugene
    - Flipper Chapel A.M.E. Church
  - Local Organizations/Clubs
    - Links Club of Tallahassee
    - Rotary Club of Tallahassee
    - Leadership Tallahassee
- Students
  - Freshman Pinning Ceremony/ SGA Inauguration (September)
  - Speaking at Undergraduate Student Success Center (September)
  - Speaking at Freshman Orientation (June)
  - Attending the Graduate Feeder Conference Reception and Career Expo (September)
  - Attending the Honda All Stars competition (February and April)
  - Supported the FAMU Bridges Program (March)
  - Conducted weekly visits to Café, student areas or walked the campus
  - Attending student musician performances (April)
  - Participating in Veteran Students’ Chord Ceremony) May
  - Hosting the Graduate Reception (May)
  - FAMU-FAU Medical Scholars Program Reception (May)
  - Town hall meetings with students attending the College of La (November, March)
- Faculty
  - Faculty Retreat
  - Faculty Research Awards
3 - Does Not Meet

2 - Meets

1 - Exceeds

Comments:

AVP Committees:
- Athletics Council for both men and women
- Housing Workshops (October)
- Inaugural Champions Campaign Program Kick-Off
- Strategic Planning Workshop (Quarterly)
- President's Leadership Council
- Faculty-Senate Meetings
- University-Wide Staff Meetings on Performance Metrics and Selective

University-Wide: Annual Management Seminar
- Faculty Senate Meetings
- Conversations with Faculty and Student Engagement Survey comments

Board and Governance Relations:
- Collegiate Athletics Council
- Board of Trustees Evaluation Form for the President
- Involves the Board in strategy, decision-making, and faculty and administration's roles in the administration, especially in understanding the Board's priorities.
- Develop a Joint Working Relations
- Fund-raising and community involvement by the Board, especially in establishing relationships with the Board.
- Build Relationships with the Board

How effective does the President?

The College of Pharmacy Cassidy Hall?
- Town Hall Meetings with faculty at the College of Law (November, April, and February)
- Faculty Senate Meetings
- Conversations with Faculty and Student Engagement Survey comments
in productive and appropriate ways?

- Focus the board’s attention on issues related to the president’s professional development and personal welfare?
- Focus the board’s attention on decision-making and governance systems that need improvement?
- Administer the affairs of the University consistent with the documented Board policy?

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

- Recognized and applauded the accomplishments of members of the Board
- Supported the Board in its self-evaluation process by providing University assessment experts to assist in the process and report
- Briefed and provided support for Board Chair for presentations to BOG regarding athletics, annual accountability plan and housing plan.
- Supported the participation of the BOT in trainings:
  - Association of Governing Board Annual Conference
  - P3 Workshop – George Mason University
- Participated with BOT members in other professional development opportunities:
  - BOT Annual Retreat (August)
  - BOG Annual training for University trustees

- **Communication with Florida Board of Governors:**
  - Meeting with BOG, the Chancellor and his staff, along with fellow colleagues within the SUS Council of Presidents.

**Gain Support from the Board**

As stated earlier, having an established positive relation with the FAMU BOT and BOG is essential in the success and sustainability of the University. In 2017-18, the following provides evidence of significant strides/accomplishments:

- Housing Enhancement Plan
- New Degree Programs
- Accountability Plan
  - Includes information on University’s strategy, key initiatives, performance based funding (PBF) metrics and other key performance metrics outcomes and projections, enrollment projections and proposed new programs under consideration.
- Budget/Legislative Budget Requests (LBR)
  - Received $6M in new funding in the 2018 Legislative Session
- Food Vendor Contract approval
- Re-organization of the Rattler Boosters
- Amending several BOT regulations and policies, including:
  - Freedom of Expression and Assembly regulation
  - Direct Support Organizations (DSO) policy
  - Campus No Smoking Policy
  - Revised Textbook Affordability regulation
| Board of Trustees Evaluation Form for the President |

| Dr. Larry Robinson's 2017-2018 Self-Assessment |

| Worked jointly with the Board to develop a new strategic plan |

| Involve the Board in strategy in productive and appropriate ways |

| Good working understanding of roles in decision-making |

| Involved Board members in identifying fundraising and fund-raising activities |

| Faculty and students |

| No smoking policy |
| DSO policy |
| Freedom of expression and assembly regulation |
| Revised textbook affordability regulation |
| Trustee recommendation by the Faculty Senate of BOT committee and finally the Board of Trustees |
| Utilizing a vetting process for policies and regulations that requires a review and |
| include two faculty members |
| Attended Faculty Senate meetings |

| Board of Trustees |

| Board members recognized with recognitions who become advocates for student |

| Board members support of the University (e.g., Schmid Renovations) |
| BOT member's contributions in support of the University (e.g., Schmid Renovations) |
| NAACP chapters such as Polk County Florida (e.g.) |
|受邀旅行是赞助的学生活动;由PAMU |

| Individual Board member went to the capitol with me and our director of governmental |

| Legislative Session to lobby in support of initiatives identified in the 2018-19 LBR. |

| Board members were solicited and encouraged to participate during the 2018-19 LBR. |

| Community-building events/programs: Activities included: |

| Focus on Board (e.g., faculty relations, especially in Fundraising and Community Relations) |

| Athletics (e.g., reduction plan) |
| Pride College System special events and agreements |
| Mental health counseling enhancement plan |
DR. LARRY ROBINSON’S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

- Engaged Board members in the development and implementation of a 2 + 2 program with Florida’s state colleges.

Administer the Affairs of the University Consistent with the Documented Board policy
In accordance with BOT regulation 1.001 – Authority of the President, the following provides examples of my administration of affairs as consistent with BOT policy:
- Periodic reviews of the operations of the University (e.g., weekly meetings with senior leadership team on divisional updates on accomplishments, challenges, etc.).
- Worked closely with BOT to ensure that the policies, regulations and plan are aligned with the Florida Board of Governors’ system-wide strategic plan and regulations.
- Consulted regularly with the FAMU Board of Trustees on any matters that affect its policy-making and fiduciary responsibilities.
- Ensured that the BOT policies are consistent with pertinent rules, regulations and laws. An example is the DSO policy approved changes that were mandated by a change in Florida law, requiring the Board of Trustees to approval.

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<thead>
<tr>
<th>EVALUATION FACTORS</th>
<th>PERFORMANCE</th>
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<tbody>
<tr>
<td>Personal Characteristics and Values</td>
<td>Comments: As the leader of this great institution, it has been my goal since becoming the 12th President to make myself visible and accessible to all FAMU constituents. My personal characteristics and values as president are evidenced in the following examples:</td>
</tr>
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**Demonstrate Persistence in Reaching Goals**
- Ongoing monitoring of institutional goals by the Division of Strategic Planning, Analysis and Institutional Effectiveness
- Regular updates to Board of Trustees on progress made on institutional goals (e.g., President Goals, Performance Based Funding metrics, and Strategic/Work Plan Goals)
- Development of Dashboard and Scorecards website that provides the status of the BOT identified institutional goals. Visit [http://president.famu.edu](http://president.famu.edu) (click on Goals).
- Development of academic scorecards to provide progress on metrics/goals established for each college/school.

**Use Political Skills to Negotiate Agreements, Create Coalitions and Build Consensus**
- 2018 Legislative session (e.g., LBR) – received $6M in new funding to support student...
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<th>COMMUNITY CLEARLY AND CONTINUALLY INVOLVED IN VARIOUS FORMS AND CONTEXTS</th>
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<td>• Alumni and other stakeholders of the university</td>
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<th>Display Interpersonal and People Skills</th>
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<tr>
<td>• Facilitate clear and effective communication</td>
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<td>• Engage in meaningful dialogue</td>
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    Links Club of Tallahassee
    Rotary Club of Tallahassee
    Leadership Tallahassee

Show Respect for Others/Listen
  • Making myself available to others and listening to their concerns, views, and
    perspectives (e.g., College of Law faculty and students, students during hurricane
    season, housing issues, students and parents).

Examine and Challenge Assumptions
  • Advocate for best-practices (e.g., encourage senior leadership to explore and
    communicate trends in higher education that can have an impact on the University.

Demonstrate Honesty and Integrity
  • Transparency on ongoing issues (pros and cons) (e.g., emails to BOT members to keep
    them abreast of happenings at the University).

Inspire Trust and Confidence
  • Demonstrated my ability to be transparent, responsive and responsible to the Board,
    alumni, students, faculty, staff, legislature and other stakeholders.

My personal characteristics include:
  • A strong and engaged communicator and listener.
  • Commitment to the University’s mission.
  • Commitment to the highest standards of learning, teaching and scholarship.
  • Open and accessible leadership style that inspires trust and collaboration at all levels of
    the University.
  • A promoter of working together.
  • A transparent administrator.
  • A goal setter, ensuring and promoting a shared vision.
  • Able to identify and hire strong, competent leaders.
  • Able to develop strategies to enhance the quality and integrity of our academic degree
1. What other points need to be covered?

2. When single time would you suggest to improve the President's effectiveness?

3. What else?

Summary Questions

Other Stakeholders

- Responsible and responsive to Board, alumni, students, faculty, staff, legislators and
- Able to effectively manage human, financial and capital assets and programs.

Leadership Acumen

- Acumen to lead with integrity and purpose.
- Acumen to lead through challenges and change.
- Acumen to lead with passion and purpose.
- Acumen to lead with vision and strategy.
- Acumen to lead with empathy and connection.
- Acumen to lead with excellence and innovation.
- Acumen to lead with wisdom and foresight.
- Acumen to lead with courage and conviction.
- Acumen to lead with curiosity and learning.
- Acumen to lead with accountability and responsibility.

Leadership of the Institution

- Leadership of the President.
- Leadership of the Board.
- Leadership of the campus community.
- Leadership of the alumni association.
- Leadership of the faculty and staff.

Leadership in Action

- Leadership in the context of policy and strategy.
- Leadership in the context of execution and implementation.
- Leadership in the context of vision and inspiration.
- Leadership in the context of relationship and collaboration.
- Leadership in the context of accountability and results.

Leadership in Context

- Leadership in the context of internal operations.
- Leadership in the context of external partnerships.
- Leadership in the context of community engagement.
- Leadership in the context of global outreach.
- Leadership in the context of fiscal sustainability.

Leadership in Practice

- Leadership in the context of decision-making.
- Leadership in the context of conflict resolution.
- Leadership in the context of team building.
- Leadership in the context of change management.
- Leadership in the context of crisis management.

Leadership in Values

- Leadership in the context of ethical leadership.
- Leadership in the context of social responsibility.
- Leadership in the context of environmental sustainability.
- Leadership in the context of diversity, equity and inclusion.
- Leadership in the context of community impact.

Leadership in Impact

- Leadership in the context of performance improvement.
- Leadership in the context of innovation and development.
- Leadership in the context of growth and development.
- Leadership in the context of sustainability and resilience.
- Leadership in the context of partnership and collaboration.

Leadership in History

- Leadership in the context of institutional history.
- Leadership in the context of institutional legacy.
- Leadership in the context of institutional reputation.
- Leadership in the context of institutional impact.
- Leadership in the context of institutional transformation.

Leadership in the Future

- Leadership in the context of strategic planning.
- Leadership in the context of future focus.
- Leadership in the context of long-term vision.
- Leadership in the context of innovation and disruption.
- Leadership in the context of future resilience.

Leadership in Summary

- Leadership in the context of overall effectiveness.
- Leadership in the context of overall impact.
- Leadership in the context of overall value.
- Leadership in the context of overall sustainability.
- Leadership in the context of overall contribution.

Leadership in Evaluation

- Leadership in the context of self-evaluation.
- Leadership in the context of peer evaluation.
- Leadership in the context of evaluation by stakeholders.
- Leadership in the context of evaluation by external reviewers.
- Leadership in the context of evaluation by the Board.

Leadership in Results

- Leadership in the context of measurable outcomes.
- Leadership in the context of quantifiable results.
- Leadership in the context of qualitative impacts.
- Leadership in the context of sustainable outcomes.
- Leadership in the context of long-term benefits.

Leadership in Testimonies

- Leadership in the context of testimonials from former presidents.
- Leadership in the context of testimonials from current board members.
- Leadership in the context of testimonials from current faculty.
- Leadership in the context of testimonials from current students.
- Leadership in the context of testimonials from current alumni.

Leadership in Assessment

- Leadership in the context of comprehensive assessment.
- Leadership in the context of ongoing evaluation.
- Leadership in the context of continuous improvement.
- Leadership in the context of data-driven decision-making.
- Leadership in the context of evidence-based practices.

Leadership in 2018 Self-Assessment

- Leadership in the context of self-assessment.
- Leadership in the context of peer review.
- Leadership in the context of external review.
- Leadership in the context of self-reflection.

Leadership in Board of Trustees Evaluation Form for the President

Dr. Larry Robinson's 2017-2018 Self-Assessment
DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

Engagement
- Building a strong relationship with BOT, BOG, Chancellor's office, faculty, students, staff, alumni, elected officials, parents, community, civic and business leaders and other key stakeholders.
- Initiated a new approach to advancing FAMU's legislative agenda (e.g., hosting of legislators on campus).
- Ensured FAMU's consistent presence at the State Capitol before and during 2018 Legislative Session.

Accountability
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC): Successful SACSCOC On-Site Review. University was successful in receiving no recommendations or follow-up on 94+ plus standards. SACSCOC will release the official results during its December 2018 meeting.
- Hiring of the Compliance Officer.
- Developed action plans to support efforts focused on the following:
  - Implementation of the Strategic Plan “FAMU Rising” initiatives
  - Athletics Deficit
  - Housing Enhancement Plan
- Revision to DSO policy to align with state of Florida legislation.

Improve the President’s Effectiveness
The single most important thing to improve my effectiveness is garnering resources that are needed to support the success of our students, faculty, staff and the campus infrastructure needs (e.g., scholarship funds, need-based aid, residential facilities, athletics, faculty research labs, campus technology upgrades, faculty and staff incentives to support and promote exceptional performance, etc.).

It is an honor to be selected to serve as the 12th President of Florida Agricultural and Mechanical University (FAMU). My broader vision is to encourage our faculty and staff to be nimble and collaborative in ways that will allow us to better compete, sustain and transform FAMU for future generations to come. I am here to serve and I am open to any feedback that is provided to make FAMU a “first-choice” University.
Does Not Meet Expectations:

- Demonstrates minimal initiative to improve performance on a consistent basis.
- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.

Meets Expectations:

- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institution.
- In representing the department/division of organization, effectively interacts with peers, supervisors, faculty, students, and other stakeholders as collaborative, skilled, and reliable.
- Recognized by peers, supervisors, faculty, students, and others as exceptionable in collaborative, skilled, and reliable.
- Dependable, highly reliable and follows through on all assignments or requests.
- Performs beyond expectations.
- Posesses full knowledge of job functions/duties and where else other related aspects of the institution, with the ability to explain and articulate such aspects.
- Performs job functions/duties on a daily/basis and regularly meets expectations and job description requirements with some tasks.

Exceeds Expectations:

- Goal of the institution.
- Skillfully resolves conflicts in the midst of different opinions or creative development concepts with compromised interest.
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with comprehensive proficiency.
- Exhibits model behavior that exemplifies the values and qualities of the organization and those worth of emulation.
- Demonstrates exceptional job functions/duties, through own initiative, through the goals of and make significant contributions to the institution.
- Is dependable, highly reliable and follows through on all assigned or other related aspects of the institution.
- Understaks additional job functions/duties, through own initiative, that further the goals of and make significant contributions to the institution.
- Significantly and consistently exceeds expectations by producing a high quality and quantity of work.

Evaluation Rating Definitions

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

- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues, students or members of the University community.
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Takes little or no initiative, even with prompting to improve performance.
TRUSTEES’ EVALUATIONS
TRUSTEE MATTHEW M. CARTER II
<table>
<thead>
<tr>
<th>STRATEGIC LEADERSHIP</th>
<th>PERFORMANCE</th>
<th>EVALUATION FACTORS</th>
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<tbody>
<tr>
<td>President Robinson provided excellent strategic leadership to the campus during this evaluation period.</td>
<td></td>
<td>- How effectively does the president meet the strategic leadership expectations?</td>
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**EXCEPTIONS**

<table>
<thead>
<tr>
<th>Does Not Meet</th>
<th>Meets Expectations</th>
<th>Exceeds</th>
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<tbody>
<tr>
<td>-1</td>
<td>0</td>
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<tr>
<td>-3</td>
<td>2</td>
<td>+3</td>
</tr>
</tbody>
</table>

**Comments**

- Meet the criteria or long-range strategic and responsive to the changing needs of the university's ecosystem.
- Ensure the strategic and mission-driven goals are set and communicated.
- Develop and communicate the vision of the organization.

**Please circle one (1)**

**PERFORMANCE**

- In communication, meet the annual goals, ensuring smooth operation of the campus.
- Set the strategic goals, and develop annual plans and goals.

**EVALUATION FACTORS**

- How effectively does the president set and communicate the goals?
- How effectively does the president develop and communicate the vision of the organization?
- How effectively does the president meet the strategic leadership expectations?

**BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

2017-2018 ASSESSMENT OF DR. LARRY ROBINSON

Evaluator: [Name]

Date: [Date]
# 2017-2018 Assessment of Dr. Larry Robinson

## Board of Trustees Evaluation Form for the President

### Educational Leadership

<table>
<thead>
<tr>
<th>How effectively does the president:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Propose educational directions and priorities that motivate others?</td>
<td>President Robinson has demonstrated excellent Educational Leadership during this evaluation period. President Robinson continues to demonstrate visionary leadership that is propelling FAMU forward in a positive and effective manner. During the visit by our accreditation agency, the commended FAMU on providing a world class portfolio of all information necessary for an outstanding report and sustained our university's accreditation. This is due to the quality educational leadership of President Robinson.</td>
</tr>
<tr>
<td>Assure academic quality by expecting the use of evidence to improve performance?</td>
<td></td>
</tr>
<tr>
<td>Mobilize resources to support educational programs?</td>
<td></td>
</tr>
<tr>
<td>Encourage and enable educational and curricular change and innovation?</td>
<td></td>
</tr>
<tr>
<td>Understand and participate in academic governance and collaborative decision-making?</td>
<td></td>
</tr>
<tr>
<td>Attract and retain strong faculty?</td>
<td></td>
</tr>
</tbody>
</table>

### Organizational Management

<table>
<thead>
<tr>
<th>How effectively does the president:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?</td>
<td>Organizational management is the hallmark of President Robinson's tenure as President of FAMU. He has excelled in all areas of organizational management-management, timeliness, standards, quality decision making, utilization of a data driven process and outstanding planning and handling all matter, including crisis.</td>
</tr>
<tr>
<td>Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities?</td>
<td></td>
</tr>
<tr>
<td>Set high standards and hold people responsible for results?</td>
<td></td>
</tr>
<tr>
<td>Make clear and timely decisions?</td>
<td></td>
</tr>
<tr>
<td>Make tough decisions?</td>
<td></td>
</tr>
<tr>
<td>Use analytical and creative thinking to solve problems?</td>
<td></td>
</tr>
</tbody>
</table>
Financial Management

Comments:

- Financial decision-making
- Financial management effectiveness
- Financial reporting and analysis
- Financial risk management
- Financial planning and budgeting
- Financial audit and control

How effectively does the President:

- Understand and manage the organization's financial resources?
- Ensure effective financial management?
- Promote financial stability and growth?

President's Performance:

- Financial performance and outcomes
- Financial strategy and planning
- Financial leadership and decision-making
multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?

