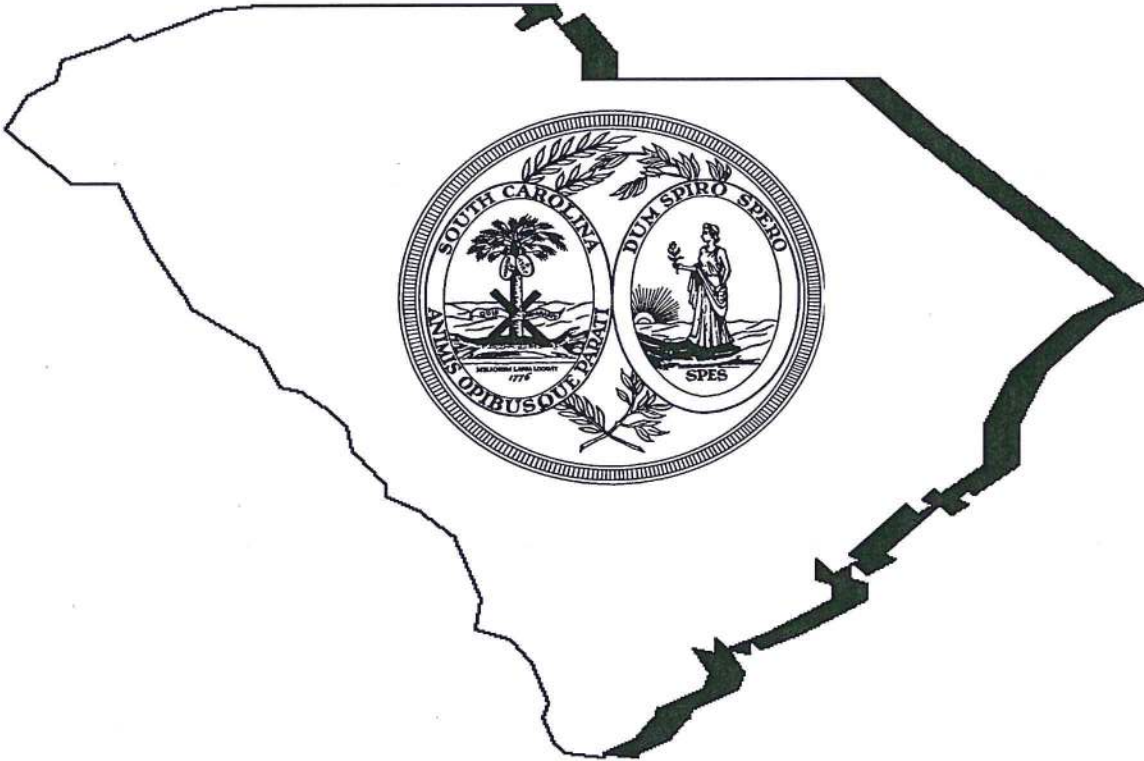


# *Agency Head Performance Evaluation*



## *State of South Carolina Agency Head Salary Commission*

Please type or print the information below:

**AGENCY:** Francis Marion University

**AGENCY HEAD:** Dr. Luther F. Carter

**REVIEW PERIOD FROM:** July 1, 2015 **TO:** June 30, 2016

Pursuant to South Carolina Code Ann. Section 30-4-70 (a) (1) (1976), the Agency Head Salary Commission plans to discuss this employment matter in a meeting closed to the public. Therefore, this Agency Head Performance Evaluation should be considered a document which will be used in a closed meeting.

# PERFORMANCE EVALUATION DOCUMENT

The evaluation section is to be completed at the end of the performance appraisal period by the board/commission after the pre-appraisal interview with the agency head. The final copy must be reviewed with the agency head and the full board/commission. For each objective included in the planning portion of this document, describe if, how and why the agency head met, exceeded or failed to meet the success criteria established. Provide the measurements and comparisons that substantiate your analysis.

## OBJECTIVE 1 (Restate Objective)

The President will continue to provide educational and administrative oversight for the University and, in collaboration with the faculty, maintain an efficient and effective organization for: delivery of curricula, community service; and research. Particular emphasis will be placed on determining that the organization of the University and its goals are realistically aligned with financial assets.

