

PRESIDENT EVALUATION FORM

PART I – ADMINISTRATIVE DATA

Name: President Beverlee McClure	Type of Report: President's evaluation
Title:	Period Covered From: May 2015 To:

PART II – RATING SCALE

Please rate the President on the following criteria by placing an "x" in the appropriate box.
 5 – Superior 4 – Above Average 3-Average 2-Below Average 1-Poor
NOTE: All marks of 2 or 1 must be specifically substantiated in Part IV of the written performance evaluation.

PART III – PERFORMANCE FACTORS

1. COMMITMENT TO INSTITUTIONAL/SYSTEM MISSION:

a. Evidence an understanding of the mission of the institution and the special demands placed on it.	5 4 3 2 1
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b. Demonstrates a personal sense of responsibility for helping the institution achieve success.	5 4 3 2 1
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
c. Concern for the general welfare of the institution.	5 4 3 2 1
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
d. Develops innovative ways to accomplish the mission of the institution.	5 4 3 2 1
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

COMMENT:



2. LEADERSHIP ABILITY:

a. Identifies needs of the institution and develops, implements plans and programs to address those needs.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Develops plans and programs to enhance the quality of the institution.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encourages the development of innovative programs to meet changing needs of constituents.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Based upon the President's leadership, faculty and staff have confidence in the future of the University.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The President is effective in resolving significant problems.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The President's leadership has a positive influence on employee morale and performance.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Fosters an environment that stimulates teaching, learning, scholarship, professional development and the pursuit of support to enhance academic programs and innovation.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Willing to break from the "Status Quo" and implement new ideas.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



A large empty rectangular box provided for entering a comment.

3. MANAGEMENT EFFECTIVENESS:

	5	4	3	2	1
a. Effectively executes and implements the educational, administrative and fiscal policies, procedures, directives, and programs adopted by the administration/Board for the governance of the University.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Exhibits effective management skills to identify problem areas, weaknesses, and strengths of the institution.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works effectively to maintain high morale among subordinates and between herself, her staff, and others within the University.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The President is effective in adapting to and coordinating University responses to necessary change.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The President strives to maintain faculty, administrators and staff salaries at a competitive level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The President makes effective use of, and allocates all resources (finances, personnel, equipment, space.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Plans and prepares for the unexpected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Exercises appropriate judgment in the appointment and retention of senior institution personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Delegates effectively, ensuring decisions are made at an appropriate level in the institution while maintaining sufficient accountability.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



4. FISCAL MANAGEMENT:

a. Prepares and presents a consolidated budget of the University to the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Assumes and retains control at all times over the budgets of the University, as approved by the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

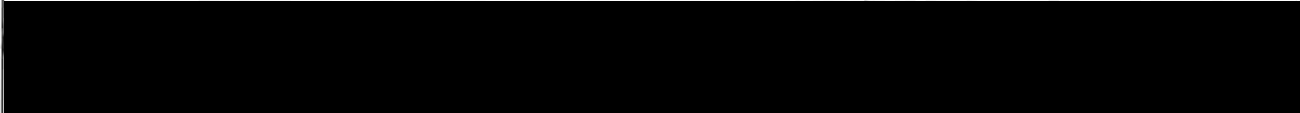
c. Moves quickly to correct fiscal problems.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. The President is well prepared and informed when presenting budgetary and programmatic requests/reports to the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



Empty space for providing a comment.

5. DAILY DECISION-MAKING/PROBLEM SOLVING:

a. Identifies problem areas before they escalate into a crisis.

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Makes sound decisions when critical situations occur.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Acts promptly to resolve or report problems to the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Looks at problems with clarity, logic, and coolness and makes decisions based on facts.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

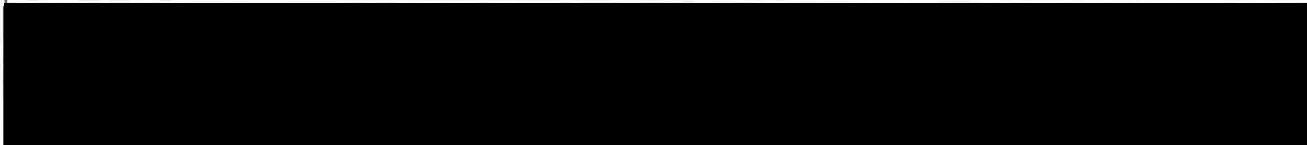
e. Looks ahead, plans adequately, and avoids procrastination in the decision making process.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Considers ideas from various sources and chooses the best solution.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



A large empty rectangular box for providing a comment or additional information.

6. HUMAN RELATIONS/COMMUNICATION SKILLS:

a. Maintains good relations with students, faculty, staff and alumni.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. The President has a professional image in state government.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. The President builds a positive relationship through open communication with external groups and agencies including the community and media.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. The President involves and interacts with students on campus.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. The President keeps the Board informed about matters affecting the institution.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Understands and is responsive to the community of which the Institution is a part.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. Effectively serves as spokesperson for the institution.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. Is involved in appropriate community activities.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



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7. FUNDRAISING:

a. Directs and encourages fundraising from private, corporate and public sources.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Is effective in fundraising and in developing alumni support.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



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8. ACADEMIC QUALITY & ACCOUNTABILITY:

- a. Develops and seeks to implement programs and courses that contribute to accomplishing the mission of the university, while serving the needs of the community and state.
- b. Has process in place for effectively monitoring programs requiring accreditation.
- c. Respects academic freedom.
- d. Promotes academic growth through research, collaborative agreements, grantsmanship, development of patents, etc.
- e. Promotes the general academic welfare of the university.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:

NAME OF RATED PERSON:	SIGNATURE:	DATE:
NAME OF EVALUATOR:	SIGNATURE:	DATE:

PRESIDENT EVALUATION FORM

PART I – ADMINISTRATIVE DATA

Name: <i>Dr. Barbara McClure</i>	Type of Report:
Title: <i>President</i>	Period Covered From: _____ To: _____

PART II – RATING SCALE

Please rate the President on the following criteria by placing an "x" in the appropriate box.
 5 – Superior 4 – Above Average 3 – Average 2 – Below Average 1 – Poor
 NOTE: All marks of 2 or 1 must be specifically substantiated in Part IV of the written performance evaluation.

PART III – PERFORMANCE FACTORS

1. COMMITMENT TO INSTITUTIONAL/SYSTEM MISSION:

	5	4	3	2	1
a. Evidence an understanding of the mission of the institution and the special demands placed on it.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Demonstrates a personal sense of responsibility for helping the institution achieve success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Concern for the general welfare of the institution.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Develops innovative ways to accomplish the mission of the institution.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:

2. LEADERSHIP ABILITY:

a. Identifies needs of the institution and develops, implements plans and programs to address those needs.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Develops plans and programs to enhance the quality of the institution.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Encourages the development of innovative programs to meet changing needs of constituents.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Based upon the President's leadership, faculty and staff have confidence in the future of the University.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. The President is effective in resolving significant problems.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. The President's leadership has a positive influence on employee morale and performance.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. Fosters an environment that stimulates teaching, learning, scholarship, professional development and the pursuit of support to enhance academic programs and innovation.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. Willing to break from the "Status Quo" and implement new ideas.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:

3. MANAGEMENT EFFECTIVENESS:

a. Effectively executes and implements the educational, administrative and fiscal policies, procedures, directives, and programs adopted by the administration/Board for the governance of the University.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Exhibits effective management skills to identify problem areas, weaknesses, and strengths of the institution.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works effectively to maintain high morale among subordinates and between herself, her staff, and others within the University.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The President is effective in adapting to and coordinating University responses to necessary change.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The President strives to maintain faculty, administrators and staff salaries at a competitive level.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The President makes effective use of, and allocates all resources (finances, personnel, equipment, space.)	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Plans and prepares for the unexpected.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Exercises appropriate judgment in the appointment and retention of senior institution personnel.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Delegates effectively, ensuring decisions are made at an appropriate level in the institution while maintaining sufficient accountability.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:

4. FISCAL MANAGEMENT:

- a. Prepares and presents a consolidated budget of the University to the Board.
- b. Assumes and retains control at all times over the budgets of the University, as approved by the Board.
- c. Moves quickly to correct fiscal problems.
- d. The President is well prepared and informed when presenting budgetary and programmatic requests/reports to the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:

5. DAILY DECISION-MAKING/PROBLEM SOLVING:

a. Identifies problem areas before they escalate into a crisis.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Makes sound decisions when critical situations occur.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Acts promptly to resolve or report problems to the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Looks at problems with clarity, logic, and coolness and makes decisions based on facts.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. Looks ahead, plans adequately, and avoids procrastination in the decision making process.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Considers ideas from various sources and chooses the best solution.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:

Large empty rectangular area for providing a comment.