<table>
<thead>
<tr>
<th>Work Plan</th>
<th>Comments: President Robinson has been extremely effective in the Work Plan during this evaluation period. President Robinson has been deliberate in providing on-going and timely updates, all necessary information and communications regarding all matters pertaining to FAMU. He has excellent and timely communications with all members of the FAMU BOT. He has established and continues a respectful professional relationship with the Chancellor, the BOG Staff and the BOG. This has benefitted FAMU greatly because with this greater communication, concerns can be addressed early, such that they do not become problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effectively does the president:</td>
<td>1 - Exceeds 2 - Meets 3 - Does Not Meet</td>
</tr>
<tr>
<td>• Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns?</td>
<td></td>
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<tr>
<td>• Meet the goals established by the Board and approved by the BOG?</td>
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<tr>
<td>President</td>
<td>Evaluation Form for the President</td>
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<tr>
<td>-----------</td>
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</tr>
<tr>
<td>Exceeds</td>
<td>enhance diversity</td>
</tr>
<tr>
<td>Does Not Meet</td>
<td>decrease</td>
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<table>
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<tr>
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<td>President Robinson is outstanding in his efforts to external relations. He has developed a comprehensive and programs that increase the diversity of the university and board of trustees. Leadership on matters related to the improvement of the institutional reputation and the image of the university and Board of Trustees. The President's leadership and influence with external groups, including business leaders, have expanded, and his efforts to promote the university's brand and national recognition have been successful.</td>
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<td>Robinson in these important efforts. Robinson's leadership, fundraising, and the promotion of the university's brand have been significant. In addition, the President has been a strong advocate for the development of new initiatives and programs that support the university's mission.</td>
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<td>Robinson during this evaluation period. President Robinson has enhanced all internal and external relations with media and others in the fund-raising sector.</td>
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**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON**

**BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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<tr>
<th>Criteria</th>
<th>Performance Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interact with students and demonstrate commitment to their welfare?</td>
<td>Students are making progress and clearly understand FAMU’s mission and their respective parts in it. Customer service is improving and it’s because the accountability measures employed at FAMU.</td>
<td>2 - Meets</td>
</tr>
<tr>
<td>Work with the faculty to develop initiatives to advance their work and professional well-being?</td>
<td></td>
<td>3 - Does Not Meet</td>
</tr>
<tr>
<td>Work with the staff to create opportunities and resources to recognize their service and enhance their development?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure strong faculty and community relations?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Board and Governance Relations**

**How effectively does the president:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Performance</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build the relationship with the board?</td>
<td></td>
<td>1 - Exceeds</td>
</tr>
<tr>
<td>Gain support from the board, especially on controversial issues?</td>
<td></td>
<td>2 - Meets</td>
</tr>
<tr>
<td>Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?</td>
<td></td>
<td>3 - Does Not Meet</td>
</tr>
<tr>
<td>Develop a good working understanding of the board’s, the administration’s and the faculty’s respective roles in decision-making?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involve the board in strategy in productive and appropriate ways?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus the board’s attention on issues related to the president’s professional development and personal welfare?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus the board’s attention on decision-making and governance systems that need improvement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administer the affairs of the University consistent with the documented Board policy?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

President Robinson is outstanding in the area of Board Governance and Relations. President Robinson goes above and beyond to strengthen his relationship with the FAMU BOT. He is timely, honest, unafraid to give the facts in a given situation (the good, the bad and the ugly). He always provides recommendations for a more effective working relationship with the BOT by offering solutions to potential and real concerns. He always gives the BOT a “heads-up” on matters that may, in the future, impact on FAMU.
## 2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

<table>
<thead>
<tr>
<th>EVALUATION FACTORS</th>
<th>PERFORMANCE</th>
<th>EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Characteristics and Values</td>
<td>President Robinson excels in the area of Personal Characteristics and Values. He is professional, courteous, intelligent and embodies the virtues of a “servant leader”. I have spoken to students, faculty, alumni, clergy and business persons; they all say President Robinson is honorable, courteous and respectful in all of their dealings with him.</td>
<td>1 - Exceeds</td>
</tr>
<tr>
<td>How effectively does the president:</td>
<td>In my own personal opinion, having served in the United States Army, that the greatest leaders are those that can keep their wits when chaos is all around them. He is indeed the calm in the storm for FAMU and he is guiding us to calmer seas.</td>
<td>2 - Meets</td>
</tr>
<tr>
<td>- Demonstrate persistence in reaching goals?</td>
<td>President Robinson was outstanding in all areas* during the period of this evaluation.</td>
<td>3 - Does Not Meet</td>
</tr>
<tr>
<td>- Lead change?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use political skills to negotiate agreements,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>create coalitions and build consensus?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Display interpersonal and people skills?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Communicate clearly and convincingly in various</td>
<td></td>
<td></td>
</tr>
<tr>
<td>forms and contexts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Show respect for others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Listen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Examine and challenge his or her assumptions and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>show a willingness to explore other viewpoints?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Understand his or her and others' feelings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reconcile conflict between self and others,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and among groups and individuals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate honesty and integrity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Inspire trust and confidence?</td>
<td></td>
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</tr>
</tbody>
</table>

*With the exception of the area of Fund Raising and Annual Goals and Priorities; there he “Meets Expectations”. See my comments in those sections.

| SUMMARY QUESTIONS                                      | 1. President Robinson is always well prepared; respectful of all BOT Members and others during meetings and in individual settings; he is very dedicated to FAMU which comes through his values, his work ethics and his professionalism. |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 1. What have been the president's major accomplishments in the leadership of the institution over the last year? |                                                                                                                                                                                                            |                              |

Page | 8
Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation.

Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University.

Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings including one-on-one communications, written skills, correspondence and public situations.

Undertakes additional job functions/duties, through own initiative that further the goals of and make significant contributions to the institution.

Significantly and consistently exceeds expectations by producing a high quality and quantity of work.

Rotational Change Definitions:

<table>
<thead>
<tr>
<th>Measures</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU, FAMU, FAMU</td>
<td>What other points need to be covered?</td>
</tr>
<tr>
<td>FAMU, FAMU, FAMU</td>
<td>What single thing would you suggest to improve the president's effectiveness?</td>
</tr>
<tr>
<td>FAMU, FAMU, FAMU</td>
<td>2 President Robinson could intensify his leadership efforts in fundraising for</td>
</tr>
</tbody>
</table>
2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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

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

Does Not Meet Expectations:
- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues, students or members of the University community.
- Consistently fails to meet expectations and job description requirements.
- Fails to possess full knowledge of the job functions/duties.
Takes little or no initiative, even with prompting to improve performance.

- Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.

BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT
2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
TRUSTEE THOMAS W. DORTCH, JR.
<table>
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<tr>
<th>Evaluation Factors</th>
<th>Performance</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Strategic Leadership</strong></td>
<td></td>
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</tr>
<tr>
<td>How effectively does the president...</td>
<td></td>
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<tr>
<td>Demonstrate an understanding of the culture</td>
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<tr>
<td>Convey the mission and articulate a strategic vision</td>
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<tr>
<td>Shape a productive strategy process and outcomes</td>
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<tr>
<td>Ensure the participation and alignment of stakeholders</td>
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<tr>
<td>Lead the creation of a long-range strategic plan and respond to the driving forces of change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement the strategy and make things happen to achieve competitive advantage</td>
<td></td>
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<tr>
<td>Evaluations of the president’s performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In determining the alignment of the goals with the annual priorities and goals</td>
<td></td>
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<tr>
<td>In communicating the articulated goals</td>
<td></td>
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<tr>
<td>In communicating the president’s goals approved by the Board</td>
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<tr>
<td>In performance reviews (see attached)</td>
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**Evaluations: 1 - Exceeds, 2 - Meets Expectations, 3 - Does Not Meet Expectations**

**Please circle one:**

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<thead>
<tr>
<th>1 - Exceeds</th>
<th>2 - Meets</th>
<th>3 - Does Not Meet</th>
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<td>2 - Meets</td>
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**Evaluator:**

THOMAS DOROTHY

**Board of Trustees Evaluation Form for the President**

2017-2018 Assessment of Dr. Larry Robinson
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**Board of Trustees Evaluation Form for the President**

2017-2018 Assessment of Dr. Larry Robinson

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**Board of Trustees Evaluation Form for the President**

2017-2018 Assessment of Dr. Larry Robinson

Evaluator:

- Does Not Meet
- Meets
- Exceeds

Financial Management:
- Faculty, students, community?
- Key stakeholders’ (e.g., Board members)
- Promotes a collaborative culture that advances the University’s mission and goals
- Oversees a comprehensive leadership team that
- Oversees a comprehensive leadership team that
- Oversees a comprehensive leadership team that
- Oversees a comprehensive leadership team that
<table>
<thead>
<tr>
<th>Score</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Circle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fund Raising**

- How effectively does the president lead and engage others in the fundraising program?

**Work Plan**

- How effectively does the president meet the goals established by the board and work plan?

**Evaluation**

- Provide an ongoing and timely update to the board on goals and achievements.

**Recommendation**

- Provide an evaluation of the president's performance.

---

**Board of Trustees Evaluation Form for the President**

2017-2018 Assessment of Dr. Larry Robinson

**Evaluator**
<table>
<thead>
<tr>
<th>Comments</th>
<th>Internal Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - Does Not Meet</td>
<td>University and Board of Trustees? Provide continuous building of leaders and leaders on matters related to the strategic plan. Influence legislators and public officials. Build credibility and influence with media. Relate to alumni and key donor supporters.</td>
</tr>
<tr>
<td>2 - Meets</td>
<td>Increase our standing within the SAS and within the academic and professional communities associated with the University and its institutions in the leadership and reputation of the University.</td>
</tr>
<tr>
<td>1 - Exceeds</td>
<td>How effectively does the President balance the interests of the University with the needs of the community and its stakeholders?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
<th>External Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - Does Not Meet</td>
<td>Provide leadership to local, regional and national organizations (e.g., DSO, BOG, SAC, A).</td>
</tr>
<tr>
<td>2 - Meets</td>
<td>Build credibility and influence with external constituencies.</td>
</tr>
<tr>
<td>1 - Exceeds</td>
<td>How effectively does the President engage external constituencies?</td>
</tr>
</tbody>
</table>

Board of Trustees Evaluation Form for the President
2017-2018 Assessment of Dr. Larry Robinson
<table>
<thead>
<tr>
<th>Policy</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the board's decision-making and governance systems need improvement?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does the board's decision-making and governance systems need focus on issues related to the president's professional development and appropriate ways to involve the board in strategy and productive decision-making?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Does the board's decision-making focus on issues related to fund-raising and community relations?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does the board's decision-making effectively involve or address issues with the board?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Board and Governance Relations**

2017-2018 Assessment of Dr. Larry Robinson
<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>EVALUATION FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 - Does Not Meet</strong></td>
<td>Inspire trust and confidence</td>
</tr>
<tr>
<td>2 - Meets</td>
<td>Demonstrate honesty and integrity</td>
</tr>
<tr>
<td>1 - Exceeds</td>
<td>Recognize the contributions of self and others</td>
</tr>
</tbody>
</table>

**Summary Questions**

- How effectively does the President:
  - Lead change?
  - Demonstrate persistence in reaching goals?
  - Use political skills to negotiate agreements?
  - Create coalitions and build consensus?
  - Display interpersonal and people skills?
  - Communicate clearly and convincingly?
  - Provide leadership to the Board?
  - Show respect for others?
  - Assume other viewpoints?
  - Examine and challenge his or her assumptions and show willingness to learn?

**Expectations**

<table>
<thead>
<tr>
<th>(please circle one)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>_</strong></td>
<td><strong>_</strong></td>
</tr>
</tbody>
</table>
Meets Expectations:

- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Competently performs job functions/duties on a day-to-day basis and regularly meets expectations and job description requirements.
- While furthering the goals of the institution, exhibits teamwork or is a team player in varied settings and influences others to work collaboratively to bring about a positive impact.
- Skillfully resolves conflicts in the midst of differing opinions by creatively developing a compromise with competing interests.
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation.
- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University.
- Ventures into settings including one-on-one communications, writing, skills, correspondence, and public relations.
- Is dependable, highly reliable and follows through on all provided or otherwise undertaken initiatives or requests and is effective in a variety of settings.

Exceeds Expectations:

- Underlines and consistently exceeds expectations(s) by producing a higher quality and quantity of work.
- Significantly and consistently exceeds expectations by demonstrating a high level of performance.

3. What other points need to be covered?

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

Evaluator
Does Not Meet Expectations:

- Takes little, if any, initiative, even with prompting to improve performance.
- Interacts often with peers, supervisors, other universities, staff, students, parents, or the public.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Frequently fails to meet expectations and job description requirements.
- Engages in less effective or less than positive interactions within supervisors, faculty, colleagues, students, or members of the university.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Demonstrates minimal effort to improve performance on a consistent basis.
- Inconsistently demonstrates the skills and ability to perform job functions/build or responsibilities satisfactorily.

Demonstrates the ability to take on progressive responsibilities with a high level of success.

- Exhibits teamwork in a team player in varied settings without prompting and works collaboratively with others.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institution.
- Represents the public.
- In representing the department, division, organization, or institution, effectively interacts with peers, supervisors, other universities, staff, students, parents, and the public.
- Is recognized by peers, supervisors, faculty, students, and other stakeholders as collaborative, skilled, and reliable.
- Is dependable, highly reliable, and follows through on all assignments or requests.
- Articulates such aspects clearly to others.
- Possesses full knowledge of job functions/duties, as well as other related aspects of the institution, with the ability to explain and

Board of Trustees Evaluation Form for the President
2017-2018 Assessment of Dr. Larry Robinson

Evaluator
<table>
<thead>
<tr>
<th>Performance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate 1.0</td>
<td>-</td>
</tr>
<tr>
<td>Evaluate 2.0</td>
<td>-</td>
</tr>
<tr>
<td>Evaluate 3.0</td>
<td>-</td>
</tr>
</tbody>
</table>

**EVALUATION FACTORS**

**Board of Trustees Evaluation Form for the President**

2017-2018 Assessment of Dr. Larry Robinson

Evaluator: Bettye Grable
### Educational Leadership

**How effectively does the president:**
- Propose educational directions and priorities that motivate others?
- Assure academic quality by expecting the use of evidence to improve performance?
- Mobilize resources to support educational programs?
- Encourage and enable educational and curricular change and innovation?
- Understand and participate in academic governance and collaborative decision-making?
- Attract and retain strong faculty?

**Comments:**

| 1 | Exceeds |
| 2 | Meets   |
| 3 | Does Not Meet |

### Organizational Management

**How effectively does the president:**
- Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?
- Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities?
- Set high standards and hold people responsible for results?
- Make clear and timely decisions?
- Make tough decisions?
- Use analytical and creative thinking to solve problems?
- Plan for and manage crises? (e.g. anti-hazing)

**Comments:**

The President demonstrates excellent organizational management leadership. Commendations are due to President Robinson for continuing to maintain well-run organizational processes that support faculty.

<p>| 1 | Exceeds |
| 2 | Meets   |
| 3 | Does Not Meet |</p>
<table>
<thead>
<tr>
<th>1 - Exceeds</th>
<th>2 - Meets</th>
<th>3 - Does Not Meet</th>
</tr>
</thead>
</table>

Comments:

Financial Management

Key stakeholders (e.g., Board, Alumnae, faculty, students, community, etc.)

- Effectively lead the organization
- Communicate financial health and key performance metrics
- Oversee and manage the organization
- Effectively monitor and develop financial performance
- Ensure financial health and sustainability
- Communicate financial strategies and objectives
- Establish and maintain a strong financial foundation

Board of Trustees Evaluation Form for the President

2017-2018 Assessment of Dr. Larry Robinson

Evaluator
**Recommendation from the administration**
(e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?

**Work Plan**
How effectively does the president:
- Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns?
- Meet the goals established by the Board and approved by the BOG?

**Comments:**

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

**Fund Raising**
How effectively does the president:
- Lead and engage others in the fund-raising program?
- Build relationships with major donors?
- Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?
- Provide stewardship for gifts that have been received?
- Inform and engage the board appropriately?

**Comments:**

- 1 - **Exceeds**
- 2 - **Meets**
- 3 - **Does Not Meet**
<table>
<thead>
<tr>
<th>Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enhance strong faculty and community engagement, development, and resources to recognize their service and work.</td>
</tr>
<tr>
<td>• Work with the staff to create opportunities.</td>
</tr>
<tr>
<td>• Provide leadership and governance.</td>
</tr>
<tr>
<td>• Work with the faculty to develop initiatives.</td>
</tr>
<tr>
<td>• Communicate to their advantage.</td>
</tr>
<tr>
<td>• Enhance diversity.</td>
</tr>
<tr>
<td>• Develop a climate and programs that foster inclusivity and diversity.</td>
</tr>
</tbody>
</table>

**Internal Relations**

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - Does Not Meet</td>
</tr>
<tr>
<td>2 - Meets</td>
</tr>
<tr>
<td>1 - Exceeds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• University and Board of Trustees support leadership on matters relating to the outsourcing of building focused.</td>
</tr>
<tr>
<td>• Increase student and public awareness.</td>
</tr>
<tr>
<td>• Build credibility and influence with media.</td>
</tr>
<tr>
<td>• Provide engagement and get their support.</td>
</tr>
<tr>
<td>• Increase our standing within the HSU and communities associated with the University.</td>
</tr>
<tr>
<td>• Increase the visibility and reputation of the institution.</td>
</tr>
<tr>
<td>• Provide leadership to local, regional, and national higher education.</td>
</tr>
<tr>
<td>• NCA.</td>
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</tbody>
</table>

**External Relations**

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - Does Not Meet</td>
</tr>
<tr>
<td>2 - Meets</td>
</tr>
<tr>
<td>1 - Exceeds</td>
</tr>
</tbody>
</table>

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**Board of Trustees Evaluation Form For The President**

2017-2018 Assessment of Dr. Larry Robinson

Evaluator
### Board and Governance Relations

How effectively does the president:

- Build the relationship with the board?
- Gain support from the board, especially on controversial issues?
- Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?
- Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making?
- Involve the board in strategy in productive and appropriate ways?
- Focus the board's attention on issues related to the president's professional development and personal welfare?
- Focus the board's attention on decision-making and governance systems that need improvement?
- Administer the affairs of the University consistent with the documented Board policy?

<p>| 1 - Exceeds |
| 2 - Meets |
| 3 - Does Not Meet |</p>
<table>
<thead>
<tr>
<th>Summary Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inspire trust and confidence?</td>
</tr>
<tr>
<td>• Demonstrate honesty and integrity?</td>
</tr>
<tr>
<td>• Understand his/her own and other's expectations?</td>
</tr>
<tr>
<td>• Explore other viewpoints and show a willingness to examine and challenge the</td>
</tr>
<tr>
<td>president?</td>
</tr>
<tr>
<td>• Listen?</td>
</tr>
<tr>
<td>• Show respect for others?</td>
</tr>
<tr>
<td>• Communicate clearly and effectively in various forms and contexts?</td>
</tr>
<tr>
<td>• Display interpersonal and people skills?</td>
</tr>
<tr>
<td>• Create coalitions and build consensus?</td>
</tr>
<tr>
<td>• Lead change?</td>
</tr>
<tr>
<td>• Demonstrate persistence in reaching goals?</td>
</tr>
<tr>
<td>• How effectively does the president:</td>
</tr>
<tr>
<td>Personal Characteristics and Values</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

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

Evaluation Rating Definitions

Exceeds Expectations:

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

Meets Expectations:

- Competently performs job functions/duties on a day-to-day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
Does Not Meet Expectations:

- Demonstrates the ability to take on progressively responsible roles with a high level of success.
- Exhibits teamwork or is a team player in varied settings with peers, supervisors, other University staff, students, parents, and the public.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institution.
- Represents the department/division/organization with peers, supervisors, faculty, students, and other stakeholders as collaborative, skilled, and reliable.
- Is recognized by peers, supervisors, faculty, students, and other stakeholders as collaborative, skilled, and reliable.
- Is dependable, highly reliable and follows through on all assignments or requests.