### Program Effectiveness:

1. The number of faculty is closely aligned with student enrollment

From Fall 2011 to Fall 2015 graduate student enrollment increased by 16.7% and undergraduate enrollment decreased by 7.5% resulting in a net decrease of 5.7%. The combined graduate and undergraduate FTE decreased by 4.7%. The number of filled faculty FTEs increased by 2.6%. This increase was the result of the hiring of faculty for the Physician Assistants Program which started its first class this fall—August 2016. The inaugural class of thirty two students will lead to increased enrollments such that changes in student headcount and faculty FTE remain closely aligned. The student-to-faculty ratio for Fall 2015 was 15.1.

Students continue to rate FM highly. Eighty nine percent of seniors graduating during the 2015-'16 academic year reported on the *FMU Exit Exam* that they were either very satisfied or satisfied with their overall academic experience at the University. Eighty six percent were very satisfied or satisfied with their overall experience at the University. Freshmen and seniors, who completed the *National Survey of Student Engagement (NSSE)*, indicated that Francis Marion faculty and staff provide high-quality educational and support services. The averages for the two groups of students on three items from *NSSE* questionnaire are given below:

- a. "indicate the quality of your interactions with academic advisors" 1=poor to 7=excellent

Freshmen	4.8 = mean rating	Seniors	5.6 = mean rating
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- b. "indicate the quality of your interactions with faculty" 1=poor to 7=excellent

Freshmen	5.3 = mean rating	Seniors	5.8 = mean rating
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- c. "indicate the quality of your interactions with student services staff" 1=poor to 7=excellent

Freshmen	4.9 = mean rating	Seniors	5.0 = mean rating
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- d. "indicate the quality of your interactions with administrative staff and offices" 1=poor to 7=excellent

Freshmen	4.9 = mean rating	Seniors	5.6 = mean rating
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2. The Department of Nursing is fulfilling its mission to provide the Pee Dee region with a competent and highly-skilled workforce of nurses.

From Fall 2011 until Fall 2015, the BS-Nursing program has increased enrollment by 22.6% with 98.5% being residents of SC. The pass rate of nursing graduates on the NCLEX-RN licensure exam during 2015 was 85.45% as compared to the national pass rate of 84.51% and the SC pass rate of 89.27%.

The Masters of Science in Family Nurse Practitioner and the Masters of Science in Nurse Educators programs were initiated in January 2013. The Fall 2015 enrollment of 74 in the MSFNP program is a 29.8% increase from Fall 2014. The MSNE enrollment is capped at 6 students, and the program has always been filled to capacity. All nursing students in the graduate programs are SC residents.

3. Students gained applied knowledge and served the community by engaging in nontraditional learning experiences

The *Ready to Experience Applied Learning (REAL)* program, which focuses on broadening student cultural and intellectual horizons through engagement in learning in settings outside the traditional classroom, laboratory, or library, continues to provide a diverse array of learning opportunities at FM. Examples of nontraditional learning include clinical experiences, cooperative education, internships, pre-professional activities, service learning, and travel study.

Specific examples are:

- a. Richardson Center for the Child.

A project at the Center which encouraged preschool children to use alternative thinking strategies in problem-solving situations. Such cognitive flexibility has been shown to improve problem-solving ability.

- b. Music Industry majors plan and attend a music festival at the FM Performing Arts Center. As part of the festival, students:

- Attend a master class and workshop, rehearsals, and recitals presented by renowned performers
- Are required to produce an audio/video recording of two studio recording sessions
- Record three concerts presented the festival
- Engage in the organizational aspects of the professional music industry by assisting the event producer with the promotion (via newspapers, social networks, flyers, etc.) and event management of the festival itself (logistics, scheduling, running the stage, etc.).

- c. Business Writing for The Slave Dwelling Project – Camden, SC

Creates professional-quality brochures for a nonprofit organization that works to preserve extant slave dwellings as “important collectibles of our American history.” The brochures will be used by the organization once the director accepts them.

- d. Faculty involving students in their on-going research projects. In some cases the projects are funded by national granting agencies. Students often attend professional conferences with the faculty, thus, being exposed to cutting-edge research and professional discussions of researchers from across the region and the nation. Fifty nine percent of the freshmen and seniors who completed the *NSSE* questionnaire indicated that they had participated in practica, internships, field experiences, co-op experience, or clinical assignments. Thirty one percent of the seniors indicated that they had “work[ed] on a research project with a faculty member outside of course or program requirements.”

### **Cost Efficiency:**

Administrative officers often teach academic courses. During the 2015-16 academic year, the two Associate Provosts, taught a total of four classes/labs with a combined enrollment of 86 students. Two Hundred Sixteen credit hours (18.0 student FTEs) were produced.