6. HUMAN RELATIONS/COMMUNICATION SKILLS:

a. Maintains good relations with students, faculty, staff and alumni.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The President has a professional image in state government.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The President builds a positive relationship through open communication with external groups and agencies including the community and media.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The President involves and interacts with students on campus.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The President keeps the Board informed about matters affecting the institution.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Understands and is responsive to the community of which the Institution is a part.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Effectively serves as spokesperson for the institution.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Is involved in appropriate community activities.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:

7. FUNDRAISING:

a. Directs and encourages fundraising from private, corporate and public sources.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Is effective in fundraising and in developing alumni support.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:

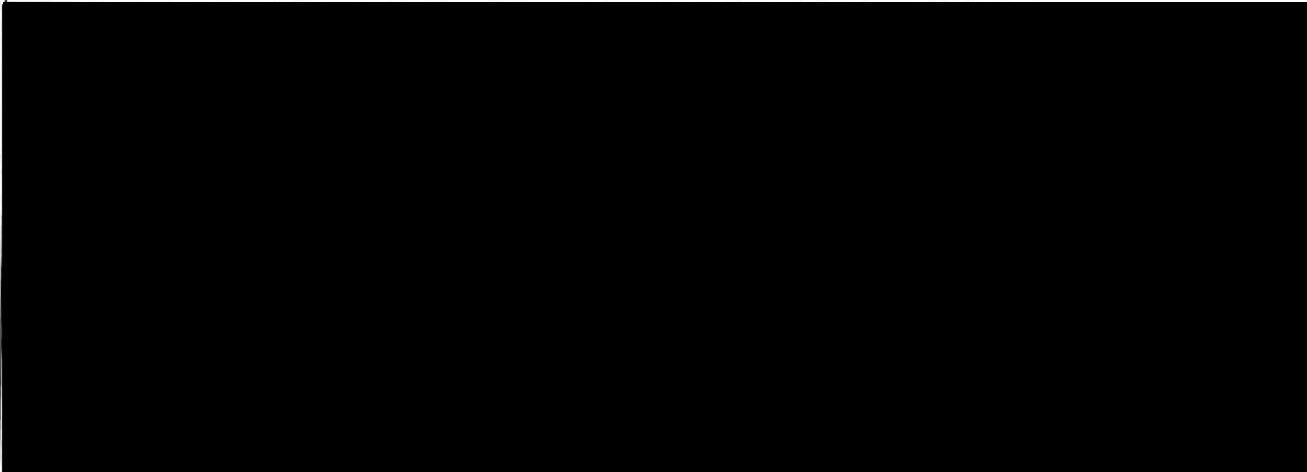
Large empty rectangular box for providing comments.

8. ACADEMIC QUALITY & ACCOUNTABILITY:

- a. Develops and seeks to implement programs and courses that contribute to accomplishing the mission of the university, while serving the needs of the community and state.
- b. Has process in place for effectively monitoring programs requiring accreditation.
- c. Respects academic freedom.
- d. Promotes academic growth through research, collaborative agreements, grantsmanship, development of patents, etc.
- e. Promotes the general academic welfare of the university.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



NAME OF RATED PERSON:

SIGNATURE:

DATE:

Dr. Beverlee McClure

NAME OF EVALUATOR:

SIGNATURE:

DATE:

PRESIDENT EVALUATION FORM

PART I – ADMINISTRATIVE DATA

Name: [REDACTED]	Type of Report: Evaluation
Title: [REDACTED]	Period Covered From: 7-1-15 To: 3-1-16

PART II – RATING SCALE

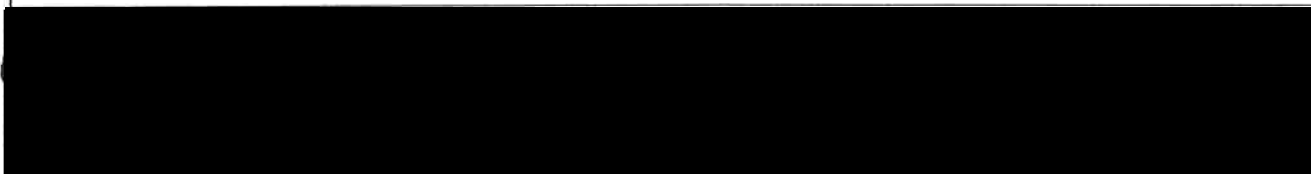
Please rate the President on the following criteria by placing an "x" in the appropriate box.
 5 – Superior 4 – Above Average 3-Average 2-Below Average 1-Poor
NOTE: All marks of 2 or 1 must be specifically substantiated in Part IV of the written performance evaluation.

PART III – PERFORMANCE FACTORS

1. COMMITMENT TO INSTITUTIONAL/SYSTEM MISSION:

	5	4	3	2	1
a. Evidence an understanding of the mission of the institution and the special demands placed on it.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Demonstrates a personal sense of responsibility for helping the institution achieve success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Concern for the general welfare of the institution.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Develops innovative ways to accomplish the mission of the institution.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

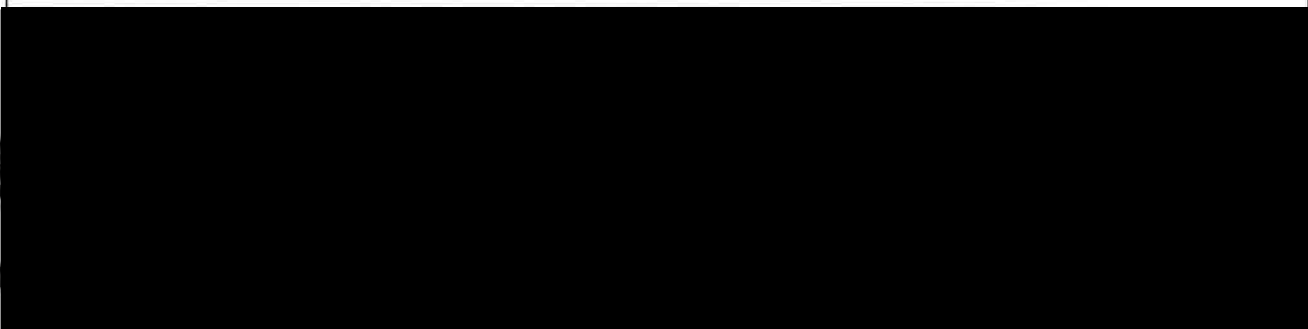
COMMENT:



2. LEADERSHIP ABILITY:

a. Identifies needs of the institution and develops, implements plans and programs to address those needs.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Develops plans and programs to enhance the quality of the institution.	5	4	3	2	1
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c. Encourages the development of innovative programs to meet changing needs of constituents.	5	4	3	2	1
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d. Based upon the President's leadership, faculty and staff have confidence in the future of the University.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The President is effective in resolving significant problems.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The President's leadership has a positive influence on employee morale and performance.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Fosters an environment that stimulates teaching, learning, scholarship, professional development and the pursuit of support to enhance academic programs and innovation.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Willing to break from the "Status Quo" and implement new ideas.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

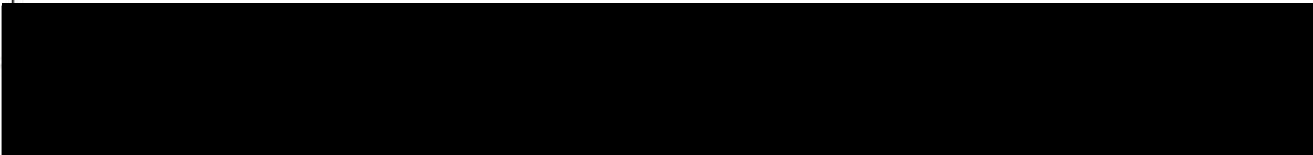
COMMENT:



3. MANAGEMENT EFFECTIVENESS:

	5	4	3	2	1
a. Effectively executes and implements the educational, administrative and fiscal policies, procedures, directives, and programs adopted by the administration/Board for the governance of the University.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Exhibits effective management skills to identify problem areas, weaknesses, and strengths of the institution.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works effectively to maintain high morale among subordinates and between herself, her staff, and others within the University.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The President is effective in adapting to and coordinating University responses to necessary change.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The President strives to maintain faculty, administrators and staff salaries at a competitive level.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The President makes effective use of, and allocates all resources (finances, personnel, equipment, space.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Plans and prepares for the unexpected.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Exercises appropriate judgment in the appointment and retention of senior institution personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Delegates effectively, ensuring decisions are made at an appropriate level in the institution while maintaining sufficient accountability.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



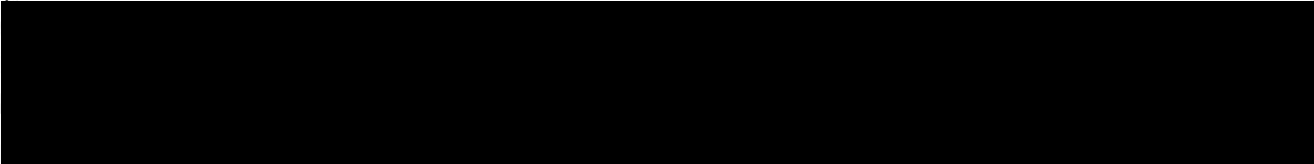
A large empty rectangular box provided for entering a comment.

4. FISCAL MANAGEMENT:

- a. Prepares and presents a consolidated budget of the University to the Board.
- b. Assumes and retains control at all times over the budgets of the University, as approved by the Board.
- c. Moves quickly to correct fiscal problems.
- d. The President is well prepared and informed when presenting budgetary and programmatic requests/reports to the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



A large empty rectangular box for providing a comment.