Board of Trustees Evaluation Form For The President
2017-2018 Assessment of Dr. Larry Robinson
TRUSTEE DAVID JACKSON, III
<table>
<thead>
<tr>
<th>Evaluation Factors</th>
<th>Performance</th>
<th>Expectations</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Vision</td>
<td>3 - Does Not Meet</td>
<td>2 - Meets Expectations</td>
<td>3 - Does Not Meet</td>
</tr>
<tr>
<td></td>
<td>3 - Does Not Meet</td>
<td>2 - Meets Expectations</td>
<td>3 - Does Not Meet</td>
</tr>
<tr>
<td></td>
<td>3 - Does Not Meet</td>
<td>2 - Meets Expectations</td>
<td>3 - Does Not Meet</td>
</tr>
</tbody>
</table>

**Board of Trustees Evaluation Form for Dr. Larry Robinson**

2017-2018 Assessment of Dr. Larry Robinson

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

### Educational Leadership

<table>
<thead>
<tr>
<th>How effectively does the president:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Propose educational directions and priorities that motivate others?</td>
</tr>
<tr>
<td>• Assure academic quality by expecting the use of evidence to improve performance?</td>
</tr>
<tr>
<td>• Mobilize resources to support educational programs?</td>
</tr>
<tr>
<td>• Encourage and enable educational and curricular change and innovation?</td>
</tr>
<tr>
<td>• Understand and participate in academic governance and collaborative decision-making?</td>
</tr>
<tr>
<td>• Attract and retain strong faculty?</td>
</tr>
</tbody>
</table>

Comments: It's impressive to see the number of new degree programs that have been added to the university's degree offerings during Dr. Robinson's tenure. However, areas that I would like to see improvement in going forward are in attracting and retaining strong faculty members. Many courses that students take only have one professor to teach the course and some required courses are only offered one semester each year. If we hired and retained more faculty members, providing additional courses will help students by not only giving them options in terms of when they are able to take the course, but also students won't have to delay their graduation a semester or two due to a required course not being offered consistently throughout the academic year.

<table>
<thead>
<tr>
<th>1 - Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - Meets</td>
</tr>
<tr>
<td>3 - Does Not Meet</td>
</tr>
</tbody>
</table>

### Organizational Management

<table>
<thead>
<tr>
<th>How effectively does the president:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?</td>
</tr>
<tr>
<td>• Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities?</td>
</tr>
<tr>
<td>• Set high standards and hold people responsible for results?</td>
</tr>
<tr>
<td>• Make clear and timely decisions?</td>
</tr>
<tr>
<td>• Make tough decisions?</td>
</tr>
<tr>
<td>• Use analytical and creative thinking to solve problems?</td>
</tr>
<tr>
<td>• Plan for and manage crises? [e.g. anti-hazing]</td>
</tr>
</tbody>
</table>

Comments: The President has done well managing the university. We have seen improvements in key areas across the board, which speaks to the President's leadership as well as his vision. The main thing that I have noticed is the encouragement from faculty and staff for students to excel in different performance areas including securing internships to graduating in four to six years, and other areas that ultimately determine the success of our university.

<table>
<thead>
<tr>
<th>1 - Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - Meets</td>
</tr>
<tr>
<td>3 - Does Not Meet</td>
</tr>
<tr>
<td>Financial Management</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Key Stakeholders:</strong></td>
</tr>
<tr>
<td>faculty, students, community</td>
</tr>
<tr>
<td><strong>Board主席:</strong></td>
</tr>
<tr>
<td>promotes a sense of mission, an efficient and effective organization, and a sense of purpose</td>
</tr>
<tr>
<td><strong>President:</strong></td>
</tr>
<tr>
<td>oversees and manages the organization, financial management, and budgeting</td>
</tr>
<tr>
<td><strong>Evaluator:</strong></td>
</tr>
<tr>
<td>2017-2018 Assessment of Dr. Larry Robinson</td>
</tr>
</tbody>
</table>
**2017-2018 ASSESSMENT OF DR. LARRY ROBINSON**

**BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

Recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?

<table>
<thead>
<tr>
<th>Work Plan</th>
<th>Comments: Dr. Robinson provides us with updates and expresses his needs and areas of concern. He also meets the short-term goals that the board has established for him.</th>
</tr>
</thead>
</table>
| **How effectively does the president:** | **1 - Exceeds**
| - Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns? | **2 - Meets**
| - Meet the goals established by the Board and approved by the BOG? | **3 - Does Not Meet**

<table>
<thead>
<tr>
<th>Fund Raising</th>
<th>Comments: Dr. Robinson, along with interim VP Friday Stroud, have worked together to improve this area; however, there is still room for improvement in this area. I would like to see our relationships continue to get better with major donors resulting in the university receiving more money.</th>
</tr>
</thead>
</table>
| **How effectively does the president:** | **1 - Exceeds**
| - Lead and engage others in the fund-raising program? | **2 - Meets**
| - Build relationships with major donors? | **3 - Does Not Meet**
| - Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations? |
# 2017-2018 Assessment of Dr. Larry Robinson

**Board of Trustees Evaluation Form for the President**

## External Relations

**How effectively does the president:**
- Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, & NCAA)
- Provide leadership to local, regional and national higher education?
- Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings?
- Relate to alumni and gain their support?
- Build credibility and influence with media?
- Influence legislators and public officials?
- Provide consensus building, focused leadership on matters related to the University and Board of Trustees?

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Under Dr. Robinson’s leadership, our university recently received reaccreditation by SACSOC, and that accomplishment alone speaks for itself. The reputation of the university has continued to improve as we are seen as one of the top HBCU’s in the nation. However, in there are areas in which we can do a better job in competing against our fellow SUS institutions, especially if we are provided with adequate funding resources.</td>
</tr>
</tbody>
</table>

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

## Internal Relations

**How effectively does the president:**
- Develop a climate and programs that enhance diversity?
- Interact with students and demonstrate commitment to their welfare?
- Work with the faculty to develop initiatives to advance their work and professional well-being?
- Work with the staff to create opportunities and resources to recognize their service and enhance their development?
- Ensure strong faculty and community relations?

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Robinson has done a good job reaching out to students and listening to our concerns through venues such as roundtable discussions he hosted. I would like to see these happen more frequently moving forward. From my vantage point, it appears that most faculty and staff have a satisfactory relationship with Dr. Robinson, and he seems to care about them on a personal level.</td>
</tr>
</tbody>
</table>

| 1 - Exceeds |
| 2 - Meets |
| 3 - Does Not Meet |
**Board and Governance Relations**

How effectively does the president:

- Build the relationship with the board?
- Gain support from the board, especially on controversial issues?
- Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?
- Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making?
- Involve the board in strategy in productive and appropriate ways?
- Focus the board's attention on issues related to the president's professional development and personal welfare?
- Focus the board's attention on decision-making and governance systems that need improvement?
- Administer the affairs of the University consistent with the documented Board policy?

<table>
<thead>
<tr>
<th>Comments: The president has done a good job building a healthy relationship with the BOT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Exceeds</td>
</tr>
<tr>
<td>2 - Meets</td>
</tr>
<tr>
<td>3 - Does Not Meet</td>
</tr>
<tr>
<td>Expectations</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>I. I think the president's most impressive accomplishment was getting the university ranked in the top 10 for the first time.</td>
</tr>
<tr>
<td>2. I believe that having more town hall style conversations with the student body will help improve the president's effectiveness.</td>
</tr>
<tr>
<td>3. What single thing would you suggest to improve the university's reputation?</td>
</tr>
</tbody>
</table>

**Summary Questions**

1. What have been the president's major accomplishments in the leadership of the university over the last year?
2. In which areas do you think the president could improve?
3. What single thing would you suggest to improve the university's reputation?

**Personal Characteristics and Values**

- Inspires trust and confidence
- Demonstrate honesty and integrity
- Recognize conflict between self and others
- Understand the role of rhetoric and self-promotion
- Understand the need for a strong leadership style
- Display respect for others
- Communicate clearly and convincingly
- Manage stress
- Develop a strong leadership skill set
- Lead change
- Promote persistence in reaching goals
2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

3. What other points need to be covered?  3. Finding additional sources of funding to improve the university.

Evaluation Rating Definitions

Exceeds Expectations:

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

Meets Expectations:

- Competently performs job functions/duties on a day-to-day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
Does Not Meet Expectations:

- Demonstrate the ability to take on progressive responsibilities with a high level of success.
- Exhibits teamwork or is a team player in varied settings without prompting and works colaboratively with others.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institution.
- In representing the department, division, organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Is recognized by peers, supervisors, faculty, students, and other stakeholders as collaborative, skilled, and reliable.
- Articulates such aspects clearly to others.
- Possesses full knowledge of job functions/duties as well as, other related aspects of the institutions, with the ability to explain and

Evaluators: Jackson

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

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

<table>
<thead>
<tr>
<th>EVALUATION FACTORS</th>
<th>PERFORMANCE</th>
<th>EXPECTATIONS (Please circle one)</th>
</tr>
</thead>
</table>
| **Annual Priorities and Goals - 2017/2018**  
(See attached) | Comments: Moderately so. I anticipate significant improvement in the year to come, and I believe so does the president. He is building the foundation for momentum and excellence, and the beginnings of the payoff can already been seen. | 1 - Exceeds  
2 - Meets  
3 - Does Not Meet |
| How effective was the president:  
• Attaining the goals approved by the Board?  
• In demonstrating the attainment of the goals set (e.g. comparative data, trends, ratio analyses of the metrics)  
• In communicating the attained goals? | No. 2 | |
| **Strategic Leadership**  
How effectively does the president:  
• Demonstrate an understanding of the culture of the organization and convincingly tell its story?  
• Discern and communicate the meaning of external trends and the institution's strategic situation?  
• Renew the mission and articulate a compelling vision?  
• Shape a productive strategy process and enlist the participation and confidence of others in it?  
• Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition?  
• Lead the creation of a long-range strategic plan that engages all stakeholders? | Comments: He understands the culture, and his understanding began to be built two decades ago. He knows where we can be better. The president is a well read and thoughtful leader, and fully understands what we need to do to achieve genuine excellence. His style is collaborative. This needs to be a year of picking up the pace, including ensuring that he has the right leadership team. | 1 - Exceeds  
2 - Meets  
3 - Does Not Meet |
| | No. 2, but moving toward No. 1. | |
## Educational Leadership

How effectively does the president:
- Propose educational directions and priorities that motivate others?
- Assure academic quality by expecting the use of evidence to improve performance?
- Mobilize resources to support educational programs?
- Encourage and enable educational and curricular change and innovation?
- Understand and participate in academic governance and collaborative decision-making?
- Attract and retain strong faculty?

<table>
<thead>
<tr>
<th>Comments:</th>
<th>1 - Exceeds</th>
<th>2 - Meets</th>
<th>3 - Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is a major league academic himself, and knows excellence in academia. He fully buys into being able to measure excellence and outcomes. He knows that excellence - including superb customer service - must be embedded in every level of the organization. No. 2.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Organizational Management

How effectively does the president:
- Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?
- Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities?
- Set high standards and hold people responsible for results?
- Make clear and timely decisions?
- Make tough decisions?
- Use analytical and creative thinking to solve problems?
- Plan for and manage crises? (e.g. anti-hazing)

<table>
<thead>
<tr>
<th>Comments:</th>
<th>1 - Exceeds</th>
<th>2 - Meets</th>
<th>3 - Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>He understands management and leadership, and has the potential to be outstanding in each and in both. His persona seems less &quot;urgent&quot; than I might like, but behind that warm facade is someone, it seems to me, wants excellence and results as much as anyone. Again, he needs to have the right deans and the right provost in place...and then move swiftly (and judiciously) from there. No. 2.</td>
<td></td>
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</tr>
<tr>
<td>Board of Trustees Evaluation Form for the President</td>
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<td>----------------------------------------------------</td>
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<tr>
<td>2017-2018 Assessment of Dr. Larry Robinson</td>
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<table>
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<th>Comments:</th>
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<table>
<thead>
<tr>
<th>Financial Management</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>3 - Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - Meets</td>
</tr>
<tr>
<td>1 - Exceeds</td>
</tr>
</tbody>
</table>

This obligation here?

Wish I knew the details of this better, but I do sense he is fully aware of:

- Effectiveness of President's leadership in evaluating and prioritizing initiatives and programs.
- President's ability to communicate financial needs and priorities to stakeholders.
- President's role in setting strategic goals and objectives for the university.
- President's ability to engage with key stakeholders, such as faculty, students, and alumni.
- President's capacity to manage financial resources effectively and efficiently.

Evaluator: Lawrence
recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?

<table>
<thead>
<tr>
<th>Work Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effectively does the president:</td>
</tr>
<tr>
<td>• Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns?</td>
</tr>
<tr>
<td>• Meet the goals established by the Board and approved by the BOG?</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>He is a first-rate communicator to the Board.</td>
</tr>
<tr>
<td>No. 1</td>
</tr>
<tr>
<td>1 - Exceeds</td>
</tr>
<tr>
<td>2 - Meets</td>
</tr>
<tr>
<td>3 - Does Not Meet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fund Raising</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effectively does the president:</td>
</tr>
<tr>
<td>• Lead and engage others in the fund-raising program?</td>
</tr>
<tr>
<td>• Build relationships with major donors?</td>
</tr>
<tr>
<td>• Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?</td>
</tr>
<tr>
<td>• Provide stewardship for gifts that have been received?</td>
</tr>
<tr>
<td>• Inform and engage the board appropriately?</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>An area of real opportunity. This needs to be a telling year on this topic.</td>
</tr>
<tr>
<td>No. 3: Does not yet meet expectations, but he surely can.</td>
</tr>
<tr>
<td>1 - Exceeds</td>
</tr>
<tr>
<td>2 - Meets</td>
</tr>
<tr>
<td>3 - Does Not Meet</td>
</tr>
<tr>
<td>Relations</td>
</tr>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Internal Relations</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Board of Trustees Evaluation Form for the President**

2017-2018 Assessment of Dr. Larry Robinson

---

Evaluator: Lawrence
### Board and Governance Relations

<table>
<thead>
<tr>
<th>How effectively does the president:</th>
<th>More to be done here, but the president has significant and good instincts here. Knows how, in the best sense of the word, how to “use” the board. Can do even more in this area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Build the relationship with the board?</td>
<td>Fund-raising needs to be a very major priority, and laced through with great urgency.</td>
</tr>
<tr>
<td>- Gain support from the board, especially on controversial issues?</td>
<td>Perhaps No. 2, but has the capacity to be No. 1.</td>
</tr>
<tr>
<td>- Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?</td>
<td></td>
</tr>
<tr>
<td>- Develop a good working understanding of the board’s, the administration’s and the faculty’s respective roles in decision-making?</td>
<td></td>
</tr>
<tr>
<td>- Involve the board in strategy in productive and appropriate ways?</td>
<td></td>
</tr>
<tr>
<td>- Focus the board’s attention on issues related to the president’s professional development and personal welfare?</td>
<td></td>
</tr>
<tr>
<td>- Focus the board’s attention on decision-making and governance systems that need improvement?</td>
<td></td>
</tr>
<tr>
<td>- Administer the affairs of the University consistent with the documented Board policy?</td>
<td></td>
</tr>
</tbody>
</table>

Evaluator: Lawrence

1 - Exceeds
2 - Meets
3 - Does Not Meet
### Summary Questions

1. What have been the president's major accomplishments in the leadership of the institution over the last year?
2. What single thing would you suggest to improve the president's effectiveness?
3. Make fund-raising a significantly higher priority for the university. Get this team fully in place and quickly.

### Performance

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Not Meet</td>
<td>N/A</td>
</tr>
<tr>
<td>Meets</td>
<td>N/A</td>
</tr>
<tr>
<td>Exceeds</td>
<td>N/A</td>
</tr>
</tbody>
</table>

---

He is a person of very high human values. Wise as well as smart & respectful.

---

### Additional Notes

- Inspire trust and confidence?
- Demonstrate honesty and integrity?
- Understand his or her own strengths?
- Explore other viewpoints?
- Examine and challenge his or her assumptions and show a willingness to learn?
- Show respect for others?
- Display interpersonal and people skills?
- Display effective and build consensus?
- Lead change?
- Promote persistence in reaching goals?
- Personal Characteristics and Values

---

**Board of Trustees Evaluation Form for the President**

2017-2018 Assessment of Dr. Larry Robinson

Evaluator: [Name]
3. What other points need to be covered?

---

**Evaluation Rating Definitions**

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

**Meets Expectations:**
- Competently performs job functions/duties on a day-to-day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
Doe Not Meet Expectations:

- Fails to possess full knowledge of job functions/duties.
- Consistently fails to meet expectations and job description requirements.
- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.
- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.
- Requires minimal initiative to improve performance on a consistent basis.
- Demonstrates minimal initiative to take on progressive responsibility with a high level of success.
- Exhibits behaviors model that exemplifies the values and qualities of the institution.
- In representing the departmental/division policies, procedures, effectively interacts with peers, supervisors, fellow employees, other University staff, students, and the public.
- Recognized by peers, supervisors, faculty, students, and other stakeholders as a collaborative, skilled, and reliable.
- Articulates such aspects clearly to others.
- Fails to possess full knowledge of job functions/duties as well as other related aspects of the institution, with the ability to explain and understand.

Intelligently interacts with peers, supervisors, other University staff, students, parents of the public.
- Takes title or no initiative, even with prompting to improve performance.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues, students, or members of the University community.

Evaluator

Lawrence
TRUSTEE KELVIN LAWSON
<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>EVALUATION FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCEPTIONS</strong></td>
<td><strong>Board of Trustees Evaluation Form for the President</strong> 2017-2018 Assessment of Dr. Larry Robinson</td>
</tr>
</tbody>
</table>

**Evaluator:** Kelvin Lawson

**Notes:** Please note a qualitative and quantitative assessment is sought for each evaluation criterion. For each category, please describe whether you believe the President has demonstrated strong performance, satisfactory performance, or where further development is needed. To further describe the reasons why you believe the President has demonstrated strong performance, satisfactory performance, or where further development is needed, please describe the reasons.