Citizens of the Pee Dee have access to baccalaureate and masters nursing programs without the costs and problems associated with transportation and/or relocation to such programs in other geographic areas. Of the 351 students enrolled

in undergraduate and graduate programs 99.0% are from South Carolina.

Francis Marion continues to encourage the development of on-line courses to make courses accessible to individuals who cannot attend courses scheduled on campus. The department of Nursing offers an RN-to-BSN program in which all nursing courses are offered on line. The School of Education and the School of Business also offer on-line classes.

### **Other Measurements:**

All academic programs and academic support programs submit annual Institutional Effectiveness Reports demonstrating continued use of empirical data to document efficacy. Data from the *National Survey of Student Engagement*, which is administered by the Indiana University Center for Postsecondary Research—allows Francis Marion to monitor students' performance across multiple-year periods and to compare the performance of Francis Marion students to students throughout the nation.

The FM campus has two independent Centers of Excellence. Each of these centers has the fundamental goal of enhancing the quality of education for students while they are in precollege school systems.

The **Center of Excellence to Prepare Teachers of Children of Poverty** continues to provide a major service as it prepares classroom teachers, in schools in the Pee Dee region and across the state, to more effectively teach children of poverty. In Fall 2014, the Center was awarded the Dick and Tunky Riley WhatWorksSC Award for Excellence, a prestigious competitive award presented annually to a South Carolina initiative that has demonstrated excellence in education. 2015 marks the ninth consecutive year that the Center was honored as the Johns Hopkins University National Network of Partnership Schools National Partnership Organization. The Center is considered the premier resource for teaching children of poverty.

The Center provides a stellar model of an institute which creates a foundation of knowledge that is applied within the community in which it resides to improve the quality of citizens' lives. Eighteen partner school districts benefit from direct involvement in the ongoing operation of the Center, and all other districts participate in activities offered and have access to materials developed by the Center. The Center has reached across the state and the nation to form beneficial partnerships: Center of Excellence for the Education and Equity of African-American Students--Benedict College; Center of Excellence in Accelerating Learning--College of Charleston; Center for Educator Recruitment, Retention, and Advancement (CERRA)--Winthrop University; Center for Research on the Education of Students Placed at Risk (CRESPAR); Center for Educational Partnerships-University of South Carolina College of Education; National Network of Partnership Schools—Johns Hopkins University.

Each year the Center offers three major public events, including a two-day Summer Institute, a Fall Saturday Workshop, and a spring Research Consortium. These activities provide participants with practical, research-based information focusing on the needs and abilities of children of poverty and their families. Additionally, Standards for Teachers of Children of Poverty are infused across all degree programs within the School of Education and assessed through both quantitative and qualitative measures. In 2015-2016, the Center facilitated more than 160 professional learning activities over approximately 170 days, including intensive site-based and course-based sessions for in-service educators and other educational stakeholders. The Center led efforts that, in 2012, resulted in South Carolina's Add-On Certification for Teachers of Children of Poverty, the only one of its kind nationwide, and today the Center is consulting with three other states as they explore a similar teacher credential.

The **Center of Excellence for College and Career Readiness** provides professional development opportunities for K-12 teachers, guidance counselors, and post-secondary educators throughout the state. The Center provides these professionals with the most current research concerning the content knowledge, habits of mind, and other success skills that best prepare students for the challenges of post-secondary education.

This year the Center worked closely with several local schools to help them develop practices which increase the likelihood that students will successfully transition from high school to post-secondary programs. Several workshops

and events focusing on project-based learning, reading for college readiness, research on statewide readiness programs, and effective professional development on readiness issues were also held with more than 200 teachers from districts throughout the state.

The second Eighth-Grade Academy program-- known as Activate Academy-- for rising 9th-graders in Florence One, Florence Two, and Florence Four was housed at FM during the summer 2016. Students who have the potential to succeed in college, but who possess certain risk factors that have been shown to hinder students' chances of attending a post-secondary educational institution, were invited to attend the four-day, three-night academy which featured activities that encourage problem-solving, goal setting, and hands-on learning. Teachers from FM and the represented districts served as facilitators.