5. DAILY DECISION-MAKING/PROBLEM SOLVING:

a. Identifies problem areas before they escalate into a crisis.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Makes sound decisions when critical situations occur.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Acts promptly to resolve or report problems to the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Looks at problems with clarity, logic, and coolness and makes decisions based on facts.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

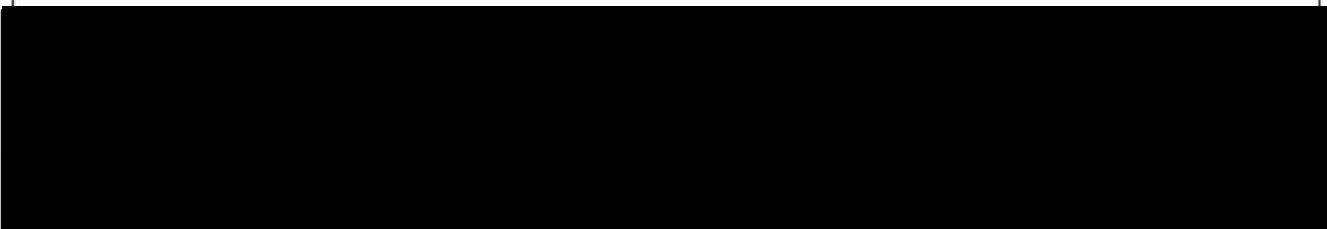
e. Looks ahead, plans adequately, and avoids procrastination in the decision making process.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Considers ideas from various sources and chooses the best solution.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



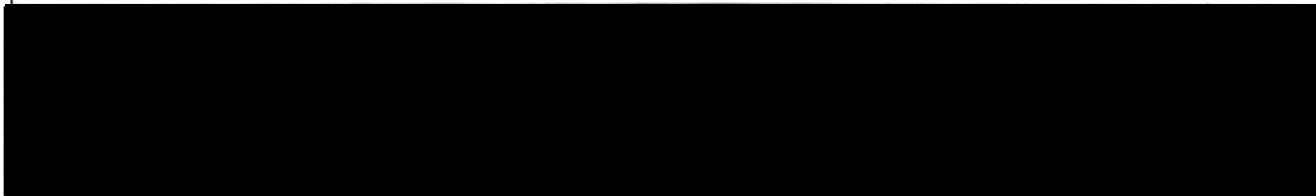
A large empty rectangular box for providing a comment.

6. HUMAN RELATIONS/COMMUNICATION SKILLS:

- a. Maintains good relations with students, faculty, staff and alumni.
- b. The President has a professional image in state government.
- c. The President builds a positive relationship through open communication with external groups and agencies including the community and media.
- d. The President involves and interacts with students on campus.
- e. The President keeps the Board informed about matters affecting the institution.
- f. Understands and is responsive to the community of which the Institution is a part.
- g. Effectively serves as spokesperson for the institution.
- h. Is involved in appropriate community activities.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



Empty space for providing a comment.

7. FUNDRAISING;

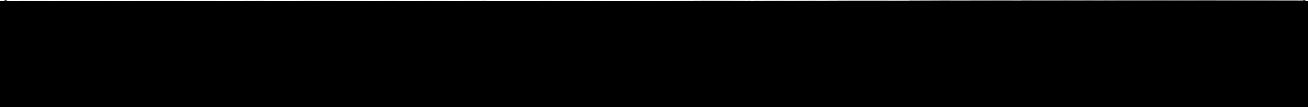
a. Directs and encourages fundraising from private, corporate and public sources.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Is effective in fundraising and in developing alumni support.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



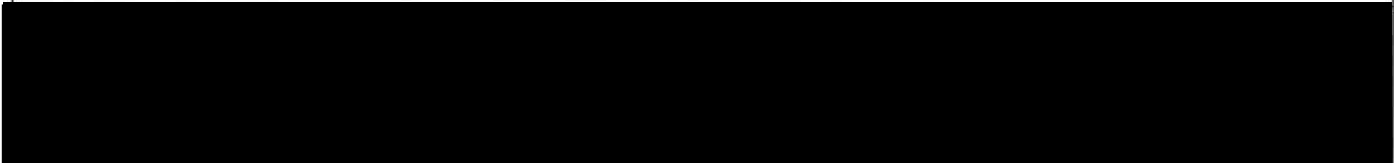
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8. ACADEMIC QUALITY & ACCOUNTABILITY:

- a. Develops and seeks to implement programs and courses that contribute to accomplishing the mission of the university, while serving the needs of the community and state.
- b. Has process in place for effectively monitoring programs requiring accreditation.
- c. Respects academic freedom.
- d. Promotes academic growth through research, collaborative agreements, grantsmanship, development of patents, etc.
- e. Promotes the general academic welfare of the university.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:

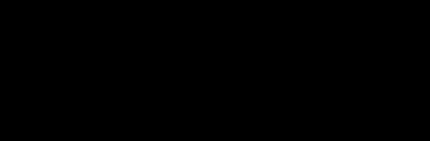


NAME OF RATED PERSON:
Dr. Beverlee McClure

SIGNATURE:

DATE:

NAME OF EVALUATOR:



DATE:
3-17-16

PRESIDENT EVALUATION FORM

PART I – ADMINISTRATIVE DATA

Name: [REDACTED]	Type of Report: Annual Evaluation
Title: [REDACTED]	Period Covered From: July 2015 To: June 2016

PART II – RATING SCALE

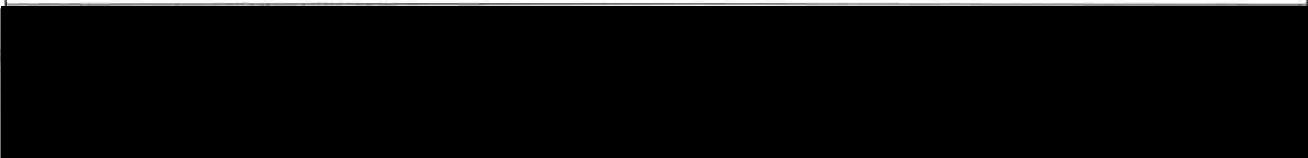
Please rate the President on the following criteria by placing an "x" in the appropriate box.
5 – Superior 4 – Above Average 3-Average 2-Below Average 1-Poor
NOTE: All marks of 2 or 1 must be specifically substantiated in Part IV of the written performance evaluation.

PART III – PERFORMANCE FACTORS

1. COMMITMENT TO INSTITUTIONAL/SYSTEM MISSION:

	5	4	3	2	1
a. Evidence an understanding of the mission of the institution and the special demands placed on it.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Demonstrates a personal sense of responsibility for helping the institution achieve success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Concern for the general welfare of the institution.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Develops innovative ways to accomplish the mission of the institution.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



[Empty comment box]

2. LEADERSHIP ABILITY:

a. Identifies needs of the institution and develops, implements plans and programs to address those needs.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Develops plans and programs to enhance the quality of the institution.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Encourages the development of innovative programs to meet changing needs of constituents.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Based upon the President's leadership, faculty and staff have confidence in the future of the University.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. The President is effective in resolving significant problems.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. The President's leadership has a positive influence on employee morale and performance.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

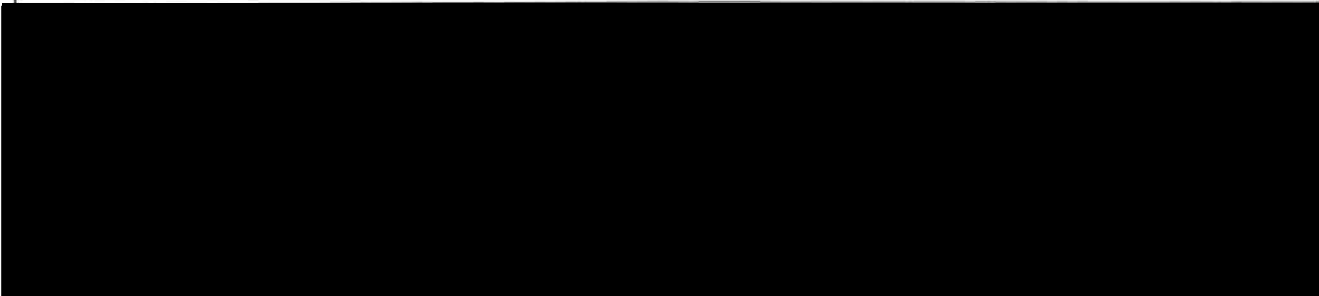
g. Fosters an environment that stimulates teaching, learning, scholarship, professional development and the pursuit of support to enhance academic programs and innovation.

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. Willing to break from the "Status Quo" and implement new ideas.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:

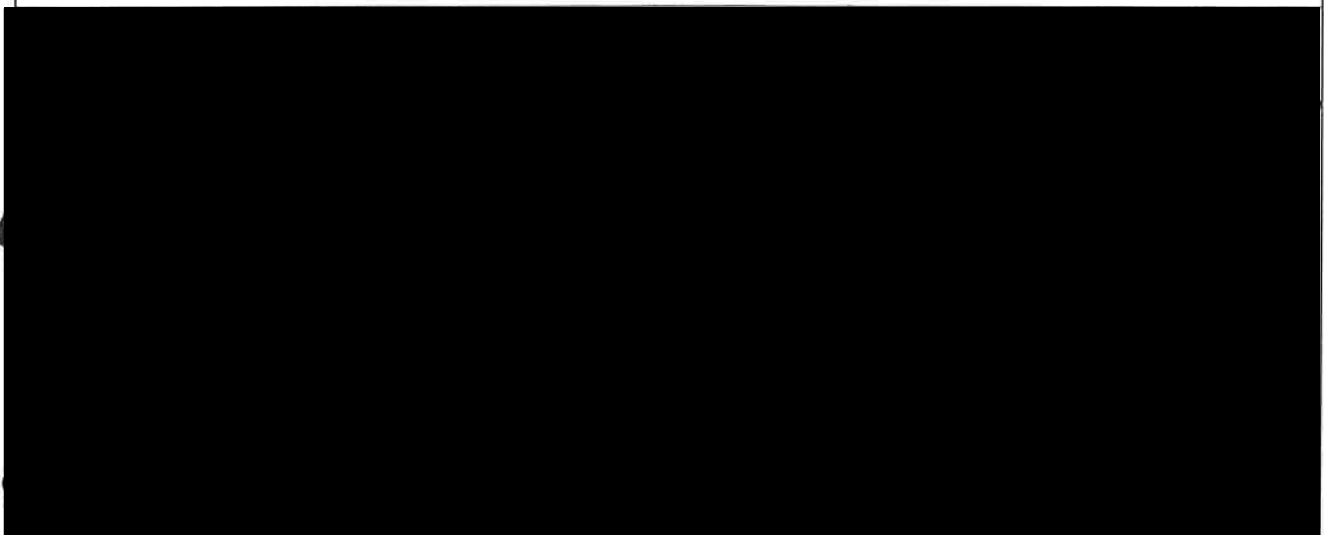


Empty space for providing a comment.