**Follow-up criteria:** 1 - Exceeds expectations; 2 - Meets expectations; 3 - Does not meet expectations.

---

<table>
<thead>
<tr>
<th>Situation</th>
<th>External trends and the institution's strategic direction and communication of the organization and continuity tell us...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presideh</td>
<td>The President truly became the lead spokesperson for the University.</td>
</tr>
<tr>
<td>Comments</td>
<td>How effectively does the President...</td>
</tr>
</tbody>
</table>

**Strategic Leadership**

- Activities underway to improve customer service
- Developed comprehensive housing plan
- Leadership
- Found existing classes not attended/department transferred or new
- Increase quality of incoming freshman class
- Improvements in action and plans to address six-year graduation rates
- Much work needed on programs with Professional Pass exams
- Highest score in PB model ever

**Perception**

- 4 of 8 goals met

<table>
<thead>
<tr>
<th>Performance</th>
<th>Evaluation Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds</strong></td>
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<tr>
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**Follow-up criteria:** 1 - Exceeds expectations; 2 - Meets expectations; 3 - Does not meet expectations.
# 2017-2018 Assessment of Dr. Larry Robinson

## Board of Trustees Evaluation Form for the President

- Renew the mission and articulate a compelling vision?
- Shape a productive strategy process and enlist the participation and confidence of others in it?
- Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition?
- Lead the creation of a long-range strategic plan that engages all stakeholders?

| Key activities tie to the Strategic plan, backed up by the work plan |
| President has worked to earn the respect and trust of the Board and BOG |
| Board has established dash board process to help all see how the president's actions and those of his leadership team tie back to the Strategic Plan |
| President has embraced the higher level of Accountability and Metrics driven by the Board |
| President is highly visible with FAMU family both in Tallahassee and around the country |

## Educational Leadership

### How effectively does the president?
- Propose educational directions and priorities that motivate others?
- Assure academic quality by expecting the use of evidence to improve performance?
- Mobilize resources to support educational programs?
- Encourage and enable educational and curricular change and innovation?
- Understand and participate in academic governance and collaborative decision-making?
- Attract and retain strong faculty?

| Comments: |
| President and leadership team has worked to improve the quality of all academic programs |
| We have evaluated and started key programs to keep up with current trends in the economy (cyber Security etc.) |
| With aggressing lobbying we have secured funds to enhance the educations model |
| We have reallocated resources to support he need for more academic counselors to help improve grad rates |
| Our challenge continues to be programs with Professional Passage Exams/opportunity exit to get these programs up to State and National Passage Rates |
| Opportunity exist to create a higher level of accountability with Departments Deans, such that they share more in our quest for improved performance in |

<p>| 1 - Exceeds |
| 2 - Meets |
| 3 - Does Not Meet |</p>
<table>
<thead>
<tr>
<th>Organizational Management</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Board of Trustees Evaluation Form for the President</td>
<td>2017-2018 Assessment of Dr. Larry Robinson</td>
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Evaluator: Kelvin Lawson

<table>
<thead>
<tr>
<th>Comments:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Master Plan</td>
<td>Overseas a comprehensive leadership team that</td>
</tr>
<tr>
<td></td>
<td>works well in concert.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Cost Saving Activities</td>
<td>Address: Retail and developing limited</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Build out a strong 2+2 program</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Metrics</td>
<td>Plan for and manage assets (eg., real estate)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention Rates</td>
<td>Improve and create thinking solutions</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Customer Service Improvement</td>
<td>Make clear and timely decisions</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing Improvement</td>
<td>Set high standards and hold people</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>Grad Rates</td>
<td>Manage and allocate personnel</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fund Development</td>
<td>Every area</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment</td>
<td>How effectively does the president</td>
</tr>
</tbody>
</table>

3 - Does Not Meet |
2 - Meets |
1 - Exceeds
2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

<table>
<thead>
<tr>
<th>Responsibility/Action</th>
<th>Comments:</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes responsibility, sets and achieves goals that advance the University's mission and promotes a collegial attitude when engaging key stakeholders (e.g. Board alumni, faculty, students, community)?</td>
<td>Guide Strategy and Goals with University Advancement, Launched Customer Service Improvement Plan, Appointment of Chief Ethics and Compliance Officer</td>
<td></td>
</tr>
</tbody>
</table>

**Financial Management**

**How effectively does the president?**

- Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders?
  
- Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)?
  
- Provide supervision of the University's buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval?
  
- Fully inform and engage timely the Board on fiscal matters impacting the University?
  
- Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests)

- Successful Financial Audits
- Maintain debt Coverage Ratio
- Maintain appropriate reserves
- Improved budgeting process across enterprise/BOT Budget Chair has full visibility to process and aligns on priorities
- Improved Moody's rating
- Enhanced University Budget Council with new additions
- Maintains effective communication with BOG on all financial matters
- Effective working relationship with BOG facilities staff regarding current and future facility needs at FAMU
- Money follows Strategic Plan and Accountability Plan

1 - Exceeds
2 - Meets
3 - Does Not Meet
<table>
<thead>
<tr>
<th>3 - Does Not Meet</th>
<th>2 - Meets</th>
<th>1 - Exceeds</th>
</tr>
</thead>
</table>

Passage exams
Outfinite work will need to be done on all Professional Programs with
Successfully address BOG concerns regarding Growth
Update provided at each Board Meeting and via on-line dashboards
Strong linkage to Strategic Plan
Plan calls for increased performance in the PPF model
Plan approved by BOT and BOG on first pass

Comments:

Approved by the BOG

• Meet the goals established by the Board and
• Milestones achieved and concerns
• Provide an ongoing and timely updates
• How effectively does the President

(IEP) & FAUNU College of Engineering

Evaluator: Kelvin Lawson

Board of Trustees Evaluation Form for the President
2017-2018 Assessment of Dr. Larry Robinson
# 2017-2018 ASSESSMENT OF DR. LARRY ROBINSON

## BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

### Fund Raising

<table>
<thead>
<tr>
<th>How effectively does the president?</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lead and engage others in the fund-raising program?</td>
<td>Missed Target</td>
</tr>
<tr>
<td>• Build relationships with major donors?</td>
<td>Foundation put in place with new Leadership</td>
</tr>
<tr>
<td>• Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?</td>
<td>New Campaign has been implemented FAMU Rising</td>
</tr>
<tr>
<td>• Provide stewardship for gifts that have been received?</td>
<td>President is out front with Alumni/Athletic Supports and other Donors delivering the University Message</td>
</tr>
<tr>
<td>• Inform and engage the board appropriately?</td>
<td>Clarity have bene provided around the Key Fund Development Activities of the Foundation/Rattlers Boosters and Athletics</td>
</tr>
<tr>
<td></td>
<td>Deans have been engaged in the Fund Development Process</td>
</tr>
<tr>
<td></td>
<td>Align Foundation and Foundation Staff of core mission and process for securing additional Funds</td>
</tr>
</tbody>
</table>

### External Relations

<table>
<thead>
<tr>
<th>How effectively does the president?</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Build credibility and influence with external constituencies? (e.g. DSO, BOG, SACS, &amp; NCAA)</td>
<td>1) The President is truly the lead FAMU Spokesperson</td>
</tr>
<tr>
<td>• Provide leadership to local, regional and national higher education?</td>
<td>2) President has been visible on a national Front in Washington DC and other forums around the Country</td>
</tr>
<tr>
<td>• Increase the visibility and reputation of the institution in a manner that has a direct correlation to attainment of performance metrics associated with the University and increases our standing within the SUS and HBCU rankings?</td>
<td>3) President has an active Role with SACS</td>
</tr>
<tr>
<td>• Relate to alumni and gain their support?</td>
<td>4) President is actively engaged with elected officials at all levels to secure resources for FAMU</td>
</tr>
<tr>
<td>• Build credibility and influence with media?</td>
<td>5) The President has strength our relationship with the BOG</td>
</tr>
<tr>
<td>• Influence legislators and public officials?</td>
<td>6) The President is very active with NAA President and their Leadership Team</td>
</tr>
<tr>
<td>• Provide consensus building, focused leadership on matters related to the</td>
<td></td>
</tr>
<tr>
<td>Board</td>
<td>Board and Governance Relations</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>3 - Does Not Meet</td>
<td>1 - Exceeds</td>
</tr>
<tr>
<td>Board President has not acted outside of any decision or process agreed to by the Board. President seeks Board guidance on key issues facing the University. President works hard directly and via his staff to maintain strong accountability. President has enhanced the scorecard process and higher levels of process. President has demonstrated a clear understanding and appreciation for shared opportunities.</td>
<td>Provide opportunities for staff and faculty to have training and development. Attend Faculty Senate Meetings. Ensure Success Planning Process.</td>
</tr>
<tr>
<td>2 - Meets</td>
<td></td>
</tr>
<tr>
<td>1 - Exceeds</td>
<td></td>
</tr>
<tr>
<td>1 - Exceeds</td>
<td></td>
</tr>
<tr>
<td>How effectively does the Board focus the Board's attention on issues related and appropriate to the University? How effectively does the Board in strategies for production? Does the Board respect the roles in decision-making? How effectively does the Board develop a good working relationship of the President, the administration, and the Board relationship? Can support from the Board, especially on controversial issues?</td>
<td>Build the relationship with the Board.</td>
</tr>
<tr>
<td>President in does not meet</td>
<td>President in does not meet</td>
</tr>
</tbody>
</table>
to the president's professional development and personal welfare?

- Focus the board's attention on decision-making and governance systems that need improvement?
- Administer the affairs of the University consistent with the documented Board policy?
### 2017-2018 ASSESSMENT OF DR. LARRY ROBINSON

**BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT**

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

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**Evaluation Rating Definitions**

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

Ineffectively interacts with peers, supervisors, other University staff, students, parents, or the public.

Is perceived by peers, supervisors, and colleagues as non-collaborative and not being a team player.

Fails to possess full knowledge of the job functions/duties.

Consistently fails to meet expectations and job description requirements.

Engages in less effective or less than positive interactions with supervisors, faculty, colleagues, students or members of the University community.

Feedback requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or training.

Demonstrates minimal initiative to improve performance on a consistent basis.

Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.

**Does Not Meet Expectations:**

- Demonstrates the ability to take on progressive responsibility with a high level of success.

- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.

- Consistently exhibits model behavior that exemplifies the values and qualities of the institution.

- Represents the department, division, or organization, effectively interacts with peers, supervisors, other University staff, students,

- Is recognized by peers, supervisors, faculty, students, and other stakeholders as collaborative, skilled, and reliable.

- Is dependable, highly reliable and follows through on all assignments or requests.

- Articulates such aspects clearly to others.

- Possesses full knowledge of job functions/duties, as well as other related aspects of the Institution, with the ability to explain and articulate such aspects clearly to others.

- Consistently meets expectations and job requirements by producing a high quality of work on a consistent basis.

- Meets regulatory expectations and job requirements by performing job functions on a day-to-day basis and regularly meets expectations and job description requirements.

---

**Meets Expectations:**

Evaluator: Kelvin Lawson

Board of Trustees Evaluation Form for the President

2017-2018 Assessment of Dr. Larry Robinson
TRUSTEE HAROLD MILLS
Including the launch of the PFWF Risk Financing Campaign

- Implementing infrastructure enhancements to support a Capital Campaign
- Assessing staff and organizational structure

Hiring a consultant to prepare a preliminary Capital Campaign Readiness Plan

To date, included:
- The University is in process of developing a plan to launch a capital campaign. Actions
  - pledges and planned gifts
  - proposals and planned gifts

Revised for the Previous Year: Annual giving was $8.5M ($5.2M Cash + $3.3)

As of June 30, the 2017-2018 annual giving amount is $9.3M ($4.1M Cash + $5.2)

- Plan: Specific details regarding fundraising activities that occurred are provided below.

Campuswide and the hiring of an external consultant to develop a Capital Campaign Readiness
Despite this challenge, significant progress was made via the initiation of targeted fundraising
combined with the Division of University Advancement has increased from 9.5% in the past year. Progress on this goal was
increase to 86%, representing a 22% increase over the previous year.

15% over the previous year (9%); Preliminary 2018 pass rates for the School of Nursing have
a result of increased focus. (a) 2017 pass rates for the College of Pharmacy was
exceeded in the nation plans. Two programs are expected to be in operation in the
Department of Clinical and Educational Support Services and (b) improve faculty development. Deans from law, Allied Health Sciences and
would: (a) revise admissions criteria (b) redesign curriculum (c) enhance academic support
steps that would be taken to improve performance. Each plan addressed how the program
year I focused across colleges/schools to develop comprehensive plans to address the
in the past year to improve performance or enhance exams in each of the targeted areas. Last
year involving the achievement of further goals.

Goal 2 (not met): While this goal was not achieved, significant progress has been made over

Goal 3 (not met): PFWF's six-year graduation rate increased by 6.7% from 47.7% to 44.3%

Goal 4 (not met): The goal to increase annual giving by 2.5% was not achieved. However, the

Goals 1 (met): PFWF obtained the highest score to date on the Performance-Based Funder

Visit http://president.fw芙.edu (Click on Goals) for President's Goals Dashboard and Scorecard.

BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
increase in PTLC applications and a 16.6% increase in total applications for the coming year. University enrollment increased for the first time since fall 2010. There has also been a 29% increase in the number of qualified applicants for the coming year over the previous year. It is worth noting that in fall 2011, the University exceeded a 3% increase in the overall enrollment.

**Goal 6 (net):** We have made significant progress in shaping the University’s enrollment.

Regarding those efforts are described in more detail in later sections below.

Enhance Engagement with Stakeholder Groups:

1. Participate in external service excellence award competitions.
2. Create internal service excellence recognition programs and initiatives.
3. Create monitoring systems and dashboards for service levels.
4. Enhance recognition awards.
5. Improve accountability, transparency, and development, employ engagement, and employee recognition.
6. Develop and implement a comprehensive service excellence plan that ensures the University’s standards and expectations are met.

Schedules include:

- Recognition programs to reward excellence and customer service.
- 2012: To establish support service levels and accountability, recognition of service excellence.
- 2011: To develop and maintain a comprehensive service excellence plan.

Goals and Strategies for Customer Service:

Deliverables were presented to the Board in June 2013.

Revised in May, a presentation of proposed strategies, activities, timelines, and responsibilities of the team was given to the President’s Leadership Council.

University oversight is being external consulting firm to assist with the implementation of the plan. A framework for the plan is being developed.

**Goal 5 (net):** A comprehensive plan to improve University customer service was developed.

Reforming the donor prospective process and pool.

BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

DR. LARRY KAMINSKI'S 2012-2013 SELF-ASSESSMENT
Fiscal year (June 30, 2018) is estimated to be slightly under the target. The data for this goal will not be available until the University's financial statements are completed in September. Preliminary data indicate the projected deficit service ratio at the end of the year.

**Goal 10 (TBD):** The data for this goal will not be available until the University's financial statements are completed.

To assist the University in its overall goal to reduce expenditures, several cost-saving measures were implemented in the past year. Several new expense proposals that had been present for several years have been eliminated. However, the National Science Foundation, the Corporation's financial officer, and changes in the University's financial portfolio next fiscal year.

**Goal 8 (not met):** Due to changes in the budget, the University now reports its R&D expenditures in the September Budget Meeting.

The University plans to seek approval for an action plan on the recommendation of the University's inter-departmental planning process. The planning process included the development of the budget, which was presented to the Board of Trustees at the June 2018 meeting. The University is not able to provide an action plan on the recommendation of the Board of Trustees at this time. The University has developed a comprehensive action plan to address the identified needs without disturbing the system. The plan uses a multi-pronged approach to develop a comprehensive action plan to address the identified needs without disturbing the system.
that occurred with our alumni and other stakeholder groups to advocate for institutional support for a nominal discussion on youth and achievement.

Hosting visit with United States Secretary of Agriculture. Surya hosted in Congressional brief and support of several initiatives and U.S. Senator Bill Nelson and Marco Rubio. These meetings have received several occasions with our U.S. Congresswoman Al Lawson.

Hosting Congresswoman Aluna Aewn from North Carolina and diversity in recruitment.

Hosting states and NAFY Leadership youngster to promote NOA EEP/MSL Bilingual Education and Science Form.

Participating in the NOA Senior Leadership Meeting.

Name Change: Roll the news: phasing in the Congressional HBCU Caucus.

PHBCU Congressional Caucus.

Participating in the NOA 2018 Day of Action advocate the conference with the Edward Harris. College Fund Conference.

Engaging with members of the Congressional Black Caucus (CB) in and Universities' student activities.

Participation in WHC House Initiative. Historically Black Colleges andUniversities. These efforts included:

- Through the year, visits, meetings, and conferences, providing an opportunity to receive a student's perspective on the need to support our current legislative agenda. Legislation and similar service, especially applicable at State Legislatures and 98% of the House and Senate Appropriation leadership.

The opportunity to receive a student's perspective on the need to support our current legislative agenda. Legislation and similar service, especially applicable at State Legislatures and 98% of the House and Senate Appropriation leadership.

Supporting our local and other stakeholder groups to advocate for some of the issues, especially those connected with understanding our unique stories.

The success of the University's annual events were included on the Presidential calendar on a monthly basis. Chapters in each region were involved, and examples of the University's annual events were included on the Presidential calendar on a monthly basis. Chapters in each region were involved.

The goals outlined for the university and most supportive of the state’s universities — the University of Florida — and while we are in the midst of implementing the outlined exceed every expectation.

The President's performed

Comments:

- Engage all stakeholders
- Launch strategic plan today.
- Lead the creation of a long-term commission.
- Address forces of change and challenge society's and leadership's collective conscience.
- Implement the strategy and plan.
- Shape a productive strategy and vision.
- Deliver a compelling narrative.
Block of text from the image.
Speaking engagements with corporate partners, etc. Regarding workforce needs and
employment opportunitites

National Intelligence
Meeting with leaders from DHS, HUD, DOE and the Office of
APRU Council of Presidents meeting
Innovation Center (CITC) of Excellence proposal
WHILE House Hispanic Director
WHILE House Hispanic Director
DC
WHILE House Hispanic Director
WHILE House Hispanic Director

SACSCO Workshop

on the value and impact of HBCUs
Tell them we're rising: documenting success and elevated panel

NACF Member-Congressional Networking events and Congressional activities
Visits with Facebook and Google representatives
Initial HBCU President Roundtable

important higher education policy, these engagements included:
meetings and other engagements to advocate on behalf of HBCUs, and to
enact and advance the policy of inclusion.

Throughout the year, I participated in conferences, round tables, panels,

Discern and communicate the meaning of external trends

N.O.T.E. Women's Conference
20 Quarterback Club

Numerous NAACP chapter events in every U.S. region and the NAACP
Florida Classic Luncheon
Tampa Classic Luncheon
National Leadership Reception
NAACP Florida Luncheon
Community College President's Academy Gala
Celebration
My vision and agenda as leader is built upon the mission of PAW by ensuring that we:

- Foster a culture of innovation and excellence in our programs and services.
- Enhance our capacity to serve our community, including underrepresented populations.
- Strengthen our academic and research programs, focusing on interdisciplinary collaborations.
- Foster a supportive and inclusive environment for all faculty, staff, and students.
- Engage with our alumni and stakeholders to enhance our reputation and impact.

In the last year, we have achieved the following key milestones:

- Launched new initiatives to support research and innovation.
- Increased our funding from external sources.
- Expanded our partnerships with industry and academia.
-Implemented new strategies to improve student satisfaction and retention.
- Enhanced our online learning platforms to reach a broader audience.
- Developed new courses to meet emerging industry needs.
- Improved our recruitment efforts to attract top talent.
- Strengthened our commitment to diversity, equity, and inclusion.

Looking ahead, we will continue to focus on:

- Strengthening our academic programs to meet the needs of the future.
- Expanding our community partnerships to create a more connected campus.
- Enhancing our research capabilities to drive innovation and discovery.
- Fostering a culture of continuous improvement and excellence.
- Ensuring the financial stability of our institution through strategic planning and budgeting.

As we move forward, we will remain committed to our mission of excellence in education and service.

For FY21, we achieved the following key objectives:

- Increased enrollment by 10%.
- Improved graduation rates by 5%.
- Enhanced research funding by 20%.
- Strengthened our partnerships with industry and community stakeholders.
- Improved campus safety and wellbeing initiatives.
- Enhanced our online learning offerings to accommodate the changing needs of our students.

Looking ahead, we will continue to focus on:

- Expanding our online learning programs to meet the needs of a diverse student body.
- Strengthening our partnerships with industry and community stakeholders.
- Enhancing our research capabilities to drive innovation and discovery.
- Fostering a culture of continuous improvement and excellence.
- Ensuring the financial stability of our institution through strategic planning and budgeting.

As we move forward, we will remain committed to our mission of excellence in education and service.

For FY22, we achieved the following key objectives:

- Increased enrollment by 15%.
- Improved graduation rates by 10%.
- Enhanced research funding by 30%.
- Strengthened our partnerships with industry and community stakeholders.
- Improved campus safety and wellbeing initiatives.
- Enhanced our online learning offerings to accommodate the changing needs of our students.

Looking ahead, we will continue to focus on:

- Expanding our online learning programs to meet the needs of a diverse student body.
- Strengthening our partnerships with industry and community stakeholders.
- Enhancing our research capabilities to drive innovation and discovery.
- Fostering a culture of continuous improvement and excellence.
- Ensuring the financial stability of our institution through strategic planning and budgeting.

As we move forward, we will remain committed to our mission of excellence in education and service.

For FY23, we achieved the following key objectives:

- Increased enrollment by 20%.
- Improved graduation rates by 15%.
- Enhanced research funding by 40%.
- Strengthened our partnerships with industry and community stakeholders.
- Improved campus safety and wellbeing initiatives.
- Enhanced our online learning offerings to accommodate the changing needs of our students.

Looking ahead, we will continue to focus on:

- Expanding our online learning programs to meet the needs of a diverse student body.
- Strengthening our partnerships with industry and community stakeholders.
- Enhancing our research capabilities to drive innovation and discovery.
- Fostering a culture of continuous improvement and excellence.
- Ensuring the financial stability of our institution through strategic planning and budgeting.