The following numbers show the impact of the program (\*- people or districts participating in more than one event were only counted one time):

Number of teachers served*	336
<u>Number of students served (P-12)*</u>	<u>60</u>
Number of pre-service students served*	7
<u>Number of districts served*</u>	<u>19</u>
Number on in-service activities	2
<u>Number of schools served (P-12)</u>	<u>44</u>
Number of faculty (higher education served)	19
<u>Number of higher education institutions served</u>	<u>4</u>
Number of state and national presentations	4

## OBJECTIVE 2 (Restate Objective)

The President will continue to develop the University as a center for educational leadership in the region by continuously promoting improved communication among the various sectors (business, non-profit, state, county, and municipal government, public education, etc.) and citizen groups and by promoting quality education practices as a means of improving the public wealth of the region. This objective was substantially exceeded.

### **Program Effectiveness:**

The President continues to demonstrate extraordinary leadership in educational, economic development, and political endeavors. He gives official and unofficial council to local, regional, state and national leaders and participates in higher education, civic, government and economic development activities.

Dr. Carter currently serves as: Chairman of the Board of Directors, SC Institute of Medicine and Public Health; Chairman of the SC Graduate Medical Education Advisory group; and Chair of the SC Commission for International Cooperation and Agreements.

He has served as President of the Peach Belt Athletic Conference, President of the Florence Rotary, and chair of the Board of Directors of the Florence County Chamber of Commerce.

He also serves on the following boards and commissions: SC Higher Education Foundation, Carolinas Hospital System, SCANA Advisory, BB&T Regional Bank, North Eastern Strategic Alliance; and the Non-Profit Leadership Institute at FM; SC Bar Association's Commission for an Independent Judiciary; SC Higher Education Foundation.

He supports the development of public forums at Francis Marion and in the community often participating in them.

### **Cost Efficiency:**

The President continues to authorize the Human Resources Office and the Office of Financial Services to aid service/development entities (e.g. two Centers of Excellence; Northeastern Strategic Alliance; ScienceSouth) in recruiting, hiring, and funds disbursement; thus decreasing overhead costs for groups that are dependent on grants and appropriations for income.

The Non-Profit Leadership Institute (NPLI), which is conducted on the FM campus, is now in its fifteenth year and continues to be a very cost effective means by which staff and volunteer members of non-profit groups learn to organize and manage their organizations in the most effective ways. Nineteen participants completed the 2015-'16 class. A total of 383 participants have completed the program since it was established. These alumni are located in 36 SC counties.

The Rural Leadership Initiative (RLI), formerly RALI, is designed to help Pee Dee civic organizations make optimal contributions to their communities. Nine counties participate: Chesterfield, Clarendon, Darlington, Dillon, Lee, Marion, Marlboro, Sumter, and Williamsburg counties. Community leaders build leadership skills by working together to identify a project that is new in scope, not currently funded, and supported by the group. The project must be one that: benefits the entire community; has lasting value; and will continue past the formal training period. RLI participants may also participate in the NPLI to build organizational and managerial skills.

### **Other Measurements:**

The SC Commission for International Cooperation and Agreements, which Dr. Carter chairs, hosted a Trans-Atlantic Conference in Myrtle Beach in October 2013. Dr. Carter coordinated the conference, which included delegates from SC and the Rheinland-Pfalz region of Germany who represented government agencies, economic development entities, education professionals, and other public officials. Topics of the conference included Industrial Recruitment and Development Incentives; Commerce and Trade Policies; Transparency and Public Dissemination of Information, E-Government and Citizen Participation; and Tourism. During the conference, delegates developed plans to continue collaborative efforts beneficial to both states. The activities of the Conference provided an opportunity for the development of relationships between Germany and South Carolina which will enhance economic development, tourism, and educational opportunities of both groups.

In March 2015, the collaborative efforts continued in the Rheinland-Pfalz as delegates from SC met with German legislative and parliamentary officials and members of the Ministry of Education concerning programs which emphasize healthcare education.

Relations with school districts in the Pee Dee are enhanced by providing reduced-cost professional development and graduate education courses for public school teachers:

- The School of Education contracts with surrounding school districts to provide professional development courses and courses which are part of a degree program to a cohort of teachers in the district. FM partners with Teach for America as a part of the SC licensure process. Many of these students complete the Master of Education in Instructional Accommodation. The students have total access to all of the academic support units of the University.
- The Center for Excellence in Education (COE) provides a major service by providing materials and training to classroom teachers which enhances their ability to teach children of poverty.