3. MANAGEMENT EFFECTIVENESS:

a. Effectively executes and implements the educational, administrative and fiscal policies, procedures, directives, and programs adopted by the administration/Board for the governance of the University.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Exhibits effective management skills to identify problem areas, weaknesses, and strengths of the institution.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works effectively to maintain high morale among subordinates and between herself, her staff, and others within the University.	5	4	3	2	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The President is effective in adapting to and coordinating University responses to necessary change.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The President strives to maintain faculty, administrators and staff salaries at a competitive level.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The President makes effective use of, and allocates all resources (finances, personnel, equipment, space.)	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Plans and prepares for the unexpected.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Exercises appropriate judgment in the appointment and retention of senior institution personnel.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Delegates effectively, ensuring decisions are made at an appropriate level in the institution while maintaining sufficient accountability.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



4. FISCAL MANAGEMENT:

a. Prepares and presents a consolidated budget of the University to the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Assumes and retains control at all times over the budgets of the University, as approved by the Board.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

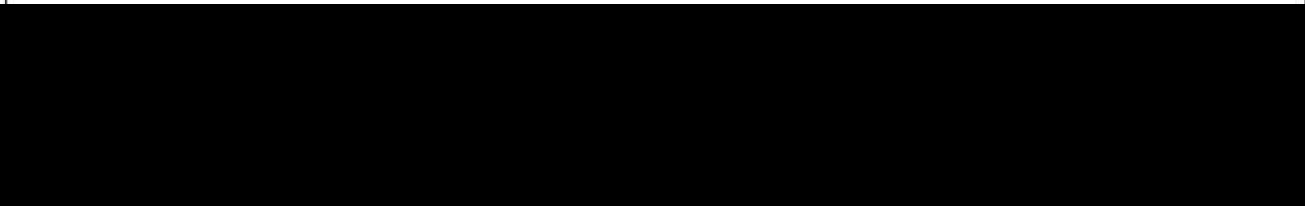
c. Moves quickly to correct fiscal problems.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. The President is well prepared and informed when presenting budgetary and programmatic requests/reports to the Board.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



Empty space for providing a comment.

5. DAILY DECISION-MAKING/PROBLEM SOLVING:

a. Identifies problem areas before they escalate into a crisis.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Makes sound decisions when critical situations occur.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Acts promptly to resolve or report problems to the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Looks at problems with clarity, logic, and coolness and makes decisions based on facts.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

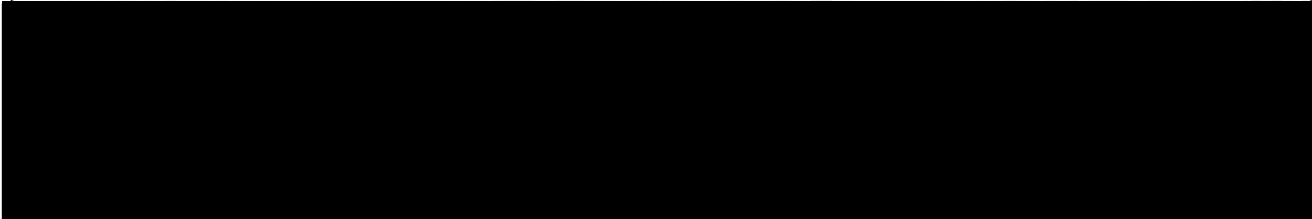
e. Looks ahead, plans adequately, and avoids procrastination in the decision making process.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Considers ideas from various sources and chooses the best solution.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



Empty space for providing a comment.

6. HUMAN RELATIONS/COMMUNICATION SKILLS:

- a. Maintains good relations with students, faculty, staff and alumni.
- b. The President has a professional image in state government.
- c. The President builds a positive relationship through open communication with external groups and agencies including the community and media.
- d. The President involves and interacts with students on campus.
- e. The President keeps the Board informed about matters affecting the institution.
- f. Understands and is responsive to the community of which the Institution is a part.
- g. Effectively serves as spokesperson for the institution.
- h. Is involved in appropriate community activities.

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



Empty space for providing a comment.

7. FUNDRAISING:

a. Directs and encourages fundraising from private, corporate and public sources.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Is effective in fundraising and in developing alumni support.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



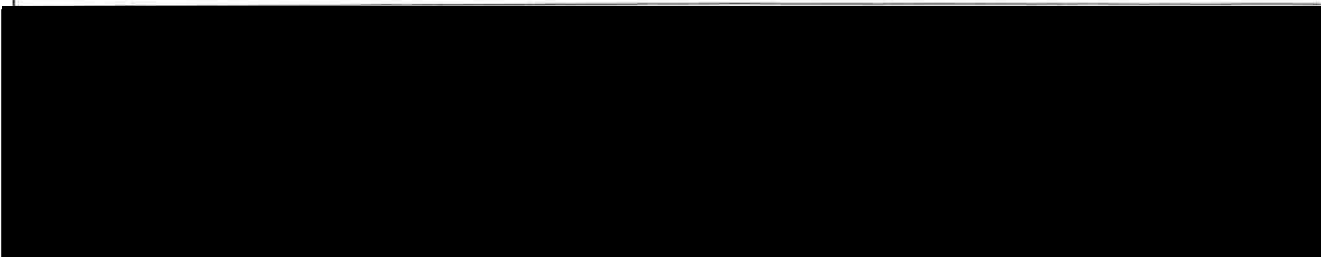
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8. ACADEMIC QUALITY & ACCOUNTABILITY:

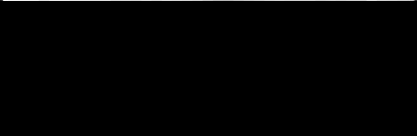
- a. Develops and seeks to implement programs and courses that contribute to accomplishing the mission of the university, while serving the needs of the community and state.
- b. Has process in place for effectively monitoring programs requiring accreditation.
- c. Respects academic freedom.
- d. Promotes academic growth through research, collaborative agreements, grantsmanship, development of patents, etc.
- e. Promotes the general academic welfare of the university.

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



Empty space for additional comments or notes.

NAME OF RATED PERSON: Beverlee McClure	SIGNATURE: 	DATE: March 29, 2016
NAME OF EVALUATOR: 	DATE: March 29, 2016	

PRESIDENT EVALUATION FORM

PART I – ADMINISTRATIVE DATA

Name: <i>Beverlee McClure</i>	Type of Report: <i>Annual</i>
Title: <i>President</i>	Period Covered From: _____ To: _____

PART II – RATING SCALE

Please rate the President on the following criteria by placing an "x" in the appropriate box.
 5 – Superior 4 – Above Average 3 – Average 2 – Below Average 1 – Poor
NOTE: All marks of 2 or 1 must be specifically substantiated in Part IV of the written performance evaluation.

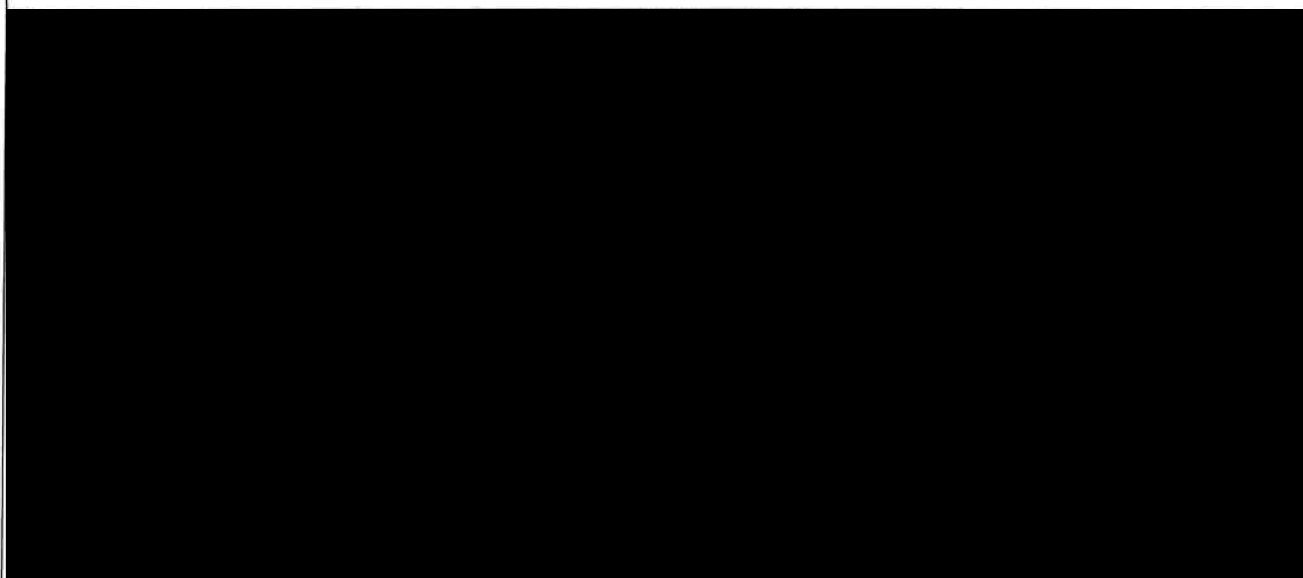
PART III – PERFORMANCE FACTORS

1. COMMITMENT TO INSTITUTIONAL/SYSTEM MISSION:

- a. Evidence an understanding of the mission of the institution and the special demands placed on it.
- b. Demonstrates a personal sense of responsibility for helping the institution achieve success.
- c. Concern for the general welfare of the institution.
- d. Develops innovative ways to accomplish the mission of the institution.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