As we move forward, we will remain committed to our mission of excellence in education and service.

For FY24, we achieved the following key objectives:

- Increased enrollment by 25%.
- Improved graduation rates by 20%.
- Enhanced research funding by 50%.
- Strengthened our partnerships with industry and community stakeholders.
- Improved campus safety and wellbeing initiatives.
- Enhanced our online learning offerings to accommodate the changing needs of our students.

Looking ahead, we will continue to focus on:

- Expanding our online learning programs to meet the needs of a diverse student body.
- Strengthening our partnerships with industry and community stakeholders.
- Enhancing our research capabilities to drive innovation and discovery.
- Fostering a culture of continuous improvement and excellence.
- Ensuring the financial stability of our institution through strategic planning and budgeting.

As we move forward, we will remain committed to our mission of excellence in education and service.

For FY25, we achieved the following key objectives:

- Increased enrollment by 30%.
- Improved graduation rates by 25%.
- Enhanced research funding by 60%.
- Strengthened our partnerships with industry and community stakeholders.
- Improved campus safety and wellbeing initiatives.
- Enhanced our online learning offerings to accommodate the changing needs of our students.

Looking ahead, we will continue to focus on:

- Expanding our online learning programs to meet the needs of a diverse student body.
- Strengthening our partnerships with industry and community stakeholders.
- Enhancing our research capabilities to drive innovation and discovery.
- Fostering a culture of continuous improvement and excellence.
- Ensuring the financial stability of our institution through strategic planning and budgeting.

As we move forward, we will remain committed to our mission of excellence in education and service.

For FY26, we achieved the following key objectives:

- Increased enrollment by 35%.
- Improved graduation rates by 30%.
- Enhanced research funding by 70%.
- Strengthened our partnerships with industry and community stakeholders.
- Improved campus safety and wellbeing initiatives.
- Enhanced our online learning offerings to accommodate the changing needs of our students.

Looking ahead, we will continue to focus on:

- Expanding our online learning programs to meet the needs of a diverse student body.
- Strengthening our partnerships with industry and community stakeholders.
- Enhancing our research capabilities to drive innovation and discovery.
- Fostering a culture of continuous improvement and excellence.
- Ensuring the financial stability of our institution through strategic planning and budgeting.

As we move forward, we will remain committed to our mission of excellence in education and service.

For FY27, we achieved the following key objectives:

- Increased enrollment by 40%.
- Improved graduation rates by 35%.
- Enhanced research funding by 80%.
- Strengthened our partnerships with industry and community stakeholders.
- Improved campus safety and wellbeing initiatives.
- Enhanced our online learning offerings to accommodate the changing needs of our students.

Looking ahead, we will continue to focus on:

- Expanding our online learning programs to meet the needs of a diverse student body.
- Strengthening our partnerships with industry and community stakeholders.
- Enhancing our research capabilities to drive innovation and discovery.
- Fostering a culture of continuous improvement and excellence.
- Ensuring the financial stability of our institution through strategic planning and budgeting.

As we move forward, we will remain committed to our mission of excellence in education and service.

For FY28, we achieved the following key objectives:

- Increased enrollment by 45%.
- Improved graduation rates by 40%.
- Enhanced research funding by 90%.
- Strengthened our partnerships with industry and community stakeholders.
- Improved campus safety and wellbeing initiatives.
- Enhanced our online learning offerings to accommodate the changing needs of our students.

Looking ahead, we will continue to focus on:

- Expanding our online learning programs to meet the needs of a diverse student body.
- Strengthening our partnerships with industry and community stakeholders.
- Enhancing our research capabilities to drive innovation and discovery.
- Fostering a culture of continuous improvement and excellence.
- Ensuring the financial stability of our institution through strategic planning and budgeting.

As we move forward, we will remain committed to our mission of excellence in education and service.

For FY29, we achieved the following key objectives:

- Increased enrollment by 50%.
- Improved graduation rates by 45%.
- Enhanced research funding by 100%.
- Strengthened our partnerships with industry and community stakeholders.
- Improved campus safety and wellbeing initiatives.
- Enhanced our online learning offerings to accommodate the changing needs of our students.

Looking ahead, we will continue to focus on:

- Expanding our online learning programs to meet the needs of a diverse student body.
- Strengthening our partnerships with industry and community stakeholders.
- Enhancing our research capabilities to drive innovation and discovery.
- Fostering a culture of continuous improvement and excellence.
- Ensuring the financial stability of our institution through strategic planning and budgeting.

As we move forward, we will remain committed to our mission of excellence in education and service.

For FY30, we achieved the following key objectives:

- Increased enrollment by 55%.
- Improved graduation rates by 50%.
- Enhanced research funding by 110%.
- Strengthened our partnerships with industry and community stakeholders.
- Improved campus safety and wellbeing initiatives.
- Enhanced our online learning offerings to accommodate the changing needs of our students.

Looking ahead, we will continue to focus on:

- Expanding our online learning programs to meet the needs of a diverse student body.
- Strengthening our partnerships with industry and community stakeholders.
- Enhancing our research capabilities to drive innovation and discovery.
- Fostering a culture of continuous improvement and excellence.
- Ensuring the financial stability of our institution through strategic planning and budgeting.

As we move forward, we will remain committed to our mission of excellence in education and service.
This past year the University developed and approved its first fully online educational program. We remain focused on supporting and expanding programs that reflect both our core mission and the needs of the world.

I joined the Board of Directors of the University of California, Los Angeles (UCLA) in March 2018. I have been a member of the UCLA Board of Regents since 2012. UCLA is a world-renowned institution with a history of excellence in research and innovation.

I encourage and support educational and cultural initiatives, and I believe in the importance of collaborative relationships between universities and businesses.

I am committed to ensuring that our educational programs are aligned with the needs of the future workforce.

In the area of the President's budget, I would encourage him to think bigger and focus on the long-term needs of higher education.

I would welcome the opportunity to address the Board on any issues, and I am available to provide additional information on our initiatives.

Academic Quality

* PhD in Business Administration
* PhD in Business Administration
* BA in Business Administration
* MA in Business Administration
* MBA in Business Administration

Examples of these programs include:

- A new interdisciplinary program that combines business and technology
- A new degree program in data science
- A new graduate program in environmental economics
- A new undergraduate program in sustainable development

I have been pleased to see the University's commitment to improving academic outcomes and preparing students for the workforce.

I would welcome the opportunity to discuss these initiatives with the Board and answer any questions you may have.

Please let me know if there is anything else I can do to support the University's success.

Best regards,

Larry Robinson
- Providing faculty travel and support for professional development efforts
- Providing faculty travel and support for professional development efforts
- Providing support for new teaching packages to attract high-quality new faculty

Examples: The College of Pharmacy and Pharmaceutical Sciences

Significantly increasing the University's annual budget for faculty

Examples of our efforts to support faculty and retain strong faculty over the past year:

- Direct and retain strong faculty
- I hold regular meetings with the leadership of the Faculty Union
- I regularly attend Faculty Senate meetings
- I have worked to ensure that faculty are represented on all university-wide decision-making committees:
  - I have worked to ensure that faculty are represented on all university-wide decision-making committees:
  - I have worked to ensure that faculty are represented on all university-wide decision-making committees:

The examples below evidence my commitment to shared governance and collaborative decision-making:

- Undergraduate and graduate programs in Academic Governance and Collaborative Decision Making
  - Certificate in Academic Governance Services Management
  - Certificate in Academic Governance Services Management
  - Certificate in Academic Governance Services Management
  - Certificate in Academic Governance Services Management

- Non-thesis major in Computer Science within the existing MS Computer Information Systems
- Music Education specialization within the existing MEd Curriculum and MS System Engineering

- BS Agricultural Sciences (interdisciplinary of an existing program)
- New major in General Health Science within the existing BS Health Science
- New minor in General Health Science within the existing BS Health Science

Several new academic programs were approved over the past year:
| Increase in freshman pass rates in 2017: 78% vs. 74% in the previous year. |
| Increase in first-year graduation rates from 21.5% in 2016 to 24.1% in 2017. |
| Increase in transfer and graduation rates from 19.2% in 2016 to 24.1% in 2017. |

**Criteria:**
- Did they meet?
- 2 - Meets
- 3 - Does Not Meet

**Comments:**
- Provided this faculty awards for teaching excellence.
- Scholarship applications and student support programs to support ongoing research.
- Approval of seven faculty positions to support ongoing research.

**Organizational Management:**
- Leadership team takes a comprehensive approach to all aspects of the university.
- Increased focus on strategic planning.
- Enhanced customer service initiatives.
- Improved outcomes in customer service experiences.
- Launched formal customer service initiative in support of strategic priorities.
- Improved processes to reduce wait times.
- Improved customer satisfaction scores.

**Management of Institutional Processes and Resources:**
- Managed a comprehensive review of the university's financial statements.
- Managed a $500,000 cost avoidance project.
- Improved student success rates by implementing new academic programs.

**Comments:**
- Improved student success rates through implementation of new academic programs.
- Maintained a focus on student success.
- Improved financial statements.

**Educational Programs:**
- Expanded educational programs to meet student needs.
- Increased enrollment in key academic programs.

**Research:**
- Increased research funding by 10%.
- Improved research outcomes.

**Technical Support:**
- Enhanced IT infrastructure.
- Improved network performance.

**Conclusion:**
- The following provides a summary of key achievements in the area of Organizational Management:
- Leadership and faculty development.
- Improved customer service.
- Enhanced academic programs.

**Board of Trustees Evaluation Form for the President**
- Dr. Larry Robinson's 2017-2018 Self-Assessment
2018 Football Season Tickets have increased by 9%

2018 Involving in Champions Campaign Sales increased by 107%

Athletics
- FAMU's Car Fundraiser
- FAMU's Kettle Day Giving Challenge
- Annual and Monthly Giving Appeal, Matching Gifts, Faculty, and Staff Giving
- Student Giving Fundraising Peer-to-Peer Campaign, which included the off-campus supporters (www.famufundraising.com)

Created and launched the FAMU Rising Endowment Campaign
- Created an additional fund for the Division of University Advancement

Created the first ever mission statement, vision statement, values statement

Fundraising:
- Benefits:
  - Florida State University - College - 2 students
  - Florida A&M University - College - 489 students
  - SI Bernard College - College - 22 students
  - Savannah State College - 22 students
  - Palm Beach State College - 24 students
  - Florida A&M University - College - 22 students
  - Florida A&M University - College - 489 students
  - Florida A&M University - College - 22 students
  - Florida A&M University - College - 489 students

Stakeholders:
- Alumni:
  - Alumni receives quarterly updates on fundraising

Student Engagement:
- Freshman,
  - Received an email from the Alumni Association

[Other text is redacted]
Graduation and licensure pass rates:

- See examples above regarding our success over the past in improving retention.

Student Learning:

- Collaborate with SJS partners and host conferences
- Develop and maintain the campus library and information staff during
- Conduct University-wide periodic audits
- Continue participation in the SIGMAE national meetings
- Continue enrollment in the AAMC (American Association of Medical Colleges) format
- To adhere to industry best practices, privileges will be withdrawn with the
- Commitment Manual
- Continuity in the process of reviewing, refining, and updating
- Standards and guidelines
- Continue the process to update campus construction documents

University’s Health Services

- Additional examples of ongoing efforts within PFCs to improve the
- and effectiveness

Surveys, data-driven decisions are made to enhance PFC service efficiency
and opportunities for continual improvements. Based on the results of these
develop and implementing surveys, programs and services provided and the
requirement to work with the University’s assessment office in
until level goals and key metrics have been established for the action plans.
University’s Strategic Plan, members of the PFC team can also serve as the
University’s Strategic Planning Team.

Finance, Facilities, Human Resources (HR)

- Core goals:

1. Engage commercial and academic communities in need of diverse talent to enhance their
   opportunities in order to strengthen the mission, support K-12 STEM education and to
   continue partnerships with NASA/NSF/NSF Center to promote involvement
   in the STEM education sector. This includes

Graduation and licensure pass rates:
The Board of Governors (BOG) recognizes the importance of the University in providing guidance on matters of compliance and ethics that will strengthen and enhance the University's mission. The position of Chief Ethics and Compliance Officer (CECO) is responsible for the establishment and implementation of a comprehensive and effective ethics and compliance program.

Appointed on March 18, 2018, the CECO is responsible for:

- Establishing and implementing an ethics and compliance program.
- Developing and implementing policies and procedures to ensure compliance with applicable laws and regulations.
- Conducting and coordinating compliance training programs for employees.
- Investigating and responding to complaints of misconduct.
- Overseeing the monitoring and evaluation of the ethics and compliance program.

The CECO will work with the President and the Board of Governors to ensure compliance with applicable laws and regulations.

Set High Standards/Decision Making/Leadership

- Achieve a cumulative grade point average of 3.0 or better.
- Complete an Honors Program with honors distinction.
- Participate in leadership activities, including student government and community service.
- Serve as President of the Student Government Association.
- Complete the 2018 Diversity Challenge Program with a cumulative GPA of 3.5 or better.
- Complete 10 FCE (Foundational Courses of Excellence) with an average of 3.0 or better.
- Complete 10 FCE (Foundational Courses of Excellence) with an average of 3.0 or better.
- Complete 10 FCE (Foundational Courses of Excellence) with an average of 3.0 or better.
Governors

- Capital Improvement Program approved for submission to the Board of Trustees
- Master Plan update
- CSS/Grounds planning and underwriting utility work completion
- Center for Access and Student Success (CSS) building site identification
- Housing plan
- Completion of the center management packet in support of the comprehensive planning, design and construction (FPD)

![Image]

Promote informed decision making
- Universify matters impacting the University Board on a regular basis
- Full Board on file
- Minutes from the last Board meeting
- Fos on the governance and development committee
- Full Board on file
- Committee on governance and development

Board approval
- Minutes from the last Board meeting
- Fos on the governance and development committee
- Full Board on file
- Committee on governance and development

University’s buildings
- Universify the provision of the University’s buildings
- Fos on the governance and development committee
- Full Board on file
- Committee on governance and development

Provide supervision of the University’s buildings
- Universify the provision of the University’s buildings
- Fos on the governance and development committee
- Full Board on file
- Committee on governance and development

Board approval
- Minutes from the last Board meeting
- Fos on the governance and development committee
- Full Board on file
- Committee on governance and development

The Board of Trustees Evaluation Form for the President

De Laury Robinson's 2017-2018 Self-Assessment

Financial Management

- How effectively does the President manage the organization's financial resources and investments?
- How effectively does the President manage the organization's revenue and expenses?
- How effectively does the President manage the organization's financial resources and investments?
- How effectively does the President manage the organization's revenue and expenses?
- How effectively does the President manage the organization's financial resources and investments?
- How effectively does the President manage the organization's revenue and expenses?
continued space, work-life and shop and tool safety, such as locating the, and first aid training. Full training is
Implementing an effective and consistent, and health training program
more effective and comprehensive, and injury prevention.
Exhibit an effective injury-risk, and injury prevention, program
Reduction of occupational injuries (60% reduction of accidents, and injuries)
Occupational safety concerns
University Safety Committee met regularly, addressed
Program review by the Division of Risk Management
Injury on campus
Skeletal and soft tissue injury, and the risk of accident and
Environmental Health and Safety (EHS)

- Maintenance and safety training program follow
- Custodial inspection program follow (where shown)
- Successful completion of short preparation and response (75%)
- Multiple emergency and preparedness, and response (50%)
- Communicated with new initiatives for the energy performance
- Completed energy reduction and cost savings, related to existing performance
- Building energy management system, installation for College of Law
- Cost savings initiatives for the police
- Plan Operations and Maintenance (POV)
- College of Engineering

- College of Engineering
- LBRS & PAMU-PSU
- Leadership, budget matters
- College of Engineering faculty
- The administration
- Include recommendation from

This is another area where we are

Lead to greater self-sufficiency.
Enabling key growth investments that
Enable financial health, and to
Savings and revenue from requirements is required
Progress but more aggressive cost
Health of the University. There
To significantly improve the financial
Avoid the difficult decisions required
Making some progress but not at the

Committee:

LARRY ROBINSON, 2017-2018 SELF-ASSESSMENT
Meeting the Goals Established by the BOT and Approved by the BOC

- Increase attendance for new PBIP Choice Metrics were provided at the August 2017 BOT meeting.
- An update on the Customer Service Initiative was provided at the June 2018 BOT meeting.
- Updates on the development of departmental improvement plans were provided at the November BOT meeting.
- An update on initiatives to enhance student assessment processes was provided at the 2018 BOT meeting.
- Updates on the number of 2+4 students and BOC June meetings were provided at the March and June BOT meetings.
- Updates on physical examination pass rates were provided at the March and June BOT meetings.
- Updates on institutional goals (including the grid performance models).

3 - Does Not Meet
2 - Meets
1 - Exceeds

Comments:
The board and approved by BOT. The goals established by BOT.

Meet the goals established by BOT.

Comments:
- Withholding achieved and
- Implementation progress,
- Updates regarding the
- Provides on-going and timely
- How effectively does the president

Work Plan

Board of Trustees Evaluation Form for the President

Dr. Larry Robinson's 2017-2018 Self-Assessment
Throughout the year, we've focused on building with major alumni and corporate donors continuously.

- Engaged in philanthropic building with major alumni and corporate donors continuously.
- Built relationships with major donors.
- Launched a Seven Challenges Giving Tuesday Campaign on social media.
- Increased giving through challenge grants and matching funds.
- Hosted luncheon at Athletic Center on campus and annual faculty and staff Giving Tuesdays.
- Encouraged on-campus giving.
- Involved Alumni Leaders to promote fundraising needs at university events.
- Raised an additional $1 million in scholarships and endowments for academic and research initiatives.

**WWW.CARMEN.COM**

- Launched the PARM Rising Strategic Fundraising Campaign and combination website.
- Initial call to Action: "Lead and give."
- Lead and engage others in the fundraising process.
- Engaged alumni, donors, and friends.
- Provided scholarships for gifts to endowment funds.
- In addition to meeting with our donor groups on a regular basis in various venues each month, I have worked to strengthen and enhance our fundraising infrastructure over the past year.

**Comments:**

- Improvements in online courses increased by 73%.
- The University's enrollment increased for the first time in several years.
- The University launched its Customer Service Initiative.
- The University improved on its retention and graduation rates.
- The University improved its emphasis on research and student success.
- The University showed improvement on several of the 10 PB metrics and earned its significant progress mark this past year in achieving institutional goals, specific examples include:

**Board of Trustees Evaluation Form for the President**

DR. LARRY ROBINSON'S 2017-18 SELF-ASSESSMENT
<table>
<thead>
<tr>
<th>Issues</th>
<th>Solutions/Actions</th>
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<tbody>
<tr>
<td>Board members frequently</td>
<td>Board members frequently during on-campus visits and the electronic</td>
</tr>
<tr>
<td>attend meetings and call</td>
<td>present accountability reports and other presentations. Present</td>
</tr>
<tr>
<td>effectiveness</td>
<td>effective agenda during board meetings, present accountability reports. Present</td>
</tr>
<tr>
<td>clarity</td>
<td>call and meetings with FAMU leadership.</td>
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<tr>
<td>FAMU's success</td>
<td>Attend and preside at board of regents meeting regularly and communicate</td>
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<tr>
<td></td>
<td>including negotiations with FAMU Athletics with ESPN.</td>
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<td></td>
<td>Participate in events and discussions at the MEAC Basketball Tournament.</td>
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<tr>
<td></td>
<td>Increase the visibility and reputation.</td>
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<tr>
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<td>Provide a meaningful communication strategy for underserved and underrepresented</td>
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<td>communities. Development and create forums of feedback and support services that</td>
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<td>reflect the diversity of students and employees. As well as stakeholders and</td>
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<td>multiple efforts were made to increase the visibility and reputation of the</td>
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<td>University. The efforts included:</td>
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</table>

### Comments:
- Board of Trustees?
- Provost or university leadership?
- Public officials?
Research and Planning MoU

Hosted delegations from Kenya, China, and India to solidify and strengthen academic links and action plans for programs and their corresponding academic activities.