During the summer, the COE provides a summer institute which is free for educators in the partner districts and *all* university and college students. Other members of the community can attend, as space permits, for a \$10 fee. S.C. Department of Social Service credit is awarded for the Early Childhood Education sessions. Attendance at all COE activities and events has increased.

## OBJECTIVE 3 (Restate Objective)

The President will continue to work collaboratively with the Board of Trustees and the faculty to ensure that the model of shared governance at the University is efficient and effective in enabling the University to achieve curricula delivery and community service consistent with the University's mission. This objective was substantially exceeded.

### **Program Effectiveness:**

FM again received a Great Colleges to Work For award sponsored by *The Chronicle Of Higher Education*. This national recognition is based primarily on a survey administered to faculty and staff in universities across the country, and compiled by a third party, Modern Think, a nationally recognized business consultant to universities and other institutions.

FM is one of 92 colleges or universities recognized by *The Chronicle*, and the only university in South Carolina recognized as an Honor Roll school which means FM received a distinction rating of 70% in at least one of twelve personnel categories. In fact, FM was placed on the Honor Roll for distinction in ten of the twelve categories: Collaborative Governance; Confidence in Senior Leadership; Facilities, Workspace & Security; Job Satisfaction; Professional/Career Development Programs; Respect and Appreciation; Supervisor or Department Chair Relationship; Teaching Environment (Faculty Only); Tenure Clarity and Process (Faculty Only); and Work/Life Balance.

The FM organizational model promotes harmonious and productive relationships between faculty and staff. Six committees within the faculty governance system, which is depicted on the next page, include members of the staff:

1. Academic Affairs (Registrar, *ex officio*)
2. Academic Support (Director of the Media Center & Director of the Physical Plant, *ex officio*)
3. Admissions, Advising, and Retention (Associate Provost for Enrollment Management; Director of Admissions; Registrar)
4. Budget Review and Planning (Vice President for Business Affairs and Vice-President for Administration; Vice-President for Student Affairs)
5. Information Technology (Chief Information Officer, *ex officio*)
6. Institutional Effectiveness (Director of Institutional Effectiveness, *ex officio*)

The Chair of the Faculty is a member of the Senior Staff. The Senior Staff meet weekly as a group with the President. Senior administrative officers encourage communication within and between their areas. The Senior Staff, Faculty Executive Committee, and the Board of Trustees meet annually for the summer retreat of the FM Board of Trustees. Other members of the University community are also included at various times (e.g., chairs and deans; academic program directors; marketing and alumni affairs staff).

The President's commitment to and appreciation for shared governance is demonstrated by his creation of the E. Lorraine de Montluzin Endowed Chair of Faculty Governance which is held by the Chair of the Faculty.

The President's vision, diplomacy, and steadfast efforts to encourage shared governance continue to be hallmarks of his administration. In annual anonymous faculty evaluation surveys, the President consistently receives excellent ratings (see page 18b).

### **Cost Efficiency:**

Faculty involvement in the areas of institutional effectiveness, curricular development, and technology planning permits streamlining of the administrative process within the University which decreases the need for nonteaching/nonresearch academic personnel; thus administrative overhead is reduced.

*Arts International* is an annual, day-long festival which provides entertainment and education about cultures other than



*Means and Standard Deviations, SD, of Ratings<sup>1</sup> for the Twenty-two Items on the Evaluation of the President-- May 2016*

	<i>Mean<sup>2</sup></i>	<i>S.D.</i>
<b>Leadership Style</b>		
The President...		
1. Recognizes and rewards faculty fairly.	4.38	1.21
2. Includes faculty in the decision-making process.	4.37	1.04
3. Leads in the development of long-term plans.	4.77	0.77
4. Shows leadership in developing new ideas and a shared vision.	4.71	0.81
<b>Duties</b>		
The President...		
5. Makes budget decisions with appropriate faculty input.	4.23	1.24
6. Handles the budget fairly and wisely.	4.47	1.00
7. Supports curriculum changes with faculty recommendation.	4.65	0.86
8. Encourages and supports faculty research and scholarship.	4.73	0.89
9. Assesses campus needs and sets goals.	4.69	0.83
10. Facilitates external funding.	4.63	.95
11. Safeguards the exercise of academic freedom.	4.71	0.81
12. Makes tenure and promotion decisions with fairness, being careful to safeguard due process.	4.52	1.04
<b>Skills</b>		
The President...		
13. Fosters positive faculty morale as a priority.	4.63	0.93
14. Uses discretion in handling confidential matters.	4.62	0.99
15. Communicates readily and easily with individuals.	4.54	1.06
16. Keeps abreast of ideas and new developments in academia.	4.53	1.00
17. Accepts responsibility and accountability for actions and decisions.	4.63	0.94
18. Leads with input from faculty and staff.	4.38	1.10
<b>Status and Progress of the University</b>		
The President...		
19. Effectively represents the University to the Board, community, and state.	4.79	0.90
20. Relates effectively to schools and departments in the University.	4.59	1.06
21. Exercises leadership in long-term planning for the University.	4.75	1.10
22. I rate the overall performance of the President as good.	4.63	0.93
Average Rating (22 items)	4.59	0.96