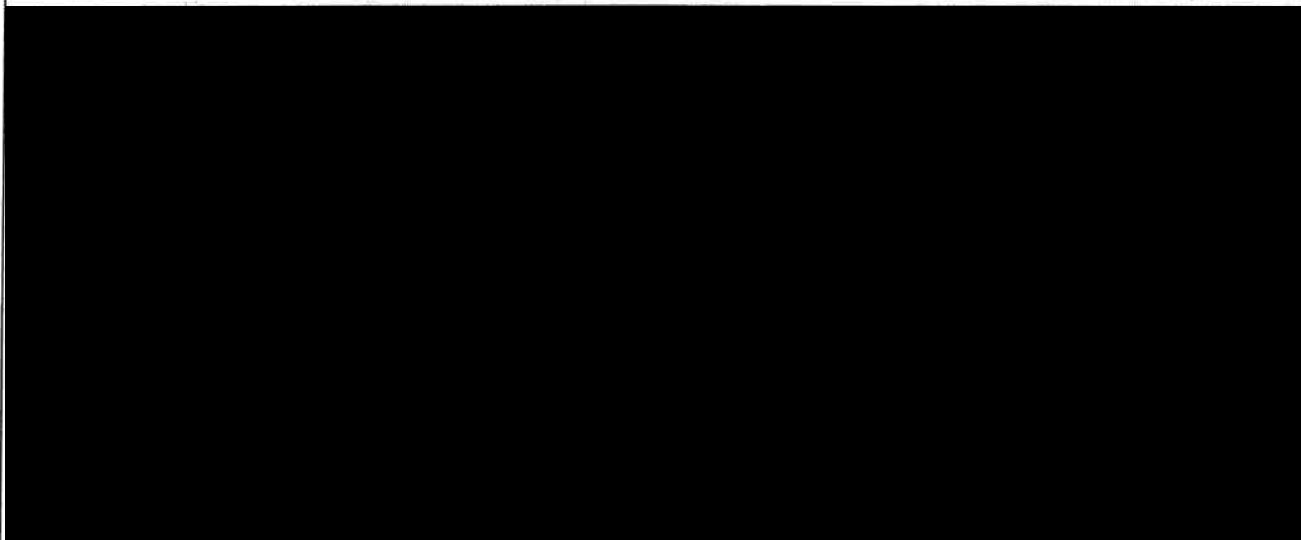
COMMENT:



2. LEADERSHIP ABILITY:

a. Identifies needs of the institution and develops, implements plans and programs to address those needs.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Develops plans and programs to enhance the quality of the institution.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encourages the development of innovative programs to meet changing needs of constituents.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Based upon the President's leadership, faculty and staff have confidence in the future of the University.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The President is effective in resolving significant problems.	5	4	3	2	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The President's leadership has a positive influence on employee morale and performance.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Fosters an environment that stimulates teaching, learning, scholarship, professional development and the pursuit of support to enhance academic programs and innovation.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Willing to break from the "Status Quo" and implement new ideas.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:

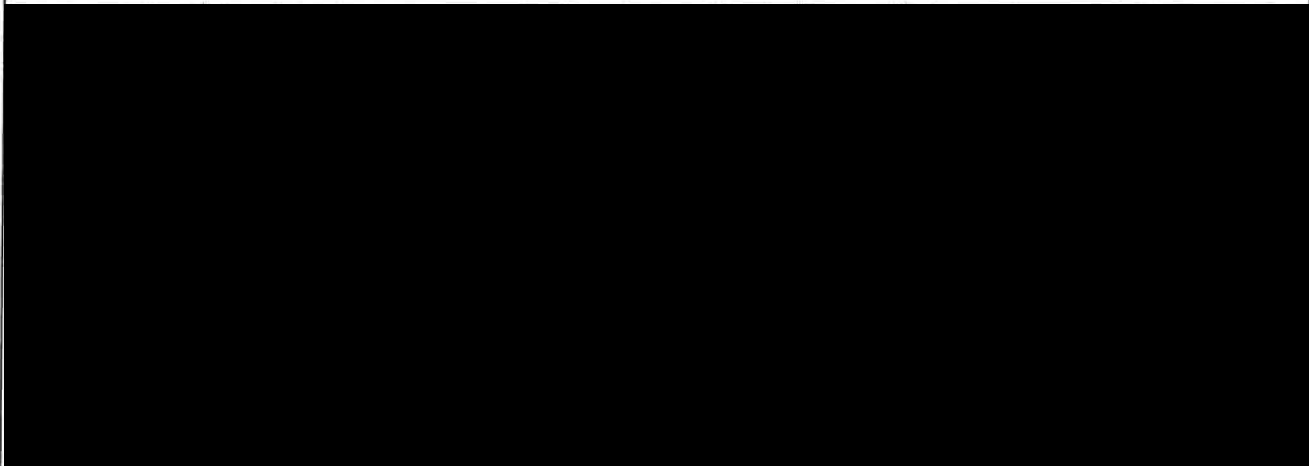


3. MANAGEMENT EFFECTIVENESS:

- a. Effectively executes and implements the educational, administrative and fiscal policies, procedures, directives, and programs adopted by the administration/Board for the governance of the University.
- b. Exhibits effective management skills to identify problem areas, weaknesses, and strengths of the institution.
- c. Works effectively to maintain high morale among subordinates and between herself, her staff, and others within the University.
- d. The President is effective in adapting to and coordinating University responses to necessary change.
- e. The President strives to maintain faculty, administrators and staff salaries at a competitive level. *Yet to be determined.*
- f. The President makes effective use of, and allocates all resources (finances, personnel, equipment, space.)
- g. Plans and prepares for the unexpected.
- h. Exercises appropriate judgment in the appointment and retention of senior institution personnel.
- i. Delegates effectively, ensuring decisions are made at an appropriate level in the institution while maintaining sufficient accountability.

	5	4	3	2	1
a.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



4. FISCAL MANAGEMENT:

a. Prepares and presents a consolidated budget of the University to the Board. *T B S*

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Assumes and retains control at all times over the budgets of the University, as approved by the Board.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

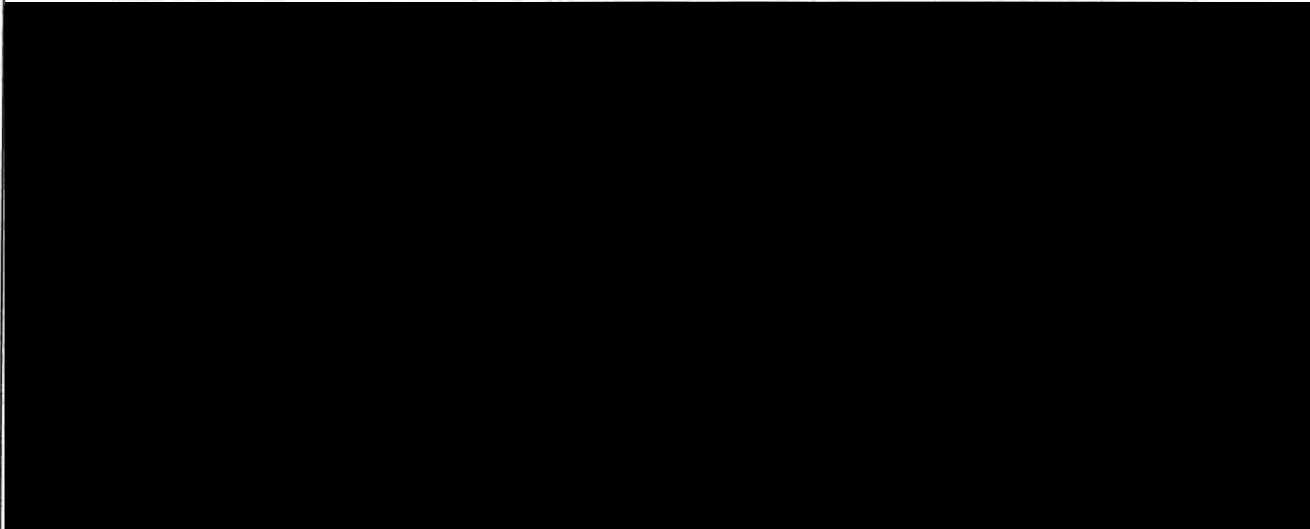
c. Moves quickly to correct fiscal problems.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. The President is well prepared and informed when presenting budgetary and programmatic requests/reports to the Board.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



5. DAILY DECISION-MAKING/PROBLEM SOLVING:

a. Identifies problem areas before they escalate into a crisis.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Makes sound decisions when critical situations occur.