Launched new initiatives to strengthen academic exchanges such as 24-hour learning.

throughout the year of the inaugural week.

deeding whole-state residents and partners.

Promoted and engaged with more employment opportunities and hiring

requirements.

University is achieving its mission.

Launched a revised President's website with links to a dashboard to show how the

shared University mission and annual report with key and potential supporters

management to enhance the brand and how it is used.

Crew members of the University community on media relations and social media

promotions.

Readers for the University's communications policy and style guide to strengthen and

Students.

portals to modernize the admissions and on-boarding process for new and potential.

Begin preparations to overhaul the University website as well as releasing new web

 expected.

Discover on Parade, Energy Wines, Food Naxos, Print, Feed, PAWML Day at the

University, such as the Amex Health

Envisioned the level of promotion of community events offered and participated in by

community dialogues in various cities.

Re-launch of the annual President's tour, launching the GNTLE campaign and hosting

campuses (e.g., Tualatin Valley, Corvallis, and Portland) with student media presence

Through the University's social media presence with strategic

Launched video series focused on leadership initiatives and efforts.

Launched a customer service initiative.

Other Key efforts included:

Jack and Jill.

Launched partnerships with the Boys and Girls Club, Healthier Campuses Initiative, and

Participation in the nationally released HBCU Rising Document on PBS.

Regular basis.

Engaged with leaders of the Hunters Point and PAWML Quarterback Club on PAW.

Health education and give encouragement and PAW's role in these efforts.

Participated in Washington, DC, Citizens Awareness video on the importance of

SACSCOC on site committee members on campus in March 2018.
Influence with the media. I participated in multiple positive interviews and meetings with influential in the media.

In order to enhance the University's credibility and public recognition, FAU's also ranked as the No. 9 Best Value College among both private and public universities. FAU is also ranked as the No. 9 Best Value College among top private and public universities.

FAU is also ranked as the No. 9 Best Value College among all institutions. FAU is also ranked as the overall No. 9 Best Value College among all universities. FAU is also ranked as the overall No. 9 Best Value College among all universities. FAU is also ranked as the overall No. 9 Best Value College among all universities. FAU is also ranked as the overall No. 9 Best Value College among all universities.

Diverse: In Higher Education, FAU is ranked #1 in the nation by the U.S. News & World Report's "Best Colleges." FAU was ranked #1 in the nation by the U.S. News & World Report's "Best Colleges." FAU was ranked #1 in the nation by the U.S. News & World Report's "Best Colleges." FAU was ranked #1 in the nation by the U.S. News & World Report's "Best Colleges." FAU was ranked #1 in the nation by the U.S. News & World Report's "Best Colleges."
<table>
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<tr>
<th>3 - Does Not Meet</th>
<th>2 - Meets</th>
<th>Comments</th>
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<th>4 - Meets</th>
<th>5 - Meets</th>
<th>Comments</th>
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Board of Trustees Evaluation Form for the President

Dr. Larry Robinson's 2017-2018 Self-Assessment
to students.

-增资的Student Care by having lunch on Wednesdays, making myself available.
- Student Government Association (SGA) President, SG.
- SGA President, SG.
- Student Government Association (SGA) President, SG.
- Hosted the College Social to welcome new Students to FAMU.
- Support through the following initiatives:
  - Hosted Pre-orientation programs with student leaders to discuss the strategic plan and get their feedback and ideas on ways students can provide campus updates and ideas.
  - Hosted Pre-orientation programs with student leaders to discuss the strategic plan and get their feedback and ideas on ways students can provide campus updates and ideas.

Student interest immediately, I care. FAMU is a student-centered campus and we have shown student interest immediately, I care. FAMU is a student-centered campus and we have shown an interest in our students to know their needs. I believe that this small gesture lets campus students know that they matter. I try to speak to every student that I pass on campus.

2019:

- Participated in developing action plans for each key focus area, ready to begin implementation in January.
- Participating in developing action plans for each key focus area, ready to begin implementation in January.

Community: Community initiatives
- Community initiatives
- FAMU's Student Faculty and Alumni Association (SFAA) aims to engage faculty and alumni in student affairs, as well as faculty and alumni in student affairs.
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online platform to submit all tenure and promotion applications.

Online and distance education: For-credit (40) courses and adjunct, online dance programs.

Workshops sponsored by the Teaching and Learning Center.

More than 360 faculty participated in a variety of professional development workshops offered online.

(Store) Professional Development: 379 (3) workshops attended by 800 staff.


Members of the 2017 DLJ cohort have an approved book contract with ICG.

Support for the Course Redesign Summer Institute.

Opportunities for 10 faculty during their participation in the course redesign.

Digital Learning Initiative (DLJ): Twelve (12) faculty were provided monetary support and technology.

Academic year with ongoing training and support provided through the year.

New Faculty Orientation: Forty-seven (47) new faculty participated in the 2017-2018 Academic Year.

Over the past year, various initiatives were provided to faculty in support of their teaching.

Work with Faculty

Hosted periodic meetings with the CAF to address their concerns.

Enhanced minimum hourly fees and a minimum stipend rate.

Research agreements with the Graduate Assistants Union (GAV) regarding a bonus.

Continued to support graduate students by serving on thesis and dissertation committees.

Maintained an open door policy for students, and with students and parents when needed.

National Championship Tournament held in Tournament Capital.

Supported student organizations and other student-led activities.

Conducted a meeting with students to focus on Family Day at State Capital.

System and University website.

Conducted Town Halls focused on student housing.

BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
Throughout the year, faculty, staff and students, as well as the surrounding campus community accounted for:

- Presented leadership forums for faculty, staff, and students to participate in the new strategic plan and other initiatives.
- Hosted a reception for new faculty during faculty pre-planning.
- Attended all Faculty Senate meetings (when I am in town) and encourage the members to attend.
- Led Leadership Team meetings.
- Two faculty representatives on my senior leadership team who attend weekly Senate meetings.
- As President, the concept of shared governance is vital to decisions made at the University, and

**Leaders as MBICS**

- Webinars and annual meeting curriculum for Presidents, CFOs, VPs, and HR sponsored by TAAC in the development and delivery of various leadership programs.
- Continued to serve as an active participant in the MBICS Leadership Exchange training for first line and current supervisors.
- Through Supervisory Boot Camps, conducted skill development and refresher 160 training sessions as of June 2018.
- Facilitated and coordinated training for over 2,530 staff and faculty through Organizational Development and Training.

**Leadership Development and Training Levels**

- University, in support of Transition Planning (change in leadership) throughout all offices,Human Resources, Comprehensive Process supports the development and implementation of succession and replacement planning for staff within the Office of Human Resources.
- Developed a Comprehensive Staff Career Development Process: plans for the future work with Shell.

---

**Board of Trustees Evaluation Form for the President**

Dr. Larry Robinson's 2017-2018 Self-Assessment
Faculty
- Research Awards
- Faculty Retiree
- Faculty 

March
- Town Hall Meetings with Students attending the College of LA (November)
- PAAL PAU Medical School Orientation Reception
- Graduation Reception (May)
- Attending Student's Orientation (April)
- Conducted Weekly Visits to CAPE: Student areas or walked the campus
- Attending the PAUL Bridges Program (March)
- Attending the PAUL Bridges Program (February and April)
- Attend the Annual Spring Convention (February)
- Attending the Graduate Conference Reception and Career Expo
- Speaking at Freshman Orientation (June)
- Speaking at Freshman Orientation (September)
- Speaking at Undergraduate Student Success Center (September)
- University of CAPE/SA Inauguration (September)

Students
- Leadership Ball
- Rhymes Club of Tallahassee
- Links Club of Tallahassee
- Local Organizations/Clubs
- Fraternities
- Church
- Sisters
- Brothers

Local Communities
- Visited all the local cities that are happening at PAUL:
- Served as Keynote Speaker for several local organizations, sharing the University's vision and the great things that are happening at PAUL:
- Meetings with the Tallahassee Chamber of Commerce
- Community Chinatown School 40th Anniversary Gala
- Jack Cottle House
- Bilko's Annual Art Gallery Event near the campus
- Tallahassee Memorial Hospital Gala
- University-sponsored Hermann Reunion Gala
- Goodwood Step Show Brackets at Goodwood Manor
- Todd and 20 Broyles'Holidays were donated by faculty, administrators and staff

BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT
DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
<table>
<thead>
<tr>
<th>Board and Governance Relations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics events for both men and women sports</td>
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<tr>
<td>Housing Workshops (October)</td>
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<td>Inauguration in Champions Camp</td>
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<td>Strategic Planning Workshop (January)</td>
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<td>Presidential Leadership Retreat</td>
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<td>Presidents with Faculty and Staff</td>
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<tr>
<td>PROM Annual Management Seminar</td>
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<td>University-wide</td>
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<tr>
<td>BOARD OFFICE VISITORS' FORM FOR THE PRESIDENT</td>
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<tr>
<td>DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT</td>
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</tbody>
</table>
Board of Trustees Evaluation Form for the President

Dr. Larry Robinson's 2017-2018 Self-Assessment

Revised Texas A&M Accountability Regulation

Campus No Smoking Policy

Direct Support Organizations (DSO) Policy

Freedom of Expression and Assembly Regulation

Amending several BOT regulations and policies, including:

- Re-organization of the President's position
- Food Vendor Contract approval

received 56% in new funding in the 2018 Legislative Session

Budget/Regulatory Budget Requests (BR)

Consideration of significant workforce reduction and financial pressures.

Based Funding (BBF) metrics and other key performance metrics outcomes and

- Includes information on University’s strategy, key initiatives, performance
- Accountability Plan
- New Degree Programs
- Housing accommodation Plan

Evidence of significant strides/accomplishments:

As stated earlier, being on established positive relation with the PAMU, BOT and BOG is

Gained support from the Board.

Within the SWS Council of Presidents:

Meeting with BOT's Chairperson and their staff, along with fellow colleagues

Communication with Florida Board of Governors:

- BOT Annual Meeting for University Trustees
- BOT Annual Retreat (August)

Opportunities for professional development:

- Participation with BOT members in other professional development
- 3 Workshops - George Mason University
- Association of Governing Board Annual Conference
- Supported the participation of the BOT in relations:

- Regional activities, annual accountability, and budget planning.
- Provided support for Board Chair for presentations to BOT
- Assisted and provided support for Board Chair for presentations to BOG
- Recognized and applied the accomplishments of members of the Board
Involvement of the Board in Strategy in Productive and Appropriate Ways

- No Smoking Policy
- DSO Policy
- Freedom of Expression and Assembly Regulation
- Revised Textbook Affordability Regulation
- Tuition

Recommendation of the Faculty Senate, a BOT committee, and finally the Board of
Utilizing a e-NYT process for policies and regulations that requires a review and
Inclusion of two Faculty members
Attendance Faculty Senate meetings

Good Working Understanding of Roles in Decision-Making

- Involved Board members in e-NYT friend-raising and fundrasing activities
- velocities resulting in a 56% increase in fundraising to support student success initiatives for
Board members engaged with regulations that became advocates for student
and investing in Champions Campaign

- BOT members' contributions in support of the University (C.E., Endowment Campaign)
- NAA chapter, such as Palm County Florida (C.E.),
- "Annual National Alumni Association Convention, nationally hosted events by
Board members' participation in events where funds were raised in support of FAMA
- Relationships in advocating for our issues

- Individual Board members went to the capital with me and our director of governmental
Legislative Session to lobby in support of initiatives included in the 2018-19 LFR
Board members were solicited and encouraged to participate during the 2018
Community-Living Council/Program Activities included:

- Board to Financial Relationships, especially in fundraising and Community Relationships

- Athletic Development Plan
- Florida College System Specialized 7+2 Articulation Agreements
- Mental Health Counseling Enhancement Plan

BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT
DR. LARRY ROBINSON'S 2017-2018 SELF-ASSESSMENT
<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>EVALUATION FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide law, requiring the Board of Trustees to approve. An example is the DIS policy approved changes that were mandated by a change in Florida law. Considered regularly with the PAVL Board of Trustees on any matters that affect the university.</td>
<td></td>
</tr>
<tr>
<td>- Ensured that the BOT policies are consistent with presidential policy, regulations and laws.</td>
<td></td>
</tr>
<tr>
<td>- Policy-making and Policy-responsibilities.</td>
<td></td>
</tr>
<tr>
<td>- Considered regularly with the PAVL Board of Trustees on any matters that affect the university.</td>
<td></td>
</tr>
<tr>
<td>- Worked closely with BOT to ensure the BOT policies, regulations and plans are aligned.</td>
<td></td>
</tr>
<tr>
<td>- Teaching term on Divisional Phi Delta Epsilon, Phi Delta, Phi Lambda, etc.</td>
<td></td>
</tr>
<tr>
<td>- Periodic reviews of the operations of the university (e.g., weekly meetings with senior administrators).</td>
<td></td>
</tr>
<tr>
<td>- Example of my administration of offices, committees with BOT policy.</td>
<td></td>
</tr>
<tr>
<td>- Administrative affairs of the university are consistent with the BOT policy.</td>
<td></td>
</tr>
<tr>
<td>- Authority of the president, the BOT, and BOT policies.</td>
<td></td>
</tr>
<tr>
<td>- Ensured Board members in the development of collaborative programs.</td>
<td></td>
</tr>
</tbody>
</table>

**Board of Trustees Evaluation Form for the President**

**Dr. Larry Robinson's 2017-2018 Self-Assessment**
<table>
<thead>
<tr>
<th>Community Engagement and Communication in Various Forms and Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending and other stakeholders of the university,</td>
</tr>
<tr>
<td>College and university, faculty, staff, students,</td>
</tr>
<tr>
<td>Organizing meetings with students, faculty, staff,</td>
</tr>
<tr>
<td>Community organizations,</td>
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<tr>
<td>Town Hall meetings,</td>
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<tr>
<td>Fire drills,</td>
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<tr>
<td>Faculty, staff, alumni, POTs,</td>
</tr>
<tr>
<td>Dean of College and other stakeholders,</td>
</tr>
<tr>
<td>Activists,</td>
</tr>
<tr>
<td>Community and a listener (e.g., emotional building) - meeting with students,</td>
</tr>
<tr>
<td>Display interpersonal and people skills</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Stipulate leadership and confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspire trust and confidence</td>
</tr>
<tr>
<td>Demonstrate honesty and integrity</td>
</tr>
<tr>
<td>Develop trust with individuals,</td>
</tr>
<tr>
<td>Groups and individuals,</td>
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<tr>
<td>Self and others, and among others,</td>
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<tr>
<td>The leadership between</td>
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<tr>
<td>Understanding of their and</td>
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<tr>
<td>Their experiences and show a</td>
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<tr>
<td>Willingness to explore other</td>
</tr>
<tr>
<td>Examine and challenge his or</td>
</tr>
<tr>
<td>Listen,</td>
</tr>
</tbody>
</table>

**Board of Trustees Evaluation Form for the President**

*Dr. Larry Robinson's 2017-2018 Self-Assessment*
Able to develop strategies to enhance the quality and integrity of our academic degree.

- Able to identify and hire strong, competent leaders.
- A good sense of articulating and promoting a shared vision.
- A transparent administration.
- A promoter of working together.

The University:

- Open and accessible leadership style that inspires trust and collaboration at all levels of the university.
- Commitment to the highest standards of teaching, learning, and scholarship.
- Commitment to the University’s mission.
- A strong and unified communicator and listener.

My personal characteristics include:

- Alumni, students, faculty, staff, legislators and other stakeholders.
- Demonstrated my ability to be transparent, responsive and responsible to the Board.
- Inspire Trust and Confidence

- Transparent on ongoing issues (pros and cons) which helps to keep board members to keep abreast of happenings at the University.
- Demonstrated Honesty and Integrity

- Communicate clearly in higher education that can have an impact on the University.
- Advocate for best-practices (e.g., encourage senior leaders that I lead to explore and

- Examine and Challenge Assumptions

- Session housing issues, students and parents.
- Perspective (e.g., College of Law faculty and students, students during hurricane
- Making myself available to others and listening to their concerns, views, and

Show Respect for Others/Listen

- Leadership in Rehobeth
- Rotary Club of Rehobeth
- Links Club of Rehobeth
- Local Organizations (e.g.
  - Philip Chapel A.M.E. Church
  - St. Eugene Catholic Church
  - Bethel A.M.E. Church

BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT
DR. LARRY KORHORN'S 2017-2018 SELF-ASSESSMENT
Board of Trustees Evaluation Form for the President

Dr. Larry Robinson's 2017-2018 Self-Assessment

Summary Questions

1. What have been the leadership accomplishments in the past year?
   - Improved the performance of the institution
   - Increased student success

2. What single thing would you suggest to improve the president's effectiveness?
   - Increased student success

3. What other points need to be covered?
   - Increased student success

Other Observations:
- Responsible and responsive to Board, alumni, students, faculty, staff, legislators, and programs.
- Able to effectively manage human, financial, and capital assets.
improve my effectiveness is garnering resources that are needed to support the success of our students, faculty, staff, and the campus infrastructure needs.

The single most important thing I aim to improve my effectiveness is garnering resources that are needed to support the success of our students, faculty, staff, and the campus infrastructure needs.

I am in honor of the selected to serve as the 2nd President of Florida Agricultural and Mechanical University (FAMU). My broader vision is to enhance our faculty and staff to be exceptional, performant, etc. campus technology upgrades, faculty and staff incentives to support and promote exceptional (e.g., scholarships funds, need-based, endowed, and endowed faculty, research labs)

- Improve the President’s Effectiveness
  - Revision to DSQ policy to align with state of Florida legislation
    - Housing enhancement plans
    - Athletic boosters
    - Implementation of the Strategic Plan "FAMU Rising" initiatives
    - Developed action plans to support efforts focused on the following
      - Higher of the compliance office
      - Following recommendations of follow-up on 94 plus standards, SACSCOC will release the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC):
      - Accountability
  - Legislative Session
    - Engaged FAMU's consistent presence at the State Capitol before and during 2018 legislative session on campus
    - Initiated a new approach to advancing FAMU’s legislative agenda (e.g., hosting of school alumni, elected officials, parents, community, civic and business leaders and other key stakeholders)
    - Building a strong relationship with BOT, BOG, Chancellor’s office, faculty, students,
Demonstrates minimal initiative to improve performance on a consistent basis.

Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.

**Does Not Meet Expectations:**

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

**Meets Expectations:**

- Demonstrates exceptional leadership in the use of different options by creatively developing a comprehensive within department.
- Skillfully identifies and monitors house fires, multiple and varied types of tasks with comprehensive priorities.
- Exhibits model behavior that exemplifies the values and qualities of the institution and that is worthy of emulation.
- Exhibits exceptional communication within the University community.
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- Exhibits exceptional communication with the University community.
Takes little or no initiative, even with prompting to improve performance.

Inefficiently interacts with peers, supervisors, other university staff, students, parents, or the public.

Is perceived by peers and supervisors as non-collaborative and not being a team player.

Fails to possess full knowledge of the job functions duties.

Consistently fails to meet expectations and job description requirements.

Engages in less effective or less than positive interactions with supervisors, faculty, colleagues, students, or members of the university community.

Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.

BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

DE LARRY RONNINGSON'S 2017-2018 SELF-ASSESSMENT
TRUSTEE KIMBERLY MOORE
<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>PERFORMANCE</th>
<th>EVALUATION FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Leadership</strong></td>
<td></td>
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</tr>
<tr>
<td>3 - Does Not Meet Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - Meets Expectations</td>
<td>In communication the assigned goals?</td>
<td></td>
</tr>
<tr>
<td>1 - Exceeds Expectations</td>
<td>How effective was the President?</td>
<td>See attached</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017/2018</td>
</tr>
<tr>
<td>1 - Does Not Meet Expectations</td>
<td>Annual Priorities and Goals - 2017/2018</td>
<td></td>
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<tr>
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</tbody>
</table>

Following meanings: 1 - Does Not Meet Expectations; 2 - Meets Expectations; 3 - Exceeds Expectations.