<sup>1</sup> The following rating scale was used: 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

<sup>2</sup> Sixty five faculty members responded.

our own. The festival attracts three to four thousand students and community citizens. The festival is held in downtown Florence with the FM Performing Arts Center serving as the operations hub, thus, enhancing the degree to which FM serves all Pee Dee citizens.

### **Other Measurements:**

**Community Service:** The *Pee Dee Fiction Festival* presented each Fall semester by the English program faculty has become an integral part of the University and community cultural life. The Fall meeting of the Board of Trustees is planned to coincide with the festival, thus, allowing faculty, citizens of the community, and board members to interact.

Academic programs have worked together to address community needs through interdisciplinary cooperation:

- The academic programs continue to advance scholarship of local secondary school students with projects such as the Sandhills Regional Science Fair, and conferences and workshops in modern language, physics, biology, and education.
- The Assisting Rural Community Health program continues to provide quality learning experiences for students which providing much-needed medical services to citizens.

### **Curricular Delivery:**

The president funds the Faculty Research and Development Committee at a level which results in increased quality and quantity of scholarship.

The Institutional Technology Committee also has a budget to support innovative technology needs of the faculty.

Funding for students across the disciplines to participate in research programs and present findings at state, regional, and national conventions is a top priority for the administration and the faculty.

The policies and procedures contained in the *FM Faculty Handbook* exemplify the principles of shared governance.

## OBJECTIVE 4

(Restate Objective)

In conjunction with the Coordinator of International Studies and the Advisory Committee for International Programs, the President will continue development and implementation of cooperative agreements with selected universities and colleges abroad in order to expand the international offerings of FM. This objective was substantially exceeded.

### **Program Effectiveness:**

The Wildsumaco Wildlife Sanctuary in Ecuador--a partnership with the University of North Carolina – Wilmington continues to provide an opportunity for students and faculty to live in another country while “engag[ing] in firsthand educational and scientific research at the hottest of hotspots for biodiversity in the world” (T. Knowles, Francis Marion Associate Professor of Biology).

President Carter continues to support the development of student and faculty exchange programs with our sister state, Rheinland-Pfalz, Germany and with other institutions in Germany, Canada, England, France, Ireland, and Mexico.

Students who participate reflect favorably on the impact of their experiences. Interest continues to grow, and the number of students participating has increased.

### **Cost Efficiency:**

Because of the tuition and housing arrangements, students have the opportunity to live in a foreign country with tuition and living expenses which are comparable to those for the semesters when they attend classes at FM.

FM students who do not travel abroad still have the opportunity to interact with the exchange students who come to FM.

FM encourages students at Florence-Darlington Technical College to participate in international programs with FM students.

### **Other Measurements:**

As one means of increasing the interest of the FM community in international issues, the Coordinator of International Studies, working closely with the President and Provost, has become involved in activities associated with the South Carolina Commission on International Cooperation and Agreements which was created by proclamation of the governor as a means to increase global cooperation which is “crucial to the social and economic vitality of South Carolina.” (signed 2nd DAY OF JULY, 2003 by Governor Mark Sanford).

A broad array of faculty and administrative staff continue to be encouraged by the President to develop significant roles with our partner institutions in the development and implementation of these exchange programs.

## **OBJECTIVE 5**

**(Restate Objective)**

The President will identify potential external sources of financial support and lead efforts on behalf of the University to procure substantial funding from these sources to augment state appropriations and student fees. This objective has been substantially exceeded.

### **Program Effectiveness:**

The President continues to promote and support the activities of University faculty and staff as they inform the community of worthy programs for which external financial support is needed. He also ensures that supporters from outside of the University are aware of the positive impact of their contributions to the University.

The combined assets of the Francis Marion University Foundation and the Real Estate Foundation total \$60,434,535.