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Acts promptly to resolve or report problems to the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Looks at problems with clarity, logic, and coolness and makes decisions based on facts.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

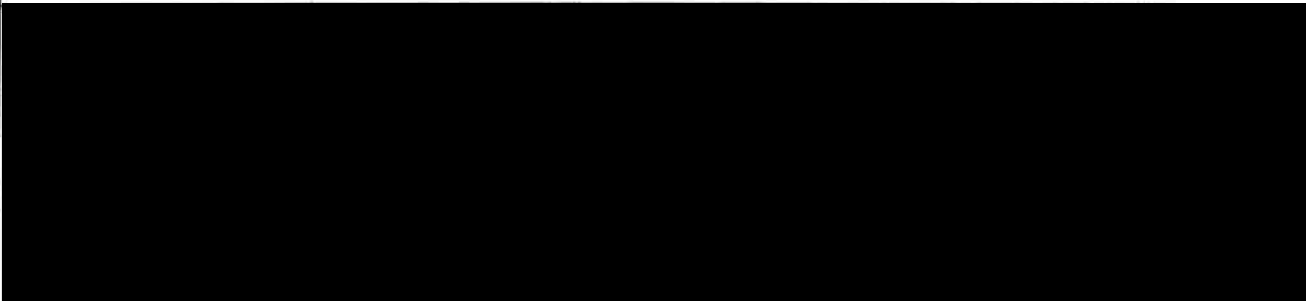
e. Looks ahead, plans adequately, and avoids procrastination in the decision making process.

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Considers ideas from various sources and chooses the best solution.

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



6. HUMAN RELATIONS/COMMUNICATION SKILLS:

a. Maintains good relations with students, faculty, staff and alumni.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. The President has a professional image in state government.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. The President builds a positive relationship through open communication with external groups and agencies including the community and media.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. The President involves and interacts with students on campus.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. The President keeps the Board informed about matters affecting the institution.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Understands and is responsive to the community of which the Institution is a part.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. Effectively serves as spokesperson for the institution.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. Is involved in appropriate community activities.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



7. FUNDRAISING:

- a. Directs and encourages fundraising from private, corporate and public sources.
- b. Is effective in fundraising and in developing alumni support.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



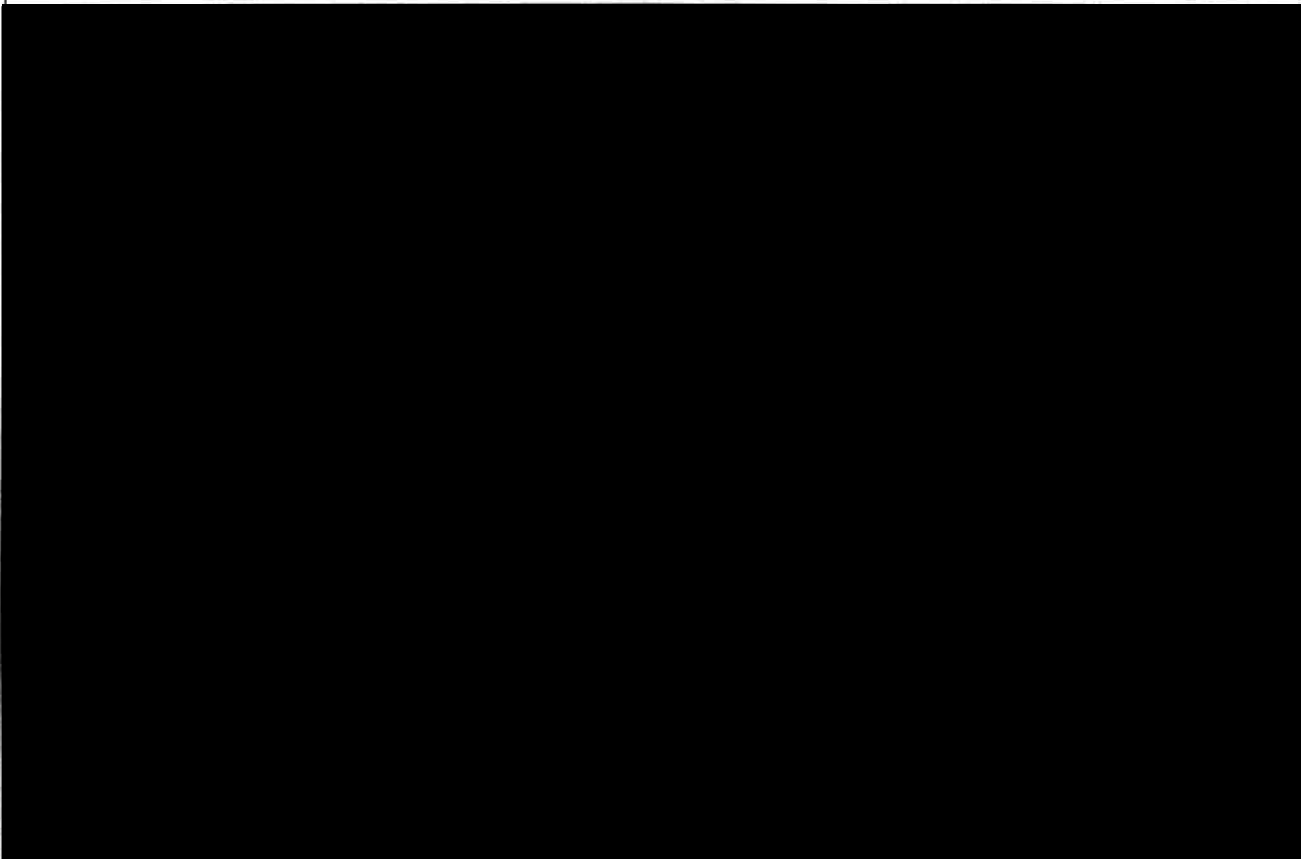
Empty space for additional comments or notes.

8. ACADEMIC QUALITY & ACCOUNTABILITY:

- a. Develops and seeks to implement programs and courses that contribute to accomplishing the mission of the university, while serving the needs of the community and state.
- b. Has process in place for effectively monitoring programs requiring accreditation.
- c. Respects academic freedom.
- d. Promotes academic growth through research, collaborative agreements, grantsmanship, development of patents, etc.
- e. Promotes the general academic welfare of the university.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



NAME OF RATED PERSON:

SIGNATURE:

DATE:

NAME OF EVALUATOR:

DATE:

3-22-16

PRESIDENT EVALUATION FORM

PART I – ADMINISTRATIVE DATA

Name: [REDACTED]	Type of Report: Evaluation
Title: [REDACTED]	Period Covered From: _____ To: _____

PART II – RATING SCALE

Please rate the President on the following criteria by placing an "x" in the appropriate box.
 5 – Superior 4 – Above Average 3 – Average 2 – Below Average 1 – Poor
NOTE: All marks of 2 or 1 must be specifically substantiated in Part IV of the written performance evaluation.

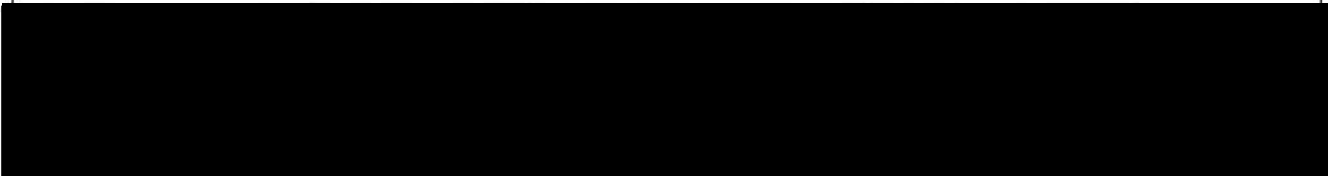
PART III – PERFORMANCE FACTORS

1. COMMITMENT TO INSTITUTIONAL/SYSTEM MISSION:

- a. Evidence an understanding of the mission of the institution and the special demands placed on it.
- b. Demonstrates a personal sense of responsibility for helping the institution achieve success.
- c. Concern for the general welfare of the institution.
- d. Develops innovative ways to accomplish the mission of the institution.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

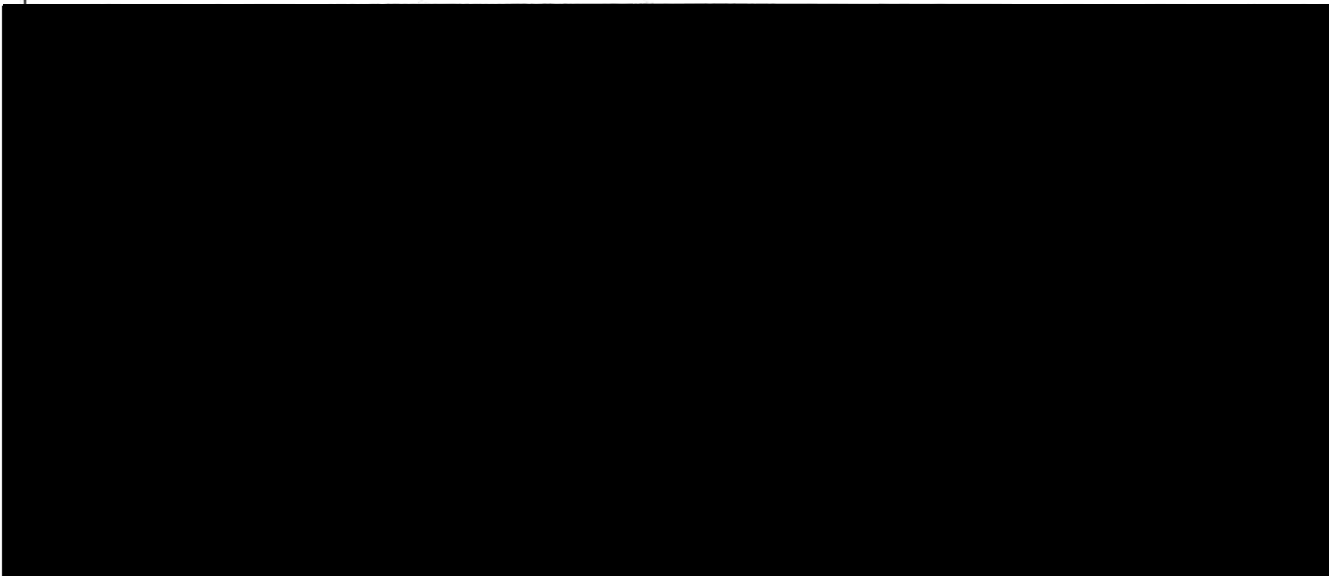
COMMENT:



2. LEADERSHIP ABILITY:

a. Identifies needs of the institution and develops, implements plans and programs to address those needs.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Develops plans and programs to enhance the quality of the institution.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encourages the development of innovative programs to meet changing needs of constituents.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Based upon the President's leadership, faculty and staff have confidence in the future of the University.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The President is effective in resolving significant problems.	5	4	3	2	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The President's leadership has a positive influence on employee morale and performance.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Fosters an environment that stimulates teaching, learning, scholarship, professional development and the pursuit of support to enhance academic programs and innovation.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Willing to break from the "Status Quo" and implement new ideas.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:

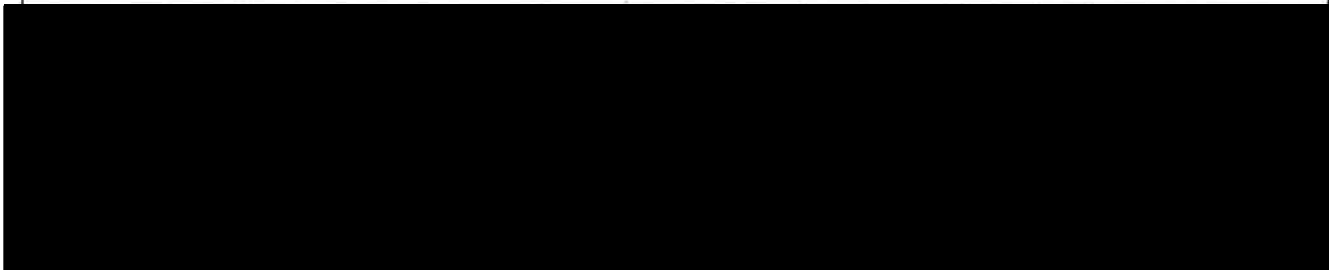


Empty space for providing a comment.

3. MANAGEMENT EFFECTIVENESS:

a. Effectively executes and implements the educational, administrative and fiscal policies, procedures, directives, and programs adopted by the administration/Board for the governance of the University.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Exhibits effective management skills to identify problem areas, weaknesses, and strengths of the institution.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works effectively to maintain high morale among subordinates and between herself, her staff, and others within the University.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The President is effective in adapting to and coordinating University responses to necessary change.	5	4	3	2	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The President strives to maintain faculty, administrators and staff salaries at a competitive level.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The President makes effective use of, and allocates all resources (finances, personnel, equipment, space.)	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Plans and prepares for the unexpected.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Exercises appropriate judgment in the appointment and retention of senior institution personnel.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Delegates effectively, ensuring decisions are made at an appropriate level in the institution while maintaining sufficient accountability.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



4. FISCAL MANAGEMENT:

a. Prepares and presents a consolidated budget of the University to the Board.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Assumes and retains control at all times over the budgets of the University, as approved by the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

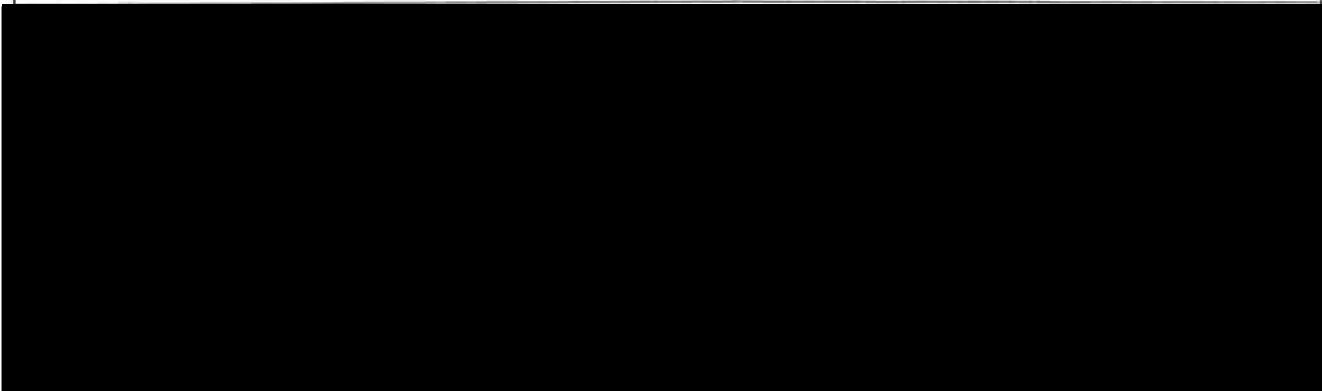
c. Moves quickly to correct fiscal problems.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. The President is well prepared and informed when presenting budgetary and programmatic requests/reports to the Board.

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



5. DAILY DECISION-MAKING/PROBLEM SOLVING:

a. Identifies problem areas before they escalate into a crisis.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Makes sound decisions when critical situations occur.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Acts promptly to resolve or report problems to the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Looks at problems with clarity, logic, and coolness and makes decisions based on facts.

5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. Looks ahead, plans adequately, and avoids procrastination in the decision making process.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Considers ideas from various sources and chooses the best solution.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



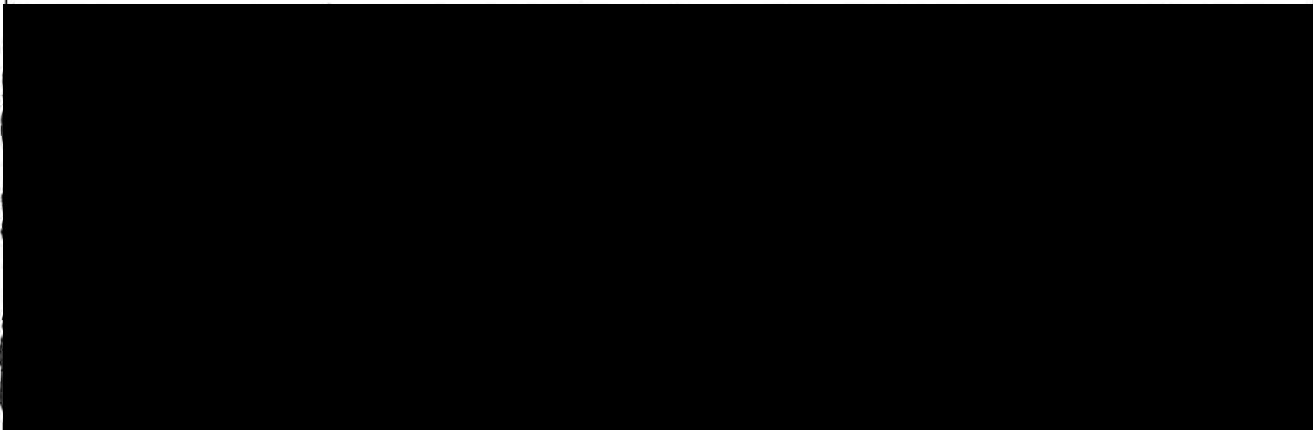
Empty space for providing a comment.

6. HUMAN RELATIONS/COMMUNICATION SKILLS:

- a. Maintains good relations with students, faculty, staff and alumni.
- b. The President has a professional image in state government.
- c. The President builds a positive relationship through open communication with external groups and agencies including the community and media.
- d. The President involves and interacts with students on campus.
- e. The President keeps the Board informed about matters affecting the institution.
- f. Understands and is responsive to the community of which the Institution is a part.
- g. Effectively serves as spokesperson for the institution.
- h. Is involved in appropriate community activities.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



7. FUNDRAISING:

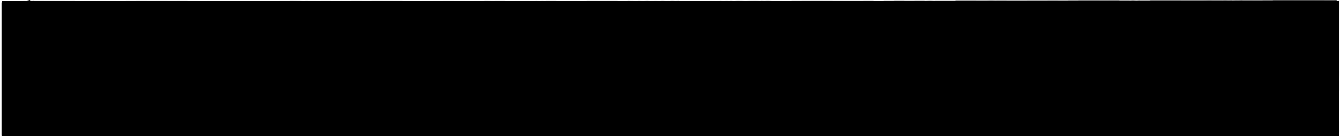
a. Directs and encourages fundraising from private, corporate and public sources.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Is effective in fundraising and in developing alumni support.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



Large empty rectangular area for providing a detailed comment.

8. ACADEMIC QUALITY & ACCOUNTABILITY:

- a. Develops and seeks to implement programs and courses that contribute to accomplishing the mission of the university, while serving the needs of the community and state.
- b. Has process in place for effectively monitoring programs requiring accreditation.
- c. Respects academic freedom.
- d. Promotes academic growth through research, collaborative agreements, grantsmanship, development of patents, etc.
- e. Promotes the general academic welfare of the university.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



Empty space for additional comments or notes.