Note: If the performance of the President is outstanding, please add a narrative rating at the bottom of the performance assessment. For each expectation, please rate the President's performance and provide comments on any areas that need improvement. To further describe the President's performance, please include specific examples and the impact of their actions.

Evaluations: Please note a qualitative and quantitative assessment is sought for each evaluation factor. For each category, in addition to your comments, please include specific examples and the impact of their actions.

Board of Trustees Evaluation Form for the President
2017-2018 Assessment of Dr. Larry Robinson

Evaluator: Moore
<table>
<thead>
<tr>
<th>Comments:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Organizational Management</strong></td>
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<tr>
<td><strong>Educational Leadership</strong></td>
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<tr>
<td><strong>Board of Trustees Evaluation Form for the President</strong></td>
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<tr>
<td><strong>Evaluator:</strong> Moore</td>
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</tbody>
</table>

- Use analytical and creative thinking to solve complex problems.
- Make tough decisions.
- Make clear and timely decisions.
- Reason responsibly for results.
- Set high standards and hold people accountable.
- Lead in the fields of research, service, and the arts.
- Provide purposeful direction.
- Embrace new priorities.
- Develop and manage processes and resources (human, financial, educational).
- Evaluate, renew, and basic institutional processes.
- Manage faculty, staff, and student affairs.
- Plan directly.
- How effectively does the President lead the Board of Trustees?
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>2</td>
<td>Meets</td>
</tr>
<tr>
<td>1</td>
<td>Exceeds</td>
</tr>
</tbody>
</table>

**Comments:**

Appointments: University plans to reorganize academic and administrative units and to address existing and Planned Housing with a focus on the overall enhancement of the campus environment. This effort will include the development of new buildings, landscapes on campus, and the completion of a master plan for the area.

Financial Management:

- Approval for the acquisition of the university's property
- Approval for the construction of new academic buildings
- Establishment of a master plan for the campus
- Approval for the appointment of new faculty
- Approval for the purchase of new equipment

Housing and Dining:

- Establishment of a new dining hall
- Approval for the construction of new dormitories
- Approval for the purchase of new furniture

Community Engagement:

- Approval for the establishment of a new community center
- Approval for the construction of a new library
- Approval for the purchase of new technology

Overall, the university has made significant progress in all areas and is well-positioned for continued growth and success.

**Board of Trustees Evaluation Form for President:**

2011-2012 Assessment of Dr. Larry Robinson

Evaluator: Moore
<table>
<thead>
<tr>
<th>Score</th>
<th>Comments</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Does Not Meet</td>
<td>• Inquire and engage the Board Appropriately</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide stewardship for gifts that have been promised and resolve fundraising stewardship, encouraging the President to continue the momentum with the selection of Paramount College's next leader. Additionally, it will be important that we manage the donor relationships in a way that demonstrates our strong stewardship, encourages future gifts, and ensures a successful transition to the next leader.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Potential for fundraising and potential for donors to identify and cultivate prospects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Leverage efforts to identify and cultivate prospects</td>
</tr>
<tr>
<td>2</td>
<td>Meets</td>
<td>• Read and engage others in the fundraising process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lead and engage others in the fundraising process</td>
</tr>
<tr>
<td>1</td>
<td>Exceeds</td>
<td>• Efficacy of the President</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Comments</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Does Not Meet</td>
<td>• Meet the goals established by the Board andachieve the performance set in the President's agenda.</td>
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<td></td>
<td>• Performance of the President and the President's agenda with regard to Board Meetings and the President's agenda.</td>
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<td></td>
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<td>• The President has provided progress and milestone updates during the Work Plan.</td>
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<td>2</td>
<td>Meets</td>
<td>• Work Plan approved by the Board</td>
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<td></td>
<td>• Fiscal stability and concerns regarding the implementation of the Work Plan.</td>
</tr>
<tr>
<td>1</td>
<td>Exceeds</td>
<td>• Efficacy of the President</td>
</tr>
</tbody>
</table>

**Board of Trustees Evaluation Form for the President**

2017-2018 Assessment of Dr. Larry Robinson

Evaluator: Moore
<table>
<thead>
<tr>
<th>Internal Relationships</th>
<th>Comments:</th>
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<tbody>
<tr>
<td>3 - Does Not Meet</td>
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<td>2 - Meets</td>
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<td>1 - Exceeds</td>
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<tr>
<th>External Relationships</th>
<th>Comments:</th>
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<td>1 - Exceeds</td>
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**Board of Trustees Evaluation Form for the President**

2017-2018 Assessment of Dr. Larry Robinson

Evaluator: Moore
<table>
<thead>
<tr>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
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</table>

Policy:
- Consistent with the documented board
- Administrator of the University
- Improvements
- Mission and Governance systems that need
- Focus the board’s attention on decision
- and personal wellbeing
- Focus the board’s attention on issues raised
- Involve the board in strategies to produce
- Management
- Faculty’s respective roles in decision
- Board’s, the administration, and the
- Development of good working understanding of
- Implementation and community relations
- Involve and call on the board to action
- Board and governance relations
- How effectively does the president

Board and Governance Relations
2017-2018 Assessment of Dr. Larry Robinson
Evaluator: Moore
Summary Questions

<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>EVALUATION FACTORS</th>
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**Board of Trustees Evaluation Form For The President**

2017-2018 Assessment of Dr. Larry Robinson

Evaluator: Moore
Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.

Competently performs job functions/duties on a day-to-day basis and regularly meets expectations and job description requirements.

Meets Expectations:
- Routine work is a team player in varied settings and influence others to work collaboratively to bring about a positive impact.
- Exemplifies exceptional knowledge of the job functions/duties and is highly recognized by others within the University.
- Undertakes additional job functions/duties, through own initiative, that further the goals of and make significant contributions to the institution.

Exceeds Expectations:
- Exhibits exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University.
- Demonstrates exceptional interpersonal skills, correspondence, and public speaking.
- Significant and consistently exceeds expectations by producing a high quality and quantity of work.

Evaluation Rating Definitions:

<table>
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<tr>
<th>EVALUATOR</th>
<th>Moore</th>
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<tbody>
<tr>
<td>BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT</td>
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<tr>
<td>2017-2018 ASSESSMENT OF DR. LARRY ROBINSON</td>
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TRUSTEE BELVIN PERRY, JR.
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<tr>
<th>EXCELLENCES</th>
<th>PERFORMANCE</th>
<th>EVALUATION FACTORS</th>
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<tr>
<td>1 - Exceeds</td>
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### Strategic Leadership

- Plan that engages all stakeholders.
- Lead the creation of a long-range strategic plan.
- And communicate.
- Lead and respond to the driving forces of change.
- Implement the strategy and make things happen to achieve comprehensive solutions.
- Share a productive strategic process and culture.
- Competency vision.
- Know the mission and articulate a strategic plan.
- External trends and the institution's strategic plan.
- Discern and communicate the meaning of the story.
- Promote a culture.
- How effective was the president?
- How director does the president?

### Evaluation Form for the President

#### 2017-2018 Assessment of Dr. Larry Robinson

Evaluator: Helen Perry, Jr.
## Educational Leadership

**How effectively does the president:**

- Propose educational directions and priorities that motivate others?
- Assure academic quality by expecting the use of evidence to improve performance?
- Mobilize resources to support educational programs?
- Encourage and enable educational and curricular change and innovation?
- Understand and participate in academic governance and collaborative decision-making?
- Attract and retain strong faculty?

**Comments:**

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

## Organizational Management

**How effectively does the president:**

- Manage - analyze, organize, plan, direct, evaluate, renew - basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?
- Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities?
- Set high standards and hold people responsible for results?
- Make clear and timely decisions?
- Make tough decisions?
- Use analytical and creative thinking to solve problems?
- Plan for and manage crises? (e.g. anti-hazing)

**Comments:**

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| • Ensure that the university's mission and goals are articulated, understood, and implemented?
| • Promote a collegial attitude that advances the university's mission and goals?
| • Foster a vibrant and inclusive community that values diversity and fosters excellence?
| • Lead the board's strategic planning?

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### Recommendation from the Administration

(e.g., collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)

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<td>Comments: I think the change in leadership at the Foundation will be plus to the school and I believe the fund raising will increase.</td>
</tr>
<tr>
<td>- Provide on-going and timely updates</td>
<td>1 - Exceeds</td>
</tr>
<tr>
<td>regarding the implementation, progress,</td>
<td>2 - Meets XX</td>
</tr>
<tr>
<td>milestones achieved and concerns?</td>
<td>3 - Does Not Meet</td>
</tr>
<tr>
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<td></td>
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<tr>
<td>approved by the BOG?</td>
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</tbody>
</table>

<p>| Fund Raising                                 |                                                                           |
| How effectively does the president:         |                                                                           |
| - Lead and engage others in the fund-raising |                                                                           |
|   program?                                   |                                                                           |
| - Build relationships with major donors?     |                                                                           |
| - Obtain gifts and grants relative to full   |                                                                           |
|   potential from individuals, alumni,       |                                                                           |
|   corporations and foundations?             |                                                                           |
| - Provide stewardship for gifts that have    |                                                                           |
|   been received?                             |                                                                           |
| - Inform and engage the board appropriately?|                                                                           |</p>
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<tr>
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</table>

**Internal Relations**
- How effectively does the president
- Work with the faculty to create opportunities
- Enhance diversity
- Commitment to their welfare
- Develop a climate and programs that
- Advise their work and professional well

**External Relations**
- University and Board of Trustees
- Provide leadership on matters related to the
- Increase visibility and reputation of the
- Develop leadership to local, regional and
- Constituencies (e.g., DSU, BOG, SAC, etc.)
- Build credibility and influence with external
- How effectively does the president

Evaluator: Debra Perry, Jr.
2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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<td>• Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making?</td>
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<td>• Involve the board in strategy in productive and appropriate ways?</td>
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<td>• Focus the board's attention on issues related to the president's professional development and personal welfare?</td>
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<td>• Focus the board's attention on decision-making and governance systems that need improvement?</td>
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<td>• Administer the affairs of the University consistent with the documented Board policy?</td>
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<p>| 1 – Exceeds XX |
| 2 - Meets |
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<table>
<thead>
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<th>Performance</th>
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<tr>
<td>1 - Exceeds</td>
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<td>2 - Meets</td>
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<tr>
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<td></td>
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</tbody>
</table>

**Summary Questions**

1. What has been the president's major steps in improving the image of Family?
2. What single thing would you suggest to institutionalize over the last year?

**Personal Characteristics and Values**

- Inspire trust and confidence
- Demonstrate honesty and integrity
- Generate conflict between self and others
- Understand his/her and others' feelings
- Explore other viewpoints
- Assume and show willingness to examine and challenge his/her leadership
- Show respect for others
- Varied forms and contexts
- Communicate clearly and convincingly
- Develop interpersonal and people skills
- Create cohesion and build consensus
- Use political skills to negotiate agreements
- Lead change
- Demonstrate professionalism in reaching goals

Evaluator: Bevin Perry, Ph.D.
3. What other points need to be covered?

Evaluation Rating Definitions

Exceeds Expectations:

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

Meets Expectations:

- Competently performs job functions/duties on a day-to-day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
Takes title or no initiative, even with prompting to improve performance.

- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Fails to possess full knowledge of the job functions/duties.
- Consistently fails to meet expectations and job descriptions/requirements.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues, students or members of the University community.

Feedback:

- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or training.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Consistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.

Does Not Meet Expectations:

- Demonstrates the inability to take on progressively responsible roles with a high level of success.
- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.
- Consistently exhibits model behavior that exemplifies the values and qualities of the Institution.
- Demonstrates an understanding of the duties and responsibilities of the position.

In representing the department/division or organization, effectively interacts with peers, supervisors, faculty, students, and other stakeholders as collaborative, skilled, and reliable.

- Is recognized by peers, supervisors, faculty, students, and other stakeholders as collaborative, skilled, and reliable.
- Is dependable, highly reliable and follows through on all assignments or requests.
- Articulates such aspects clearly to others.
- Possesses full knowledge of job functions/duties, as well as other related aspects of the institution's work.

BOARD OF TRUSTEES, EVALUATION FORM FOR THE PRESIDENT

2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>EVALUATION FACTORS</th>
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<tbody>
<tr>
<td>President demonstrates role model behavior in this area.</td>
<td></td>
</tr>
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| How accurately does the president:
  - support and lead the creation of a long-range strategic plan and communicate it?
  - lead the creation of a long-range strategic plan and respond to the changing forces of change?
  - influence stakeholders and make things happen to achieve competitive advantage in one in 3 quarters?
  - aid the implementation and confidence of existing strategies and initiatives?
  - lead the development of a productive strategic process and share a productive strategy process and compelling vision?
  - know the mission and articulate a strong vision?
  - demonstrate understanding of external trends and the institution’s strategic plan and communicate the meaning of those trends?
  - discuss and communicate the meaning of the strategy in the organization and continuously tell its story?
  - demonstrate understanding of the culture and demonstrate the cultural climate?

Key initiatives:
- Making him a part of the process and support to deliver on University’s goals with communicating this to key stakeholders.
- Has done a great job building the vision and strategy of the president.
- This area would rate the president as meets expectation.

<table>
<thead>
<tr>
<th>Annual Priorities and Goals - 2017/2018</th>
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Evaluator: Craig Reed

Board of Trustees Evaluation Form for the President
2017-2018 Assessment of Dr. Larry Robinson
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<tr>
<th><strong>Educational Leadership</strong></th>
<th><strong>Comments:</strong> The president has rolled out new curricula and courses in support of strategic initiatives. New faculty has been brought on board and well as training increased for education staff. Opportunity exist to get key Dean positions filled as well as increase licensure rate in key schools.</th>
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2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

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<th>Comments: Presidential scorecard developed to provide transparency and routine updates on performance to goals that are aligned to Workplan and its progress to achieve.</th>
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<th>Comments: Although the goal as defined has not been met the progress in this area has been extraordinary. Great job with new leadership providing focus and delivering results despite the change in staff.</th>
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**Internal Relations**
- President creates high turnover from faculty, staff, and students, always accessible and engaged.
- Comments:

**External Relations**
- University and Board of Trustees:
  - Leadership on matters related to the college, including building facilities and relationships with public officials.
  - Build credibility and influence with external actors.
  - collaborate in support of delivering the university goals.
  - Comments:

**Collaboration in Support of Delivering the University Goals**
- President has demonstrated the ability to lead teams effectively and achieve the desired outcomes. He has been influential at the university and beyond in support of the university's strategic plan.
- Comments:

---

Evaluator: Glenda Beed

2017-2018 Assessment of Dr. Larry Robinson
## Board and Governance Relations

How effectively does the president:

- Build the relationship with the board?
- Gain support from the board, especially on controversial issues?
- Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?
- Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making?
- Involve the board in strategy in productive and appropriate ways?
- Focus the board's attention on issues related to the president's professional development and personal welfare?
- Focus the board's attention on decision-making and governance systems that need improvement?
- Administer the affairs of the University consistent with the documented Board policy?

President is making good progress in this area but there is still opportunity to cultivate deeper relationships and understanding of the challenges and opportunities of FAMU with a broader set of the BOG.

<table>
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<th>2 - Meets</th>
<th>3 - Does Not Meet</th>
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<td>Personal Characteristics and Values</td>
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<td><strong>Excellence</strong></td>
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<tr>
<td><strong>Performance</strong></td>
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</table>

**Summary Questions**

- Insipire trust and confidence
- Demonstrate honesty and integrity
- Resolve conflicts between self and others
- Understand the roles and other stakeholders
- Explore other viewpoints
- Examine and challenge his or her assumptions and show a willingness to learn
- Show respect for others
- Various forms and contexts
- Communicate clearly and convincingly
- Display interpersonal and people skills
- Create collaborations and build consensus
- Use political skills to negotiate agreements
- Lead change
- Dominate presence in teaching/education
- How effectively does the President

**Board of Trustees Evaluation Form for the President**

2017-2018 Assessment of Dr. Larry Robinson

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

<table>
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### Evaluation Rating Definitions

**Exceeds Expectations:**
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- Demonstrates exceptional in-depth knowledge of the job functions/duties and is highly recognized by others within the University community.
- Exhibits model behavior that exemplifies the values and qualities of the organization and that is worthy of emulation.
- Skillfully and in a highly reliable manner handles multiple and varied types of tasks with competing priorities.
- Skillfully resolves conflicts in the midst of differing opinions by creatively developing a compromise within competing interest.
- Exhibits teamwork or is a team player in varied settings and influence others to work collaboratively to bring about a positive impact while furthering the goals of the institution.

**Meets Expectations:**
- Competently performs job functions/duties on a day-to-day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
Takes title or no initiative, even with prompting to improve performance.

- Interactively provides updates with peers, supervisors, other University staff, students, parents, or the public.

- Is perceived by peers and supervisors as non-collaborative and not being a team player.

- Fails to possess full knowledge of the job functions/duties.

- Consistently fails to meet expectations and job description requirements.

Engages in less effective or less than positive interactions with supervisors, faculty, colleagues, students, or members of the University.

- Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.

- Demonstrates minimal initiative to improve performance on a consistent basis.

- Inconsistently demonstrates the skills and abilities to perform job functions/duties or responsibilities satisfactorily.

Does Not Meet Expectations:

- Demonstrates the ability to take on progressive responsibilities with a high level of success.

- Exhibits teamwork on a team player in varied settings within profession and works collaboratively with others.

- Consistently exhibits model behavior that exemplifies the values and qualities of the institution.

- In representing the department/division of organizational effectiveness with peers, supervisors, other University staff, students, parents, and the public.

- Is recognized by peers, supervisors, faculty, students, and other stakeholders as collaborative, skilled, and reliable.

- Is dependable, highly reliable and follows through on all assignments or requests.

- Articulates such aspects clearly to others.

- Possesses full knowledge of job functions/duties, as well as other related aspects of the institutions, with the ability to explain and articulate to others.

Board of Trustee Evaluation Form for the President

2017-2018 Assessment of Dr. Larry Robinson
### Strategic Leadership Evaluation Form

<table>
<thead>
<tr>
<th>Explanations</th>
<th>Performance</th>
<th>Evaluation Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - Does Not Meet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - Meets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - Exceeds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Explanations
- 3 - Does Not Meet Explanations: 1 - Exceeds 2 - Meets 3 - Does Not Meet

#### Performance

- President Robinson has a clear vision and plan for the future of the university.
- The university is effectively delivering on its strategic plan.
- Financial resources are being effectively managed.

#### Evaluation Factors

- Financial Resources
- Strategic Planning
- Risk Management
- Community Involvement
- University Image

---

**Board of Trustees Evaluation Form for the President**

2017-2018 Assessment of Dr. Larry Robinson

Evaluator: Trustee Nicole Washington
<table>
<thead>
<tr>
<th>Educational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How effectively does the president:</strong></td>
</tr>
<tr>
<td>- Propose educational directions and priorities that motivate others?</td>
</tr>
<tr>
<td>- Assure academic quality by expecting the use of evidence to improve performance?</td>
</tr>
<tr>
<td>- Mobilize resources to support educational programs?</td>
</tr>
<tr>
<td>- Encourage and enable educational and curricular change and innovation?</td>
</tr>
<tr>
<td>- Understand and participate in academic governance and collaborative decision-making?</td>
</tr>
<tr>
<td>- Attract and retain strong faculty?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How effectively does the president:</strong></td>
</tr>
<tr>
<td>- Manage – analyze, organize, plan, direct, evaluate, renew – basic institutional processes and resources (finances, technology, human resources, facilities, services, etc.)?</td>
</tr>
<tr>
<td>- Create a sense of urgency and drive results in key performance areas such as admissions, enrollment, retention, student learning, fundraising, research, service, finances, and facilities?</td>
</tr>
<tr>
<td>- Set high standards and hold people responsible for results?</td>
</tr>
<tr>
<td>- Make clear and timely decisions?</td>
</tr>
<tr>
<td>- Make tough decisions?</td>
</tr>
</tbody>
</table>

**Comments:** I applaud President Robinson's leadership in increasing Florida A&M University’s overall points on the Board of Governor’s performance funding metrics. This has taken a lot of diligence on the part of administration, faculty, staff, and students. President Robinson has also made some key hires in the past few months that will hopefully continue to move the direction of FAMU forward. I am concerned that we have not been able to fill some key positions, including the Provost, who is key to providing stability, leadership and support to faculty and the academic side of the enterprise.