### **Cost Efficiency:**

The use of external funds enables the University to continue to expand its offerings and the quality of its programs while maintaining minimal costs for students.

- The Health Sciences Building—now under construction in downtown Florence--will provide classroom and office space for FM's Nurse Practitioner Program, FM's proposed Physician Assistant Program, and for the University of South Carolina's third-and fourth-year medical students and instructors assigned to Florence for their clinical rotations. This partnership between FM, USC's School of Medicine, McLeod Regional Medical Center and Carolinas Hospital System is a sterling example of cooperation between government--city and state, private—local hospitals, and philanthropic-- Drs. Bruce and Lee Foundation, entities. Francis Marion be able to provide state of the art facilities and medical-school-quality health care education at one of the lowest tuition rates in the state, because the initial start-up expenses were covered by other entities.
- The Griffin Athletic Complex, built with private donations and bond proceeds, provides students and the community with a lovely green-space and superb athletic facilities.
- The University Foundation continues to acquire funding for merit and needs-based scholarships.

### **Other Measurements:**

Discussions with alumni, foundations, and boards have led to an articulated need for increased health care providers and educators in the Pee Dee. The development of the Nursing program arose from collaborations between various community groups, and other health care programs are in various stages of development. The newly-established Family Nurse Practitioner and Nurse Educator programs will provide practitioners with an advanced skill set who are particularly needed in many rural areas which are not served by a residential physician.

Francis Marion and HopeHealth, a sliding-fee-scale community health center, are working together in ways that allow each to benefit from the resources of the other (e.g., HopeHealth can use space in the University Clinic and a HopeHealth physician is available at the clinic).

**OBJECTIVE 6**  
(Restate Objective)

**THIS IS INTENDED TO BE A BLANK PAGE.**

**Program Effectiveness:**

**Cost Efficiency:**

**Other Measurements:**

## ADDITIONAL EVALUATION INFORMATION

1. Describe any new programmatic accomplishments that occurred during this review period that were not planned or expected at the beginning of the review period. Describe the agency head's performance in terms of the three measurements of program effectiveness, cost efficiency or "other" appropriate measurements of the accomplishment.

The President continues to provide leadership which motivates faculty and staff to plan and produce educational programs that: allow Pee Dee citizens the opportunity to acquire degrees which provide a professional workforce for the region; engender an understanding of civics/government and technical processes which make them ideal citizens; and instill an analytical perspective which leads continual analysis of how to improve one's self and society.

2. **PART I:** Have you participated in any compliance audits of agency programs, services or procedures this fiscal year? (Check one.) YES  NO  If yes, describe any major/critical audit exceptions as determined by the board/commission and describe the agency head's efforts to correct those exceptions.

There were no negative findings.

**PART II:** Describe the agency's performance in financial management, to include the following areas: payroll processing, procurement, accounts payable, financial reporting, audits, budgeting, compliance with Generally Accepted Accounting Principles, compliance with federal grant requirements, compliance with state laws, including the State Appropriations Act.

The University practices open and efficient management of its fiscal, physical, and human resources. The highest standards of financial management are maintained in all areas.

3. Provide an overall assessment of the agency head's job performance during the review period, emphasizing major strengths and areas of improvement. If appropriate, indicate how the agency head plans to improve in any of the deficient areas and what the board/commission plans to do to support these efforts.

The President does an excellent job of leading the University in a manner which allows it to accomplish the goals set forth in the *FM Mission Statement*.

For the fourth consecutive year Francis Marion was recognized as a *Great Places to Work Campus* by *The Chronicle Of Higher Education*. Fourteen institutions in each of the categories are recognized as Honor Roll institutions because of the number of areas in which they excelled. FM was recognized in the middle-size category for the following: Collaborative Governance; Professional/Career Development Programs; Teaching Environment; Work/Life Balance; Confidence in Senior Leadership; Respect and Appreciation; Job Satisfaction; Supervisor/Department Chair Relationships; Tenure Clarity and Process.

The recognition was based on a two-part assessment process: an institutional audit that captured demographics and workplace policies from each institution, and a survey administered to faculty, administrators, and professional support staff. The primary factor in deciding whether an institution received recognition was the employee feedback.

4. Provide your assessment of the agency head's performance/effectiveness in working with members of the General Assembly. (For informational purposes only. Examples include presentation of budget requests, communication of programmatic needs or initiatives, responsiveness to inquiries.)