NAME OF RATED PERSON: Dr. Beverlee McClure	SIGNATURE: [Redacted]	DATE: 3-18-2016
NAME OF EVALUATOR: [Redacted]	[Redacted]	DATE: [Redacted]

PRESIDENT EVALUATION FORM

PART I – ADMINISTRATIVE DATA

Name: [REDACTED]	Type of Report: Performance Evaluation
Title: [REDACTED]	Period Covered From: July 2015 To: March 2016

PART II – RATING SCALE

Please rate the President on the following criteria by placing an "x" in the appropriate box.
 5 – Superior 4 – Above Average 3-Average 2-Below Average 1-Poor
 NOTE: All marks of 2 or 1 must be specifically substantiated in Part IV of the written performance evaluation.

PART III – PERFORMANCE FACTORS

1. COMMITMENT TO INSTITUTIONAL/SYSTEM MISSION:											
a. Evidence an understanding of the mission of the institution and the special demands placed on it.	<table style="margin-left: auto; margin-right: auto;"> <tr><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td></tr> <tr><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	5	4	3	2	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1							
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
b. Demonstrates a personal sense of responsibility for helping the institution achieve success.	<table style="margin-left: auto; margin-right: auto;"> <tr><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td></tr> <tr><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	5	4	3	2	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1							
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
c. Concern for the general welfare of the institution.	<table style="margin-left: auto; margin-right: auto;"> <tr><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td></tr> <tr><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	5	4	3	2	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1							
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
d. Develops innovative ways to accomplish the mission of the institution.	<table style="margin-left: auto; margin-right: auto;"> <tr><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td></tr> <tr><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	5	4	3	2	1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1							
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

COMMENT:



2. LEADERSHIP ABILITY:

a. Identifies needs of the institution and develops, implements plans and programs to address those needs.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Develops plans and programs to enhance the quality of the institution.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Encourages the development of innovative programs to meet changing needs of constituents.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Based upon the President's leadership, faculty and staff have confidence in the future of the University.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. The President is effective in resolving significant problems.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. The President's leadership has a positive influence on employee morale and performance.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

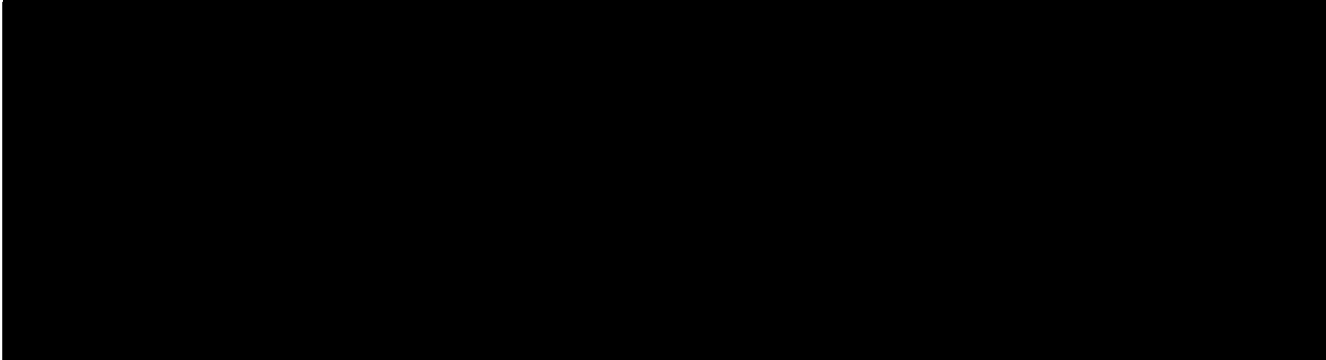
g. Fosters an environment that stimulates teaching, learning, scholarship, professional development and the pursuit of support to enhance academic programs and innovation.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. Willing to break from the "Status Quo" and implement new ideas.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:

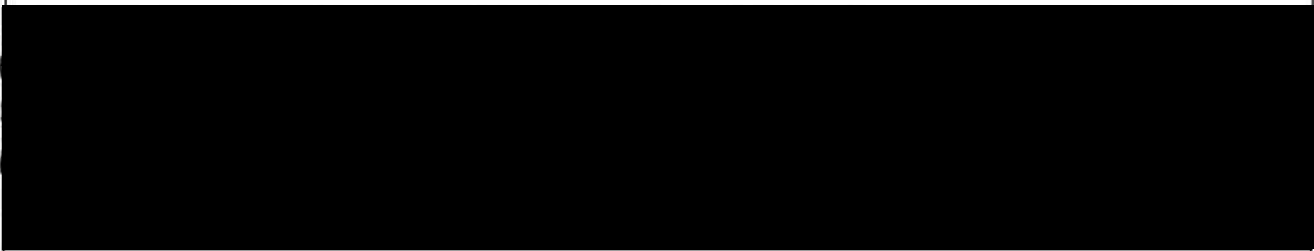


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3. MANAGEMENT EFFECTIVENESS:

a. Effectively executes and implements the educational, administrative and fiscal policies, procedures, directives, and programs adopted by the administration/Board for the governance of the University.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Exhibits effective management skills to identify problem areas, weaknesses, and strengths of the institution.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works effectively to maintain high morale among subordinates and between herself, her staff, and others within the University.	5	4	3	2	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The President is effective in adapting to and coordinating University responses to necessary change.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The President strives to maintain faculty, administrators and staff salaries at a competitive level.	5	4	3	2	1
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The President makes effective use of, and allocates all resources (finances, personnel, equipment, space.)	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Plans and prepares for the unexpected.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Exercises appropriate judgment in the appointment and retention of senior institution personnel.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Delegates effectively, ensuring decisions are made at an appropriate level in the institution while maintaining sufficient accountability.	5	4	3	2	1
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



4. FISCAL MANAGEMENT:

a. Prepares and presents a consolidated budget of the University to the Board.

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Assumes and retains control at all times over the budgets of the University, as approved by the Board.

5	4	3	2	1
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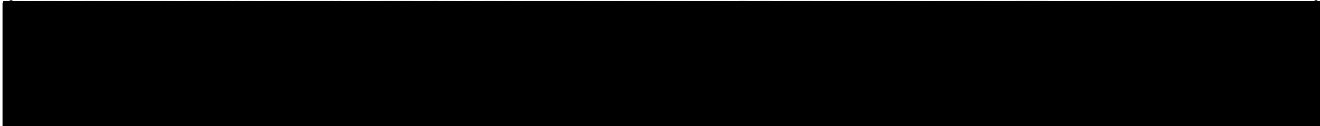
c. Moves quickly to correct fiscal problems.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. The President is well prepared and informed when presenting budgetary and programmatic requests/reports to the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



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5. DAILY DECISION-MAKING/PROBLEM SOLVING:

a. Identifies problem areas before they escalate into a crisis.

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b. Makes sound decisions when critical situations occur.

5	4	3	2	1
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. Acts promptly to resolve or report problems to the Board.

5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Looks at problems with clarity, logic, and coolness and makes decisions based on facts.

5	4	3	2	1
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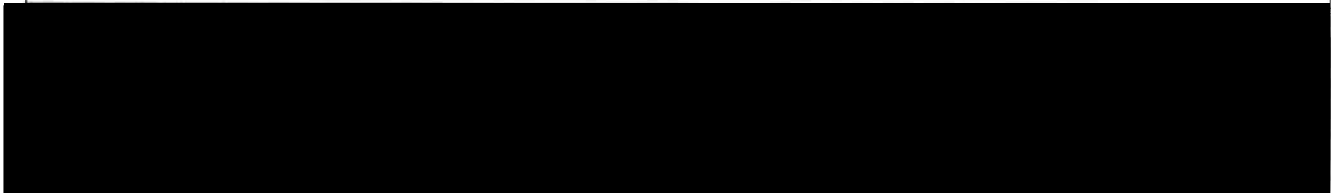
e. Looks ahead, plans adequately, and avoids procrastination in the decision making process.

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f. Considers ideas from various sources and chooses the best solution.

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COMMENT:



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6. HUMAN RELATIONS/COMMUNICATION SKILLS:

- a. Maintains good relations with students, faculty, staff and alumni.
- b. The President has a professional image in state government.
- c. The President builds a positive relationship through open communication with external groups and agencies including the community and media.
- d. The President involves and interacts with students on campus.
- e. The President keeps the Board informed about matters affecting the institution.
- f. Understands and is responsive to the community of which the Institution is a part.
- g. Effectively serves as spokesperson for the institution.
- h. Is involved in appropriate community activities.

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5	4	3	2	1
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COMMENT:



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7. FUNDRAISING:

a. Directs and encourages fundraising from private, corporate and public sources.

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b. Is effective in fundraising and in developing alumni support.

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COMMENT:



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8. ACADEMIC QUALITY & ACCOUNTABILITY:

- a. Develops and seeks to implement programs and courses that contribute to accomplishing the mission of the university, while serving the needs of the community and state.
- b. Has process in place for effectively monitoring programs requiring accreditation.
- c. Respects academic freedom.
- d. Promotes academic growth through research, collaborative agreements, grantsmanship, development of patents, etc.
- e. Promotes the general academic welfare of the university.

5	4	3	2	1
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5	4	3	2	1
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5	4	3	2	1
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5	4	3	2	1
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENT:



NAME OF RATED PERSON: Dr. McClure	SIGNATURE:	DATE:
NAME OF EVALUATOR:		DATE: 3-26-16