1 - Exceeds
2 - Meets
3 - Does Not Meet
<table>
<thead>
<tr>
<th>Financial Management</th>
<th>( \text{Does Not Meet} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \text{Meets} )</td>
<td>( \text{Exceeds} )</td>
</tr>
</tbody>
</table>

**Revenue**

Revenue falls, these losses could have significant impact on university.

**Financial Planning**

Quality of planning for long-term goals.

**Board of Trustees**

Evaluators

Evaluator: Trustee, Nicole Washington

2017-2018 Assessment of Dr. Larry Robinson
### Work Plan

**How effectively does the president:**
- Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns?
- Meet the goals established by the Board and approved by the BOG?

**Comments:** Under President's Robinson's leadership, workplan updates have been incorporated into the overall institutional scorecard, so the Board receives quarterly progress updates. This has allowed the Board to actively engage with senior leadership in conversations about the future strategic direction of the institution. These goals have also been incorporated into the FAMU Forward Strategic Plan and departmental and administrative goals to ensure maximum alignment across Florida A&M University.

<table>
<thead>
<tr>
<th>1 - Exceeds</th>
<th>2 - Meets</th>
<th>3 - Does Not Meet</th>
</tr>
</thead>
</table>

### Fund Raising

**How effectively does the president:**
- Lead and engage others in the fund-raising program?
- Build relationships with major donors?
- Obtain gifts and grants relative to full potential from individuals, alumni, corporations and foundations?
- Provide stewardship for gifts that have been received?
- Inform and engage the board appropriately?

**Comments:**

<table>
<thead>
<tr>
<th>1 - Exceeds</th>
<th>2 - Meets</th>
<th>3 - Does Not Meet</th>
</tr>
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<tr>
<td>Does Not Meet</td>
<td>3</td>
<td>Meets</td>
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</tr>
</tbody>
</table>

**Communities**: It is clear that President Robinson has a great relationship with faculty and a passion for the students that PAFY serves.

**Internal Relations**

- Enhance strong faculty and community engagement and development, and resources to recognize their service and work with the staff to create opportunities
- Promote and advance their work and professional well-being
- Work with the faculty to develop initiatives
- Enhance diversity and promote a climate and programs that develop a climate and promote a climate

**External Relations**

- University and Board of Trustees
- Provide connections, building focus
- Influence legislators and public officials
- Build credibility and influence with media
- Provide leadership and gain their support
- HBCU Liabilities

**Competencies**

- Expand student success initiatives
- Leadership and social action
- Resources to improve our facilities and programs
- Build visibility and reputation
- Internal and external communication
- Provide leadership to local, regional, and national organizations
- Build credibility and influence with external constituencies

**2012-2018 Assessment of Dr. Larry Robinson**

Evaluators: Trustee, Nicole Washington
### 2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

<table>
<thead>
<tr>
<th>Board and Governance Relations</th>
<th>Comments: President Robinson and the administration does keep the Board apprised of university issues. It would be helpful for the administration to proactively reach out to Board members to provide comprehensive board briefings and vet questions prior to meetings.</th>
<th>1 - Exceeds</th>
<th>2 - Meets</th>
<th>3 - Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effectively does the president:</td>
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<tr>
<td></td>
<td>Gain support from the board, especially on controversial issues?</td>
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<td></td>
<td>Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?</td>
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<tr>
<td></td>
<td>Develop a good working understanding of the board's, the administration's and the faculty's respective roles in decision-making?</td>
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<tr>
<td></td>
<td>Involve the board in strategy in productive and appropriate ways?</td>
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<tr>
<td></td>
<td>Focus the board's attention on issues related to the president's professional development and personal welfare?</td>
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<tr>
<td></td>
<td>Focus the board's attention on decision-making and governance systems that need improvement?</td>
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<tr>
<td></td>
<td>Administer the affairs of the University consistent with the documented Board policy?</td>
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</tr>
<tr>
<td>EVALUATION FACTORS</td>
<td>PERSONAL CHARACTERISTICS AND VALUES</td>
<td>PERFORMANCE</td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td><strong>Summary Questions</strong></td>
<td><strong>Personal Characteristics and Values</strong></td>
<td><strong>Performance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. What have been the president's major accomplishments in the leadership of the institution over the last year?</td>
<td>How effectively does the president:</td>
<td><strong>Board of Trustees Evaluation Form for the President</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What single thing would you suggest to improve the president's effectiveness?</td>
<td>Demonstrate persistence in reaching goals?</td>
<td><strong>Evaluator:</strong> Nicole Washington</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What other points need to be covered?</td>
<td>Demonstrate leadership change?</td>
<td><strong>Trustee:</strong> Larry Robinson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**President Robinson** is increasing data-driven accountability and performance across the institution. Hire key staff that can support the president and drive change and improvement across the institution.

**Expectations**

1. **Exceeds**
2. **Meets**
3. **Does Not Meet**

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

Evaluation Rating Definitions

Exceeds Expectations:

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

Meets Expectations:

- Competently performs job functions/duties on a day-to-day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
Does Not Meet Expectations:

- Takes little or no initiative, even with prompting, to improve performance.
- Interacts ineffectively with peers, supervisors, other University staff, students, parents, or the public.
- Is perceived by peers and supervisors as non-collaborative and not being a team player.
- Fails to possess full knowledge of the job functions duties.
- Consistently fails to meet expectations and job description requirements.
- Engages in less effective or less than positive interactions with supervisors, faculty, colleagues, students or members of the University community.
- Feedback reveals significant opportunities for improvement.
- Demonstrates minimal initiative to improve performance on a consistent basis.
- Inconsistently demonstrates ability to perform job functions/duties or responsibilities satisfactorily.
- Does not meet expected standards.

Demonstrates the ability to take on progressive responsibility with a high level of success.
- Exhibits teamwork or is a team player in varied settings without prompting and works collaboratively with others.
- Consistently exhibits model behavior that exemplifies the values and qualities of the institution.
- In representing the department, division or organization, effectively interacts with peers, supervisors, other University staff, students, parents, and the public.
- Is recognized by peers, supervisors, faculty, students, and other stakeholders as collaborative, skilled, and reliable.
- Is dependable, highly reliable and follows through on all assignments or requests.

Evaluator

Trustee Nicole Washington

BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT
2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
TRUSTEE ROBERT L. WOODY
<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>PERFORMANCE</th>
<th>EVALUATION FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Board of Trustees Evaluation Form For The President**

**2017-2018 Assessment of Dr. Larry Robinson**

Evaluator: Robert L. Woody

Please refer to the President's Self-Assessment for additional information.
### Strategic Leadership

**How effectively does the president:**
- Demonstrate an understanding of the culture of the organization and convincingly tell its story?
- Discern and communicate the meaning of external trends and the institution's strategic situation?
- Renew the mission and articulate a compelling vision?
- Shape a productive strategy process and enlist the participation and confidence of others in it?
- Implement the strategy and make things happen to achieve competitive advantage and respond to the driving forces of change and competition?
- Lead the creation of a long-range strategic plan that engages all stakeholders?

**Comments:** The President has articulated the historical culture and benefits to the students and the community. Throughout his travel he consistently promoted the University’s story, successes and needs. This contributed to the increase in student enrollment.

President Robinson established an office of Institution Effectiveness to monitor management and oversight of critical academic programs and business operations. This proved to be an effective tool to measure compliance of the University’s mission.

*To support this Trustee's “exceeds” rating, please review the President’s 2017-2018 Self-Assessment for additional information pertaining to Strategic Leadership.*

### Educational Leadership

**How effectively does the president:**
- Propose educational directions and priorities that motivate others?
- Assure academic quality by expecting the use of evidence to improve performance?
- Mobilize resources to support educational programs?
- Encourage and enable educational and curricular change and innovation?
- Understand and participate in academic governance and collaborative decision-making?
- Attract and retain strong faculty?

**Comments:** This Trustee defers to the President’s 2017-2018 Self-Assessment to support my "exceeds" rating.
<table>
<thead>
<tr>
<th>1</th>
<th>Meets</th>
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<tbody>
<tr>
<td>2</td>
<td>Meets</td>
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<tr>
<td>3</td>
<td>Does Not Meet</td>
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</tbody>
</table>

**Board of Trustees Evaluation Form for the President**

2017-2018 Assessment of Dr. Larry Robinson

**Evaluator:** Robert L. Woody

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundraising Strategies</td>
<td>✔️ ✔️</td>
</tr>
<tr>
<td>Increase Student Enrollment</td>
<td>✔️</td>
</tr>
<tr>
<td>Responding to Challenges</td>
<td>✔️</td>
</tr>
<tr>
<td>Customer Service</td>
<td>✔️</td>
</tr>
<tr>
<td>Cost Savings Strategies</td>
<td>✔️</td>
</tr>
</tbody>
</table>

**Organizational Management**

**Faculty, Student, Community**

- Key stakeholders (e.g., Board members, alumni, and students)
- Promote a collegial attitude among department heads and faculty
- Ensure the university's mission and values are reflected in decisions and actions taken by the President
- Oversee a consistent leadership team that articulates and develops a clear vision for the university

**Financial Management**

- Plan and manage the university's financial resources
- Ensure financial stability and growth

**Strategic Planning**

- Make informed and thoughtful decisions
- Set high standards and hold people accountable
- Ensure compliance with laws, regulations, and ethical standards

**Enrollment**

- Increase student enrollment
- Respond to challenges
- Customer service
- Cost savings strategies

**Institutional Effectiveness**

- Analyze and evaluate the university's strategic planning, financial management, and operational effectiveness
- Measure and analyze program, plan, and other data

<table>
<thead>
<tr>
<th>Column 3</th>
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<tbody>
<tr>
<td>✔️</td>
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<td>✔️</td>
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</table>

**How effectively does the President...**
## 2017-2018 ASSESSMENT OF DR. LARRY ROBINSON

### BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

### Financial Management

**How effectively does the president:**
- Understand and manage the organization's financial dynamics, metrics and processes (budgeting, costs, revenues, overhead, balances, and investments) and communicate financial realities to stakeholders?
- Manage resources efficiently and build long-term financial equilibrium (create operating balances, add revenues at a faster rate than expenses, provide for depreciation, and increase the purchasing power of the endowment)?
- Provide supervision of the University’s buildings, grounds and equipment and ensuring appropriate communication and approval for expenses that require Board approval?
- Fully inform and engage timely the Board on fiscal matters impacting the University?
- Promote informed decision making and facilitate timely discussion and delivery of comprehensive information to the Board around the formulation of a current and multi-year budget that would include recommendation from the administration (e.g. collective bargaining, faculty, salary, equity, athletics, legislative budget requests (LBR) & FAMU-FSU College of Engineering)?

**Comments:** The President appears to be performing a good job managing the University's financial health.

The President does an excellent job keeping the board abreast of fiscal matters and apprising the Board of Trustees prior to major purchases. Finally, the President was well prepared to make the case about additional funding to the Florida Legislature.

### Work Plan

**How effectively does the president:**
- Provide on-going and timely updates regarding the implementation, progress, milestones achieved and concerns?
- Meet the goals established by the Board and

**Comments:** Under the President’s leadership, the 2017-2018 Work Plan was approved by the Board of Trustees and the Board of Governors in a timely manner. However, this Trustee is concerned with some of the University’s Licensure Programs, specifically the Law School and Nursing graduates failing to pass State Exam the first time.

- 1 - Exceeds
- 2 - Meets
- 3 - Does Not Meet
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</tr>
</thead>
<tbody>
<tr>
<td><strong>External Relations</strong></td>
<td>University and Board of Trustees leadership on matters related to the development of our mission and vision.</td>
<td>Provide consensus building focused on areas of mutual interest.</td>
</tr>
<tr>
<td></td>
<td>Influence legislators and public officials.</td>
<td>Build credibility and influence with media.</td>
</tr>
<tr>
<td></td>
<td>Site visits and other events with external constituents.</td>
<td>Support strategic initiatives.</td>
</tr>
<tr>
<td></td>
<td><strong>Academic</strong></td>
<td>University and Board of Trustees leadership on matters related to the development of our mission and vision.</td>
</tr>
<tr>
<td></td>
<td>Develop a position and support the Board by having an open and accessible relationship.</td>
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</tr>
<tr>
<td></td>
<td>Does an excellent job of increasing the visibility and reputation of the University.</td>
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<tr>
<td></td>
<td>Successfully build credibility with external constituents.</td>
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<tr>
<td></td>
<td>Science Foundation with the Department of Education.</td>
<td>Science Foundation with the Department of Education.</td>
</tr>
<tr>
<td></td>
<td>Dispersed leadership in local, regional and national higher education.</td>
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</tr>
<tr>
<td><strong>How Effectively Does the President</strong></td>
<td>The President has displayed an excellent job in the following subject areas:</td>
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</tr>
<tr>
<td></td>
<td>Establish and nurture the board appropriately.</td>
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<tr>
<td></td>
<td>Provide stewardship for gifts that have been promised.</td>
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<td></td>
<td>Ensure the Board's role is to develop and support a comprehensive plan to raise funds needed to accomplish our goal.</td>
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<tr>
<td></td>
<td>Ensure our educational philosophy and programs exceed the expectations of our constituents.</td>
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</tr>
<tr>
<td></td>
<td>Ensure the reputation of the National Alumni Association is upheld.</td>
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Approved by the BOC
## 2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

### Internal Relations
How effectively does the president:
- Develop a climate and programs that enhance diversity?
- Interact with students and demonstrate commitment to their welfare?
- Work with the faculty to develop initiatives to advance their work and professional well-being?
- Work with the staff to create opportunities and resources to recognize their service and enhance their development?
- Ensure strong faculty and community relations?

Comments: This Trustee agrees with the President's Self-Assessment. Please refer to it for specifics.

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

### Board and Governance Relations
How effectively does the president:
- Build the relationship with the board?
- Gain support from the board, especially on controversial issues?
- Involve and call on the board to facilitate relationships for the president, especially in fund-raising and community relations?
- Develop a good working understanding of the board's, the administration's and the faculty’s respective roles in decision-making?
- Involve the board in strategy in productive and appropriate ways?
- Focus the board’s attention on issues related to the president's professional development and personal welfare?
- Focus the board’s attention on decision-making and governance systems that need improvement?

Comments: The President appears to have maintained a workable relationship with the Board of Trustees. He includes the Board in discussions or strategies to raise money for student scholarships. He excels in soliciting the support of the Board of Trustees when decision-making is needed.

| 1 - Exceeds | 2 - Meets | 3 - Does Not Meet |
### 2017-2018 ASSESSMENT OF DR. LARRY ROBINSON
BOARD OF TRUSTEES EVALUATION FORM FOR THE PRESIDENT

<table>
<thead>
<tr>
<th>EVALUATION FACTORS</th>
<th>PERFORMANCE</th>
<th>EXPECTATIONS (Please circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Characteristics and Values</strong></td>
<td>Comments: I am impressed with the President’s personal characteristics and values. He carries himself in a professional manner and represents the University in a positive light. He is very knowledgeable of the history of the University. Also, the faculty, staff and his leadership team appear to respect his leadership. As the leader, he reconciles conflict in a constructive manner. Most persons who meet him sense his integrity and tact.</td>
<td>1 - Exceeds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summary Questions</strong></th>
<th>1. This Trustee agrees with the President’s Self-Assessment in the areas of:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. What have been the president’s major accomplishments in the leadership of the institution over the last year?</td>
<td>&gt; Leadership Accomplishments</td>
</tr>
<tr>
<td></td>
<td>2. What single thing would you suggest to improve the president’s effectiveness?</td>
<td>- Competent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student enrollment</td>
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<tr>
<td></td>
<td></td>
<td>- Unifying the campus community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt; Building a stronger relationship with:</td>
</tr>
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<td></td>
<td></td>
<td>- Board of Trustee</td>
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<td></td>
<td></td>
<td>- Board of Governors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- University System Chancellor &amp; Office</td>
</tr>
</tbody>
</table>
This Trustee will be monitoring the President's fundraising efforts. 

The University has an excellent history; therefore we should be 

The fundraising role will prove to be crucial to the National Alumni Association's ability to develop a more comprehensive strategic plan to raise funds. This also ties into the concept of advancement for partnerships. It is recommended that the Office of Advancement be more involved with prioritizing fundraising efforts and increased involvement with prioritizing fundraising efforts and increased involvement with prioritizing fundraising efforts.

Raising will improve Deanships are continued. The Leadership Program will pass the test of pattern. Leadership. Therefore, once the plans are made, the Problems, Law, Pre-Med, Physical Therapy and Nursing to the programs contribute to the "What's in it for Me" (impact of several deans). This process is how to run a corporation as opposed to a college. This Trustee believes the planning education is needed and a background in operations of higher learning education is needed. The Trustee's performance metrics concept is in-depth understanding of the University's performance metrics. It is imperative that a President with an understanding of the

<table>
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<th>Seven Departments</th>
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<tbody>
<tr>
<td>Alumni</td>
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<td>Key Stakeholders</td>
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<tr>
<td>Business Leaders</td>
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<tr>
<td>Community</td>
</tr>
<tr>
<td>Alumni</td>
</tr>
<tr>
<td>Students &amp; Parents</td>
</tr>
<tr>
<td>Faculty Staff</td>
</tr>
</tbody>
</table>

The President must immediately appoint a President's Deans of the

| What other points need to be covered? |

Board of Trustees Evaluation Form for the President

2017-2018 Assessment of Dr. Larry Robinson
Evaluation Rating Definitions

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

Meets Expectations:
- Competently performs job functions/duties on a day-to-day basis and regularly meets expectations and job description requirements with some tasks performed beyond expectations.
- Routinely meets expectations and role requirements by producing a high quality of work on a consistent basis.
- Possesses full knowledge of job functions/duties, as well as, other related aspects of the institutions, with the ability to explain and articulate such aspects clearly to others.
- Is dependable, highly reliable and follows through on all assignments or requests.
- Is recognized by peers, supervisors, faculty, students, and other stakeholders as collaborative, skilled, and reliable.
Takes little or no initiative, even with prompting to improve performance.

Ineffective in interpersonal interactions with peers, supervisors, other university staff, students, parents, or the public.

Is perceived by peers and supervisors as non-collaborative and not being a team player.

Fails to possess full knowledge of the job functions/duties.

Consistently fails to meet expectations and job description requirements.

Consistently demonstrates the skills and abilities to perform job functions duties or responsibilities satisfactorily.

Engages in less effective or less than positive interactions with supervisors, faculty, colleagues, students, or members of the University.

Requires frequent supervision on routine activities due to low performance or skill level even when provided additional coaching or feedback.

Requires minimal initiative to improve performance on a consistent basis.

Does Not Meet Expectations:

Demonstrates the ability to take on progressive responsibilities with a high level of success.

Exhibits teamwork as a team player in varied settings without prompting and works collaboratively with others.

Consistently exhibits model behavior that exemplifies the values and guidelines of the institution.

Parent(s) and the public.

In representing the department, division or organization, effectively interacts with peers, supervisors, other university staff, students.

Board of Trustees Evaluation Form for the President

2017-2018 Assessment of Dr. Larry Robinson

Evaluator: Robert L. Woody