The President has a very good rapport with members of the General Assembly.

5. Please record the composite score the agency head received from the survey of the individual board/commission members. 5.0

6. Circle the level that best describes your overall assessment of the agency head's performance.  
Exceeds Performance Expectations  
Meets Performance Expectations  
Fails to Meet Performance Expectations

**Agency Head Evaluation Supplement**

**Continuous Improvement Efforts**

The Agency Head Salary Commission is committed to the continuous improvement of services provided to the citizens of South Carolina through South Carolina state government. The Commission believes that agency heads play a critical role toward accomplishing this goal through the implementation of performance improvement efforts in their respective agencies. Accordingly, it is the intent of the Commission to evaluate the agency head's performance based on the agency's progress. One way to meet this requirement is through your agency's participation in a performance excellence initiative consistent with the criteria of the Malcolm Baldrige National Quality Award.

On this supplement page, please provide at least one objective that focuses on the implementation of and progress toward performance excellence. In addition, please provide a brief paragraph that details how the agency is incorporating these improvement efforts toward meeting the mission of the agency and include any measurement such as cost efficiency or increased program effectiveness. This supplemental document must be submitted in addition to the Agency Head Planning Form and Evaluation Form.

**OBJECTIVE**

The President will provide leadership, direction, and support to assess organizational practices and capabilities guided by the core values and concepts contained within the Baldrige Educational Criteria for Performance Excellence. The University has a data-driven system which emphasizes the collection of measurements of key performance indicators for the institution. These indicators are published in the annual *Accountability Report* which is submitted to SC Office of the Budget. Assessment data are also collected for presentation to various accrediting agencies and for use in the strategic planning activities of the University.

**MEASUREMENT TO MEET MISSION/OBJECTIVE**

Strategic planning processes for the University incorporate qualitative and quantitative information as it relates to University facilities, accreditation activities, the University Foundation, and technology enhancement. The Provost and Chair of the Faculty led the University this year in an evaluation and revision of the Strategic Plan which was placed on the University website for review and comment by members the University and the public. The revised *Strategic Plan* was approved by the Faculty in October 2012 and ratified by the Board of trustees on November 9, 2012.

**Agency Head Salary Commission For Board/Commission Members**

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Average Score
Question 1	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 2	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 3	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 4	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 5	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 6	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 7	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 8	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 9	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 10	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 11	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 12	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 13	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 14	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>
Question 15	<u>  X  </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>    </u>	<u>  5  </u>

Subtotal (Total Average Scores for Questions 1-15)   75  

Final Average Score for Survey (Subtotal / 15)   5  

I acknowledge that the above composite represents the scores from the individual surveys of the Board/Commission members.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For use by the Agency Head Salary Commission only.

\*Pursuant to S.C. Code Ann. Section 30-4-70 (a) (1) (1976), the Agency Head Salary Commission plans to discuss this employment matter in a meeting closed to the public. Therefore, this Agency Head Evaluation Survey Composite should be considered a document which will be used in a closed meeting.



\*Pursuant to S.C. Code Ann. Section 30-4-70 (a) (1) (1976). The Agency Head, salary Commission plans to discuss this employment matter in a meeting closed to the public. Therefore, this Agency Head Evaluation Supplement should be considered a document which will be used in a closed meeting.

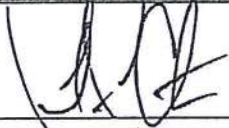
## PLANNING STAGE SIGNATURES

\_\_\_\_\_  
**Governor or Board/Commission Chairperson**

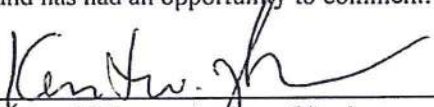
\_\_\_\_\_  
**Agency Head**

\_\_\_\_\_  
**Date of Planning Stage Completion**

## EVALUATION STAGE SIGNATURES

  
\_\_\_\_\_  
**Agency Head**

Signature indicates the agency head has reviewed the final evaluation document and the survey results and has had an opportunity to comment.

  
\_\_\_\_\_  
**Governor or Board/Commission Chairperson**

The final evaluation document must be approved by a majority of the board/commission. Each member shall be given the opportunity to review the final document submitted to the Agency Head Salary Commission. The chairperson's signature indicates this process has been followed and that the summary survey score is accurate.

\_\_\_\_\_  
**Date of Pre-appraisal Interview**

\_\_\_\_\_  
**Date of Final Evaluation**